Windsor Board of Education
Windsor Board of Education Regular Meeting

Tuesday, May 21, 2013 7:00 PM
Regular Meeting, Town Hall, Council Chambers
275 Broad Street
Windsor, CT 06095

1. Call to Order, Pledge to the Flag and Moment of Silence
   Speaker(s): D. Richardson
2. Recognitions/Acknowledgements
   - 2.a. Announcement--Donation of materials from C. Mather Company to the WHS Technology Education Department
     Speaker(s): J. Villar
   - 2.b. Announcement--Monetary donation from All Crate, Inc. to the Windsor Prep Program
     Speaker(s): R. Sills
   - 2.c. Recognition--CABE Student Leadership Awards Tyler Jennings Peczka-WHS; Jonathan Rush-WHS; Jasmine Rush-SPMS; Sean Doolittle-SPMS
     Speaker(s): J. Villar/R. Sills/P. Cavaliere
   - 2.d. Recognition--Chris Traore, named 2013 Scholar-Athlete by The National Football Foundation
     Speaker(s): R. Sills
   - 2.e. Recognition--Sage Park Middle School Named CAS Middle School of the Year
     Speaker(s): J. Villar/P. Cavaliere
3. Audience to Visitors
   Speaker(s): D. Richardson
4. Student Representative Report
   Speaker(s): J. Rush
5. Board of Education
   Speaker(s): D. Richardson
   - 5.a. President's Report
     Speaker(s): D. Richardson
   - 5.b. Adoption of BOE Self-Evaluation Tool
     Speaker(s): K. Williams
   - 5.c. Discussion of Potential Areas for Budget Reduction
     Speaker(s): D. Richardson
6. Superintendent's Report
   Speaker(s): J. Villar
   - 6.a. Demonstration of Edline Learning Community Management System, Mileposts Data Management Software, and Measures of Academic Progress (MAP) Computerized Adaptive Testing
     Speaker(s): D. Couture
   - 6.b. Status Report on Windsor Evaluation Plan Pilot
     Speaker(s): C. Cooke
   - 6.c. Policy Adoption, 1st Reading
     Speaker(s): J. Lefkowitz/P. Panos
     - 6.c.1. Adopt P-4115.1 Policy Regarding Sex Discrimination and Sexual Harassment in the Workplace (Personnel)
     - 6.c.2. Adopt P-5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)
     - 6.c.3. Adopt P-5131.911 Bullying Prevention and Intervention Policy
     - 6.c.4. Adopt P-5113 Student Attendance and Truancy
     - 6.c.5. Adopt P-5114 Student Discipline
     - 6.c.6. Adopt P-4118.11 Non-Discrimination (Personnel)
     - 6.c.7. Adopt P-5145.4 Non-Discrimination (Students)
   - 6.d. Curriculum Development--2nd Reading
     Speaker(s): M. Butler/C. Santos
     - 6.d.1. Math Curricula: Grades K, 2, 7
       Speaker(s): T. Baird
     - 6.d.2. Language Arts Curricula: Grades 1, 7, 8
       Speaker(s): T. Peterson
   - 6.e. Curriculum Development, 1st Reading
     Speaker(s): C. Santos
     - 6.e.1. Mathematics Curricula: Grades 1,3,4,5
       Speaker(s): T. Baird
     - 6.e.2. Language Arts Curricula: Grades 6,9,10,11

Speaker(s): T. Peterson

6.e.3. Forensic Science Curricula
Speaker(s): C. Tedisky

6.f. Textbook Adoption, 1st Reading: Spanish 4
Speaker(s): B. Jaramillo

7. Committee Reports

7.a. Curriculum Committee
Speaker(s): C. Santos

7.b. Technology Committee
Speaker(s): R. O'Reilly

7.c. Roger Wolcott Committee
Speaker(s): L. Lockhart

8. Consent Agenda

8.a. Financial Report
Speaker(s): F. Williams

8.b. Enrollment Report
Speaker(s): F. Williams

8.c. Food Services Report
Speaker(s): F. Williams

8.d. Human Resources Report
Speaker(s): C. Cooke

8.e. Approval of Healthy Food Certification Program
Speaker(s): F. Williams

9. Approval of Minutes
Speaker(s): R. O'Reilly

9.a. April 2, 2013 BOE Policy Committee Meeting
Speaker(s): R. O'Reilly

9.b. April 3, 2013 BOE Curriculum Committee Meeting
Speaker(s): R. O'Reilly

9.c. April 9, 2013 BOE Regular Meeting
Speaker(s): R. O'Reilly

9.d. April 23, 2013 BOE Roger Wolcott Committee Meeting
Speaker(s): R. O'Reilly

9.e. April 24, 2013 BOE Self-Evaluation Tool Committee
Speaker(s): R. O'Reilly

9.f. May 1, 2013 BOE Curriculum Committee Meeting
Speaker(s): R. O'Reilly

9.g. May 2, 2013 BOE Technology Committee Meeting
Speaker(s): R. O'Reilly

9.h. May 7, 2013 BOE Workshop
Speaker(s): R. O'Reilly

9.i. May 13, 2013 BOE Policy Committee Meeting
Speaker(s): R. O'Reilly

10. Other Matters/Announcements/Regular BOE Meetings
Speaker(s): D. Richardson

10.a. June Regular BOE Meeting, Tuesday, June 18, 2013 at 7:00 PM, Town Hall, Council Chambers
Speaker(s): D. Richardson

10.b. WHS Student Art Show, Wednesday, May 29, 2013 at 7:00 PM, WHS Art Rooms
Speaker(s): D. Richardson

10.c. WHS Honor Cord Ceremony, Thursday, May 30, 2013 at 7:00 PM, WHS Auditorium
Speaker(s): D. Richardson

10.d. WHS Senior Scholarships and Awards Night, Thursday, June 6, 2013 at 7:00 PM, WHS Auditorium
Speaker(s): D. Richardson

10.e. WHS Class of 2013 Graduation, Monday, June 24, 2013, 6:30 PM, Bushnell Memorial, Hartford, CT
Speaker(s): D. Richardson

11. Audience to Visitors
Speaker(s): D. Richardson

12. Adjournment
Speaker(s): D. Richardson

WINDSOR PUBLIC SCHOOLS

Phone: (860) 687-2000 ext. 259
Fax: (860) 687-2009
E-Mail: fwilliams@windsorct.org

Frank Williams
Director of Business Services
601 Matianuck Avenue
Windsor, Connecticut 06095

April 3, 2013

Tom Mather
C. Mather Co., Inc.
339 Chapel Road
South Windsor, CT 06074

Dear Mr. Mather:

Please accept this letter as a "thank you" for donating the Corian materials, estimated to be worth approximately $200.00, to the Windsor High School Technology Education department. Dustin Ricci, technology teacher, informed me that he has some interesting project ideas for his CAD/CAM students using this material.

We again thank you for your generosity and appreciate donations from companies such as the C. Mather Company. The staff and students of Windsor schools are very fortunate for these contributions.

Thank you for thinking and caring for the students of the Windsor community.

Sincerely,

Frank Williams
Director of Business Services

FW:prm

Cc: Deborah Maccarone, Windsor High School
Russell Sills, Windsor High School
Dr. Jeffery A. Villar, Superintendent
Dustin Ricci, Windsor High School

COPY

WINDSOR PUBLIC SCHOOLS

Phone: (860) 687-2000 ext. 236
Fax: (860) 687-2009
E-Mail: jvillar@windsorct.org

Jeffrey A. Villar, Ph.D.
Superintendent of Schools
601 Matianuck Avenue
Windsor, Connecticut 06095

April 17, 2013

Joseph A. Novak, Sr.
All Crate, Inc.
200 Lamberton Road
Windsor, CT 06095

Dear Mr. Novak:

I am in receipt of your most generous $375 donation you sent for the great job the Windsor Prep Program did, once again, in cleaning up the lawn area at your place of business on Lamberton Road. It is so wonderful that you chose to utilize the services of this great bunch of students. Engaging these students in this type of activity is a worthwhile learning experience for them.

I would also like to thank you, again, for recommending the Windsor Prep Program to your friends and business associates. Word-of-mouth promotion of the hard work that these students accomplish on any given project is the best endorsement. I will definitely convey your kind words to Andy Giza so that he can share them with his students and staff.

Thanks, again, for providing the students of the Windsor Prep Program with this most valuable experience.

Sincerely,

Jeffrey A. Villar, Ph.D.
Superintendent

JAV:prm

Cc: Andrew Giza
Jody Lefkowitz, Director of Pupil Services

ALL CRATE INC.

Serving Our Customers Since 1992

RECEIVED
APR 1 [illegible] 2013
WINDSOR PUBLIC SCHOOLS
BUSINESS OFFICE

April 12, 2013

Dr. Jeffrey A. Villar
Superintendent of Schools
601 Matianuck Avenue
Windsor, CT 06095

Dr. Perlini,

I would like to commend the Windsor Prep Program headed by Andy Giza. This weekt week Andy and his group of staff and students came to our building and cleaned our lawn area on 200 Lamberton Road. The kids were wonderful and did a great job. The staff also led by example. The group consisted of up to 7 students and 3 staff members.

My son and I often recommend to my friends, community organizations and business associates to use this group and will continue to do so.

Please call me at 860-683-2134, if there are any questions.

Sincerely,

Joseph A. Novak, Sr.

200 Lamberton Road • Windsor, CT 06095 • (860) 683-2134 • Fax (860) 687-1864

WINDSOR HIGH SCHOOL'S CHRIS TRAORE NAMED 2013 SCHOLAR-ATHLETE BY THE NATIONAL FOOTBALL FOUNDATION & COLLEGE FOOTBALL HALL OF FAME



PICTURED (left to right):

- Steve Risser, Athletic Director of the Windsor Public Schools;
- Rob Fleeting, Head Coach of Windsor High School Football and a Windsor High teacher;
- Chris Traore, Windsor High School Senior and the honored scholar-athlete;
- Paul Cosgrove, Vice President of the National Football Foundation & College Football Hall of Fame – Northern Connecticut chapter;
- Chris' parents Leonie and Mory Soumahoro; and
- Paul Broxterman, a Windsor High School Football Coach.

WINDSOR, CONN., April 2, 2013 – Today, Windsor High School Senior Chris Traore was recognized as a "2013 Scholar-Athlete" by the National Football Foundation & College Football Hall of Fame. The award honors exemplary student-athletes who excel in both academics and leadership.

Traore, a Linebacker for the Windsor High School Warriors Football team, is one of just 23 individuals from Northern Connecticut to receive this honor this year. He is third Windsor High student to be honored with this award since 1997 and only the 11th from the school to receive it since the awards were established 46 years ago. Traore was nominated for this recognition by Windsor High School's Head Football Coach Rob Fleeting.

Among those on hand today for the surprise presentation at Windsor High School were Paul Cosgrove, Vice President of the National Football Foundation & College Hall of Fame – Northern Connecticut chapter, Chris' parents, Mory and Leonie Soumahoro, Coach Fleeting, Athletic Director Steve Risser and other teachers, football coaches and players.

Traore's name will be placed on a plaque in the National Football Foundation's College Hall of Fame in South Bend, Indiana. He will be formally honored at the Foundation and Hall of Fame's Scholar-Athlete Dinner to be held on May 19 at The Aqua Turf Club in Plantsville, Conn.

Submitted by Laura Soll, April 2, 2013

For Immediate Release

May 17, 2013

Sage Park Middle School named CAS Middle School of the Year

The Connecticut Association of Schools (CAS) is proud to announce that Sage Park Middle School in Windsor has been selected as the 2013-2014 CAS Middle School of the Year. Chosen from among 150 eligible Connecticut middle schools, Sage Park distinguished itself as a consummate middle school, employing exemplary practices as defined by the National Middle School Association and the National Association of Secondary School Principals.

After completing a detailed application process that included attention to curriculum, instructional practices, school climate and safety, community involvement, and student success, two schools were selected as finalists. These schools were visited by a trained CAS committee that included veteran principals, teachers and the CAS assistant director for middle level education. During the site visits, interviews were held with faculty, administration, parents and students. Classes were observed and scores of documents were examined. At the conclusion of the visits, the committee deliberated over their findings and declared a winning recipient based on all of the evidence.

Reasons for choosing Sage Park Middle School include:

- Over the past few years, students' scores have consistently risen for every grade level, every subject and every sub group on the Connecticut Mastery Tests, a testament to the skills and dedication of the faculty under the inspired leadership of Principal Paul G. Cavaliere Jr.
- There is a culture that promotes parent and faculty involvement in curriculum and instruction, school improvement, and policy development.
- The emphasis on raising standards of behavior and student buy-in through P.B.I.S. has resulted in a positive school climate
- The advisory program entitled *VIP* fosters a sense of belonging for each student.
- The depth and breadth of the offerings in the arts, music, athletics, clubs and academic support are outstanding.
- The celebration of the multicultural nature of the student body is rich and rewarding for all.

Sage Park Middle School is an extraordinary middle school in every respect. They will be formally honored at a celebration in the fall.

Earle G. Bidwell, Assistant Executive Director
Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410
(203) 250-1111
ebidwell@casciac.org

THE CONNECTICUT ASSOCIATION OF SCHOOLS

EXECUTIVE DIRECTOR
Karissa L. Niehoff, Ed.D.

OFFICERS:

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Francis Kennedy, Principal
Berlin High School

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Donna Hayward, Principal
Suffield High School

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RoseAnne Vojtek, Principal
Ivy Drive School, Bristol

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Waterford High School

AFFILIATED WITH:

• National Association of Secondary School Principals

• New England Association of Schools and Colleges

• Association for Middle Level Education

• National Association of Elementary School Principals

• New England League of Middle Schools

• National Federation of State High School Associations

30 Realty Drive
Cheshire, CT 06410
Phone: (203)250-1111
FAX: (203)250-1345
www.casciac.org

Serving schools and principals

May 17, 2013

Mr. Paul G. Cavaliere Jr.
Sage Park Middle School
25 Sage Park Road
Windsor, CT 06095

Dear Mr. Cavaliere:

Congratulations! The Middle Level Honors and Awards Committee of the Connecticut Association of Schools has selected Sage Park Middle School as the 2013-2014 Middle School of the Year.

Clearly, Sage Park Middle School is an exemplary school in many, many, ways. That you have consistently raised student performance over the last few years for every grade, every subject, and every sub-group is a testament to your philosophy that failure is not an option, and that all students can show significant growth and improvement. In addition, your leadership was evident in all of the conversations we had with parents, teachers and students. It was clear that while you truly lead, all constituents feel empowered and part of the process. The show of support by the community and the knowledge of the parents about the programs at the school are also very impressive. To quote two representative parents: "Everyone fits in at Sage Park, and "The school is open-minded, transparent and has a village mentality." Your VIP program is outstanding and the application of PBIS has made Sage Park the most improved in the district in terms of school climate.

Thank you for all that you do for middle level education. We at the Connecticut Association of Schools are very appreciative of your efforts and proud to be represented by you as the CAS Middle Level School of the Year for 2013-2014.

CAS will formally acknowledge your accomplishment in a ceremony at Sage Park in the fall, and at a CAS Celebration Event at the Aqua-Turf in November. A media release is attached that you can proudly share with those outlets that cover your community.

Regards,

Norma Posocco

Norma Posocco, Chairperson
CAS Middle Level Honors and Awards Committee

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

PREPARED BY: Jeffrey A. Villar, Ph.D. **PRESENTED BY:** Kenneth Williams

ATTACHMENTS: BOE Self-Evaluation Tool

SUBJECT: BOE Self-Evaluation

BACKGROUND:
BOE of Education Bylaw 9400 requires the Board of Education to engage in a self-evaluation process annually. The BOE President established a subcommittee to engage in the work to develop a self-evaluation tool.

STATUS:
Subcommittee has completed its charge to develop a tool to assist the Board of Education conduct its annual self-evaluation.

RECOMMENDATION:

Motion to adopt the Board of Education self-evaluation tool as presented by the chair of the Self-Evaluation Subcommittee.

Recommended by the Superintendent: JAV

Agenda Item # 5b.

WINDSOR PUBLIC SCHOOLS
BOARD OF EDUCATION SELF-EVALUATION
2012-2013

INSTRUCTIONS FOR COMPLETING YOUR
<u>BOARD SELF-EVALUATION</u>

Please complete the survey responding with a numeric rank, which reflects your feelings and perceptions on each item as follows:

5 - Excellent

4 - More than acceptable

3 - Acceptable

2 - Less than acceptable; needs some improvement

1 - Less than acceptable; needs <u>major</u> improvement

0 – Not enough experience with or knowledge of the topic to rate)

At the end of each section is space for you to write any additional or explanatory comments. These comments will be included in the tabulated data but the authors will not be identified.

BOARD OF EDUCATION SELF-EVALUATION

Board Member_____
(Optional)

Instructions: Rate the current practice of the board for each item from 1 (lowest rating) to 5 (highest rating). Unless you indicate otherwise, all scores and comments will be typed and distributed to the board, but without your name –they will be anonymous. Please identify any confidential comments you do not wish to share with the whole board.

BOARD MEMBERS

1. Each board member acts in the best interest of the entire district rather than one segment of the district or a special interest group.

   0 1 2 3 4 5

2. Board members attempt to assure that community values are adequately reflected at the board table.

   0 1 2 3 4 5

3. Board members attempt to assure that community educational aspirations are adequately reflected at the board table.

   0 1 2 3 4 5

4. During the decision making process, board members think independently but are careful not to make statements or commitments on behalf of the board.

   0 1 2 3 4 5

5. Once a decision is made, all board members respect and support the decision; the board speaks with one voice.

   0 1 2 3 4 5

6. Board members preserve the confidentiality of items discussed in closed session.

   0 1 2 3 4 5

7. Board members work to strengthen public confidence in the board and district leadership.

   0 1 2 3 4 5

8. Board Members Understand the district's programs and policies.

   0 1 2 3 4 5

9. Board Members effectively communicate their needs to the staff.

   0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON BOARD MEMBERS

MEETINGS OF THE BOARD

10. All meetings comply with the Connecticut open meeting laws.
0 1 2 3 4 5

11. The board president and superintendent jointly develop an agenda that reflects the needs and goals of the board, superintendent, and district for education, policy, and governance.
0 1 2 3 4 5

12. The board receives a packet of materials including: a) an agenda and b) as appropriate, analysis and recommendations on agenda items, well in advance of each meeting.
0 1 2 3 4 5

13. All board members come prepared for each meeting.
0 1 2 3 4 5

14. The meeting is of appropriate length - usually two hours or less.
0 1 2 3 4 5

15. The meeting time, place and facilities accommodate the board and staff to the fullest extent possible.
0 1 2 3 4 5

16. The meeting time, place, and facilities accommodate the public to the fullest extent possible.
0 1 2 3 4 5

17. Meetings are run efficiently; parliamentary procedure is followed.
0 1 2 3 4 5

18. Board members treat each other with respect.
0 1 2 3 4 5

19. Board members treat all stakeholders with respect.
0 1 2 3 4 5

20. All board members understand the procedure for placing items on the agenda.
0 1 2 3 4 5

21. Board members are provided the opportunity to express their opinions.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON MEETINGS OF THE BOARD

VISION AND PLANNING

22. The board, on behalf of the community, considers its most important job to be setting a clear direction for the district.
0 1 2 3 4 5

23. The board is engaged in two-way conversation with the community, gathering information that enables it to speak on behalf of the community and provide educational leadership for the community.
0 1 2 3 4 5

24. The board has provided a clear vision (direction) for the district.
0 1 2 3 4 5

25. The board, superintendent, and staff have developed clear attainable and measurable goals that move the district toward achieving its vision.
0 1 2 3 4 5

26. The district's programs, services and staff development are aligned with the board's vision, mission, goals and priorities.
0 1 2 3 4 5

27. The school board engages the community in securing support and

resources.

0 1 2 3 4 5

28. The school board engages the community in securing support for achieving the vision, mission, and goals of the district.

0 1 2 3 4 5

29. The board regularly reviews and evaluates progress toward achieving the district's goals.

0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON VISION & PLANNING

POLICY

30. The board, recognizing that most board decisions are policy decisions, develops written policies that are essential to effective governance and implementing the district's vision.

0 1 2 3 4 5

31. The board has a process to review its policies and keep its policy manual current with changes in state or federal law and its own priorities.

0 1 2 3 4 5

32. Prior to adopting policy, the board requires input from affected parties - the superintendent, staff and community - through announcements, meetings or other appropriate methods.

0 1 2 3 4 5

33. The board ensures that each policy is written as clearly as possible so that it can support the superintendent in his/her reasonable interpretation.

0 1 2 3 4 5

34. The school board regularly monitors district policy for effective implementation and compliance.

0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON POLICY:

FISCAL MANAGEMENT

35. The board ensures the development of annual fiscal forecasts based on clearly identified assumptions and rational.
0 1 2 3 4 5

36. The board and superintendent treat the annual financial plan as an expression of agreed upon district priorities.
0 1 2 3 4 5

37. District financial reports and audits provide board members with a clear understanding of the district's financial health.
0 1 2 3 4 5

38. The district has found a proper balance among competing claims: fiscal responsibility, responsiveness to the community, and meeting the needs of all students.
0 1 2 3 4 5

39. The Board has a clear and complete district financial plan.
0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON FINANCE:

BOARD/SUPERINTENDENT RELATIONS

40. The board and superintendent trust and respect one another.
0 1 2 3 4 5

41. The board delegates authority to the superintendent for implementing district policies and does not interfere with the superintendent's exercise of authority.
0 1 2 3 4 5

42. The board, with the assistance of the superintendent, has formulated clear written expectations against which the superintendent's performance can be measured.
0 1 2 3 4 5

43. At least annually, the board conducts a superintendent evaluation based on its performance expectations.

0 1 2 3 4 5

44. Board Members re-direct specific complaints and requests to the superintendent or other staff members as appropriate.

0 1 2 3 4 5

45. Board members treat staff members in a respectful manner at all times.

0 1 2 3 4 5

46. The board reserves statements critical of the superintendent's performance and evaluation of the superintendent for executive sessions.

0 1 2 3 4 5

47. Directions to the superintendent come from the board as whole not from individual members of the board.

0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON BOARD/SUPERINTENDENT RELATIONS:

SCHOOL BOARD ORIENTATION & DEVELOPMENT

48. Board members keep abreast of new and ongoing educational programs in the school district.

0 1 2 3 4 5

49. Board members are current on legislation and regulations, which affect public education in Connecticut.

0 1 2 3 4 5

50. All board members regularly attend local and state seminars presented by the CABE.

0 1 2 3 4 5

51. The board communicates effectively with local legislators.

0 1 2 3 4 5

52. Board retreats and/or workshops are informative and focused on district and/or board development.

0 1 2 3 4 5

53. The board is properly structured to meet its goals and the needs of the district.

0 1 2 3 4 5

54. The committees of the board function properly and meet the needs of the board and the district.

0 1 2 3 4 5

55. The Board provides orientation for new members which should include bylaws section 9000 and major policies.

0 1 2 3 4 5

AVERAGE EVALUATION:_____

GENERAL COMMENTS ON SCHOOL BOARD DEVELOPMENT:

Relationships and Communications between Board and Community

BOARD/COMMUNITY RELATIONS

56. The board and individual members demonstrate respect and cooperation in their relationships with the community

0 1 2 3 4 5

57. The board communicates and seeks input from the community using forums, groups, the media and/or other vehicles following agreed upon procedures.

0 1 2 3 4 5

58. The board has collaborative relationships with stakeholders including local officials, municipal agencies, community partners and other stakeholders.

0 1 2 3 4 5

59. The Board encourages the community to attend and participate in all board meetings except executive session.

0 1 2 3 4 5

60. The board encourages members, superintendent, and staff to submit timely school information to the media on a regular basis.

0 1 2 3 4 5

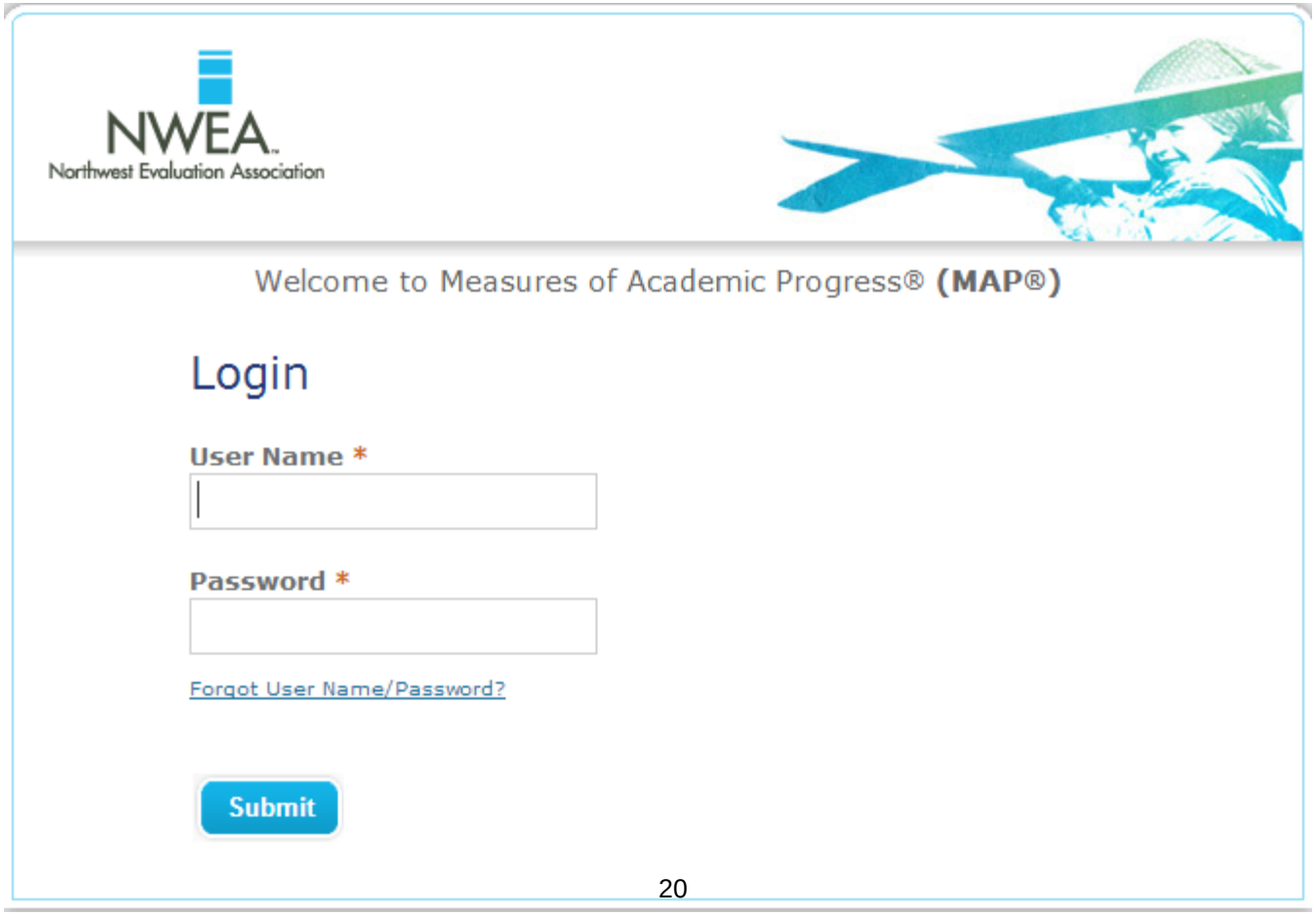
AVERAGE EVALUATION:_____

GENERAL COMMENTS ON BOARD/COMMUNITIES RELATIONS:

SUMMARY OF EVALUATION ELEMENTS

Board Members Meetings	_____
of the Board Vision and	_____
Planning Policy	_____
Finance Board/Superintendent	_____
Relations	_____
School Board Development Board/Community	_____
Relations	_____
Individual Board Members Average:	_____

Measures of Academic Progress (MAP®)



A2B5

Jane has 2 pages of stamps like the one shown below. Which expression represents the total number of stamps on the two pages?



A. $6 + 3 \times 2$

B. $2(3 \times 6)$

C. $(6 \times 4) + 3$

D. $3 \times 6 + 3$

Table 1: DesCartes Suggested Uses and Purposes

PURPOSE OR USE	EXPLANATION
Materials Selection	In a typically diverse classroom, selecting materials for students at the extreme ends of the spectrum is challenging. DesCartes guides instructors in the search for more appropriate materials for all students.
Sharing Resources	NWEA encourages partnering with other educators to develop better ways to share and store resources.
Gifted and Talented, Title I, and English Language Learners (ELL)	When instructors apply DesCartes to gifted and talented, Title I, and ELL programs, it serves as a guide to constantly push all students to maximize academic growth.
Curriculum Planning	DesCartes, as a resource for curriculum development or program revision, becomes a valuable planning tool.
School Improvement Planning	Knowledge of student achievement, translated by DesCartes, can help personnel plan or change how the district: • Groups for instruction • Uses instructional time • Structures the schools • Organizes the staff • Designs the facilities
Monitoring Student Progress	Use DesCartes to create checklists to assist with tracking where students are on a learning continuum.
Individual Education Plans	DesCartes can help identify specific skills to support the student in reaching targeted goals.
Parent Conferencing	DesCartes provides a way for instructors to communicate with parents about their child's academic progress. When parents understand how test scores translate into the skills and concepts their child is developing, they can encourage activities to engage their child in additional learning.

Organization

DesCartes is divided into the following subjects:

- Reading
- Language usage
- Mathematics (upper grades, lower grades)

Each subject is divided into categories called main goal strands. The main goal strands are then broken down into ten-point RIT ranges, based on difficulty.

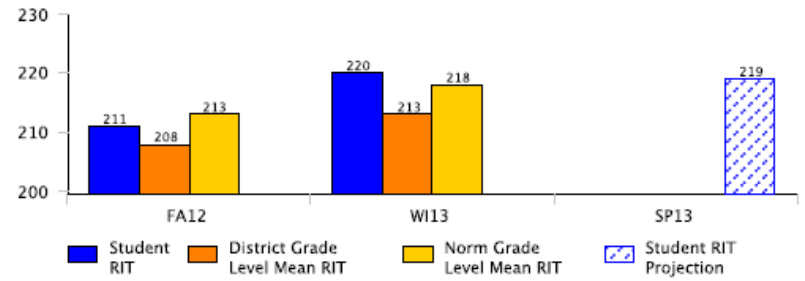
Within each RIT range, sub-goals further divide content within the goal area and break down the skills and concepts found in the NWEA test questions. These skills and concepts are described in learning continuum statements.

NWEA
Northwest Evaluation Association

Student Progress Report

Dwight Eisenhower

Mathematics

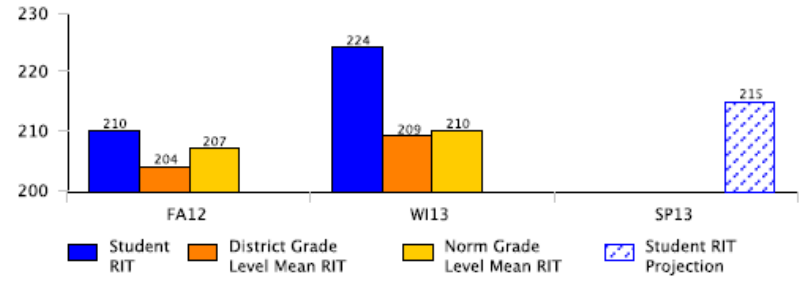


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	5	217-220-223			48-56-64
FA12	5	208-211-213			36-45-50

Mathematics Goals Performance - Spring 2012-2013

There were no test events found for the selected term.

Reading

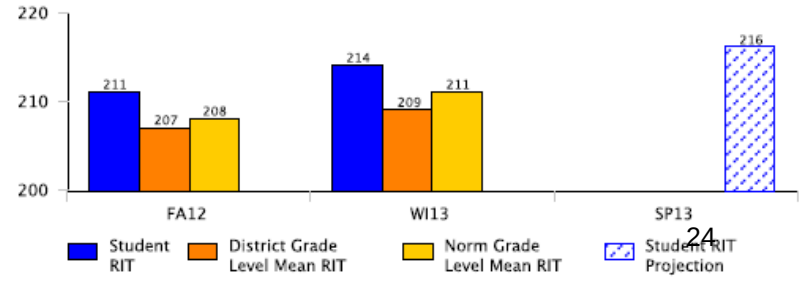


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	5	220-224-227			77-84-89
FA12	5	206-210-213			47-58-66

Reading Goals Performance - Spring 2012-2013

There were no test events found for the selected term.

Language Usage



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	5	211-214-217			50-59-68
FA12	5	208-211-214			50-59-67

Language Usage Goals Performance - Spring 2012-2013

There were no test events found for the selected term.

consortium

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John F Kennedy

students + parents + teachers + administrators = student success

Silverback News and Events

Victims of the Education Sequester are Poor Children and Special-Needs Students

Submitted by Alex Sundali Tuesday, March 19, 2013 The Atlantic The sequester's guillotine has little regard for good or bad programs as it unselectively slices spending across the country, but perhaps nowhere does its indiscriminate blade fall more harshly than within education. The students who will lose out will be the ones we should be most careful to protect: children from poor families and special needs kids. Federal funding for education will be slashed by 5.1 percent, until... FULL STORY

LEARNING TO LOVE "LEARNING"

New study gives insights to help foster students' love of learning February 26, 2013 Editor's Note: Here on Silverback Central, we enjoy posting what we feel are compelling issues facing educators today and as they prepare to educate in the future (with our two cents thrown in, of course.) As always, we appreciate your discussion and comments, so please feel free to voice your opinion in the comments section below. Our focus today is on teaching... FULL STORY

U.S. schools brace for federal funding cuts

The Washington Post reports that "...schools across the country are sending out pink slips as they brace for the possibility of deep federal budget cuts that could take effect next week, Education Secretary Arne Duncan said Thursday." Read the whole story here http://wapo.st/Wfmrgr FULL STORY

The worst eighth-grade math teacher in New York City

Is this how we should be evaluating teachers and students? We don't think so. What do you think? Let us know. This article was originally published by EducationViews.org on May 16,

Reports

All Reports

Student Information

Student Information

Student Demographics

RTI / Educational Support

Programs, Plans, Interventions

My Interventions

My Progress Monitoring Caseload

My Class Behavior Incident Reports

Student Performance

Benchmark Results

State Assessment Results

CAPT

CAPT Mathematics

CAPT Reading Across the Disciplines

CAPT Science

CAPT Writing Across the Disciplines

CMT

CMT Mathematics

CMT Reading

CMT Science

Find Student

Lastname | Firstname | Student # or State #

Search ◉Currently enrolled ○All

Manage

Assessment Data Entry

Program Referrals & Participation

Create a New Behavior Incident

Manage Behavior Incidents

Tools

Advanced Filtering

Browser Requirements

Change Password

All Tools

Resources

Interventions List

District Benchmarks

All Resources

Common Core State Standards

Overview of Class

NWEA Common Core Math Summary Grades 2-5

Classes: 12-13 - GR5 Math ([redacted]) (Period 5(A-E)) Testing Session: 2012-2013, Winter

			Overall		Number Operations / Concepts		Algebra		Geometry		Fractions		Measurements		Typical Growth in RIT Points		
Firstname	Lastname	Grade	RIT	Percentile	RIT	Proficiency	RIT	Proficiency	RIT	Proficiency	RIT	Proficiency	RIT	Proficiency	Fall to Fall	Fall to Spring	Spring to Spring
[redacted]			182	1	173	Low	179	Low	176	Low	201	Low	174	Low			
			220	56	212	LoAvg	221	Avg	223	HiAvg	225	HiAvg	216	Avg			
			230	80	224	HiAvg	224	HiAvg	233	High	234	High	235	High			
			228	76	224	HiAvg	231	High	231	High	228	HiAvg	227	HiAvg			
			208	25	201	Low	202	Low	211	LoAvg	212	LoAvg	213	LoAvg			
			220	56	225	HiAvg	216	Avg	225	HiAvg	220	Avg	216	Avg			
			229	78	216	Avg	233	High	233	High	240	High	228	HiAvg			
			201	12	197	Low	196	Low	197	Low	213	LoAvg	198	Low			
			191	3	186	Low	191	Low	187	Low	197	Low	192	Low			
			207	23	211	LoAvg	217	Avg	200	Low	221	Avg	191	Low			
			237	91	236	High	235	High	242	High	238	High	233	High			
			206	21	201	Low	212	LoAvg	203	Low	214	LoAvg	199	Low			
			231	82	236	High	232	High	231	High	226	HiAvg	229	HiAvg			
			208	25	197	Low	207	LoAvg	213	LoAvg	208	LoAvg	216	Avg			
			189	2	191	Low	178	Low	193	Low	191	Low	192	Low			
			209	27	214	LoAvg	203	Low	206	LoAvg	210	LoAvg	214	LoAvg			
			239	93	235	High	235	High	234	High	249	High	239	High			
			214	40	222	HiAvg	221	Avg	220	Avg	199	Low	213	LoAvg			
			205	19	205	Low	204	Low	199	Low	213	LoAvg	202	Low			
			198	8	209	LoAvg	206	LoAvg	189	Low	197	Low	189	Low			
			222	61	226	HiAvg	219	Avg	219	Avg	225	HiAvg	218	Avg			
Averages			213	42	211		212		213		217		211				

1 Page size: 50 22 items in 1 pages

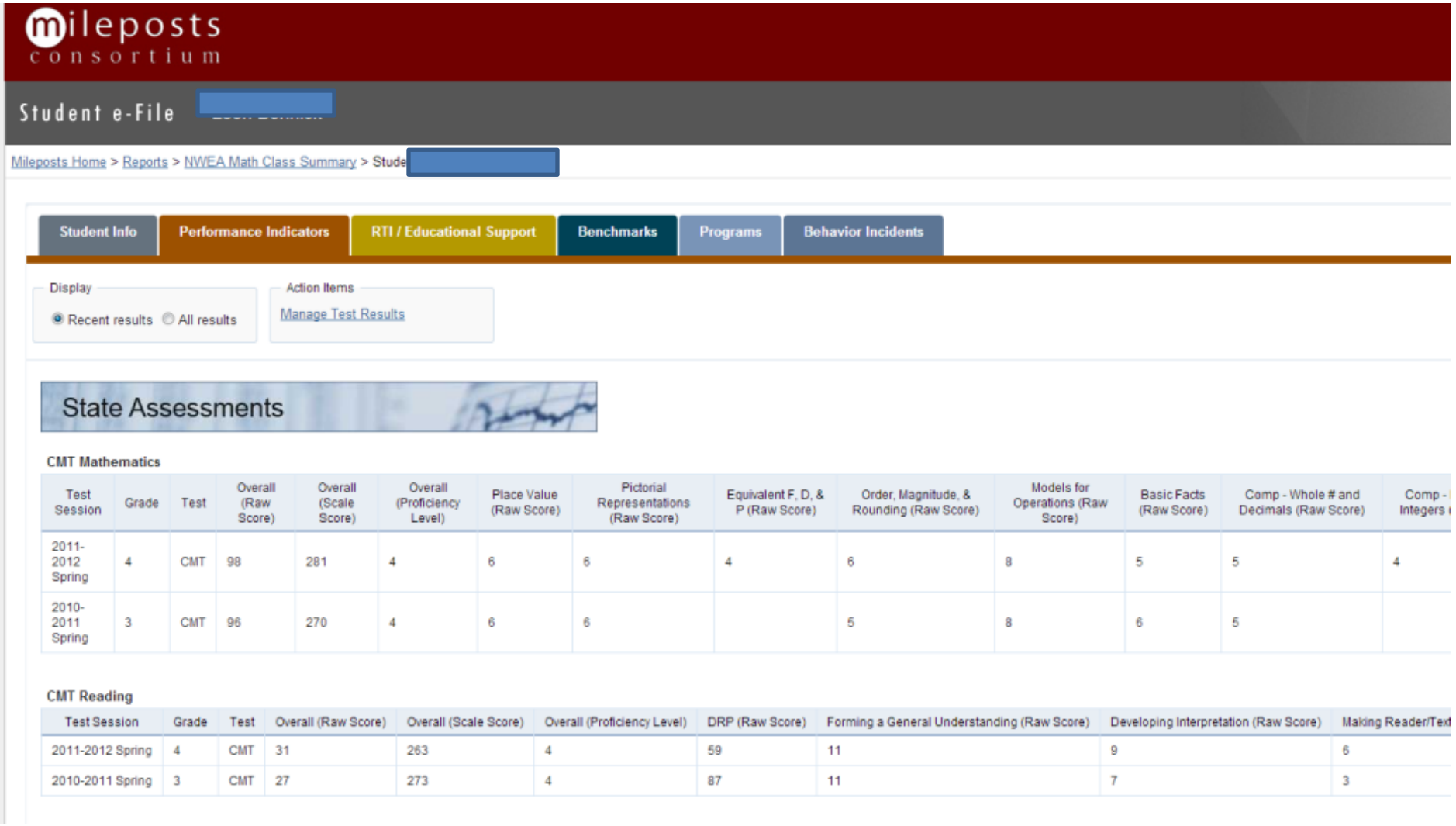
Grouped by Proficiency

NWEA Common Core Math Summary Grades 2-5

Classes: 12-13 - GR5 Math ( ) (Period 5(A-E)) Testing Session: 2012-2013, Winter

			Overall		Number Operations / Concepts		Algebra		Geometry		Fractions		Measurements		Typical Growth in RIT Points		
Firstname	Lastname	Grade	RIT	Percentile	RIT	Proficiency	RIT	Proficiency	RIT	Proficiency	RIT	Proficiency	RIT	Proficiency	Fall to Fall	Fall to Spring	Spring to Spring
			182	1	173	Low	179	Low	176	Low	201	Low	174	Low			
			191	3	186	Low	191	Low	187	Low	197	Low	192	Low			
			189	2	191	Low	178	Low	193	Low	191	Low	192	Low			
			208	25	197	Low	207	LoAvg	213	LoAvg	208	LoAvg	216	Avg			
			201	12	197	Low	196	Low	197	Low	213	LoAvg	198	Low			
			208	25	201	Low	202	Low	211	LoAvg	212	LoAvg	213	LoAvg			
			206	21	201	Low	212	LoAvg	203	Low	214	LoAvg	199	Low			
			205	19	205	Low	204	Low	199	Low	213	LoAvg	202	Low			
			198	8	209	LoAvg	206	LoAvg	189	Low	197	Low	189	Low			
			207	23	211	LoAvg	217	Avg	200	Low	221	Avg	191	Low			
			220	56	212	LoAvg	221	Avg	223	HiAvg	225	HiAvg	216	Avg			
			209	27	214	LoAvg	203	Low	206	LoAvg	210	LoAvg	214	LoAvg			
			229	78	216	Avg	233	High	233	High	240	High	228	HiAvg			
			214	40	222	HiAvg	221	Avg	220	Avg	199	Low	213	LoAvg			
			230	80	224	HiAvg	224	HiAvg	233	High	234	High	235	High			
			228	76	224	HiAvg	231	High	231	High	228	HiAvg	227	HiAvg			
			220	56	225	HiAvg	216	Avg	225	HiAvg	220	Avg	216	Avg			
			222	61	226	HiAvg	219	Avg	219	Avg	225	HiAvg	218	Avg			
			239	93	235	High	235	High	234	High	249	High	239	High			
			237	91	236	High	235	High	242	High	238	High	233	High			
			231	82	236	High	232	High	231	High	226	HiAvg	229	HiAvg			
Averages			213	42	211		212		213		217		211				

Page size: 50 22 items in 1 pages


mileposts
consortium
Student e-File
Mileposts Home > Reports > NWEA Math Class Summary > Stude
Student Info
Performance Indicators
RTI / Educational Support
Benchmarks
Programs
Behavior Incidents
Display
Recent results
All results
Action Items
Manage Test Results
State Assessments
CMT Mathematics
Test Session | Grade | Test | Overall (Raw Score) | Overall (Scale Score) | Overall (Proficiency Level) | Place Value (Raw Score) | Pictorial Representations (Raw Score) | Equivalent F, D, & P (Raw Score) | Order, Magnitude, & Rounding (Raw Score) | Models for Operations (Raw Score) | Basic Facts (Raw Score) | Comp - Whole # and Decimals (Raw Score) | Comp - Integers
2011-2012 Spring | 4 | CMT | 98 | 281 | 4 | 6 | 6 | 4 | 6 | 8 | 5 | 5 | 4
2010-2011 Spring | 3 | CMT | 96 | 270 | 4 | 6 | 6 | | 5 | 8 | 6 | 5 |
CMT Reading
Test Session | Grade | Test | Overall (Raw Score) | Overall (Scale Score) | Overall (Proficiency Level) | DRP (Raw Score) | Forming a General Understanding (Raw Score) | Developing Interpretation (Raw Score) | Making Reader/Text
2011-2012 Spring | 4 | CMT | 31 | 263 | 4 | 59 | 11 | 9 | 6
2010-2011 Spring | 3 | CMT | 27 | 273 | 4 | 87 | 11 | 7 | 3

Breakdown of Skills

NWEA Common Core V3 Language Survey

Test Session	Grade	Test	Plan / Organize / Research (Scale Score)	Plan / Organize / Research (Range Score)	Plan / Organize / Research (Standard Deviation)	Plan / Organize / Research (Proficiency Level)	Understand Grammar / Usage (Scale Score)	Understand Grammar / Usage (Range Score)	Understand Gra (Standard D
2012-2013 Winter		MAP: Language 2-12 Common Core 2010	218	213-223	5.1	HiAvg	213	208-218	5
2012-2013 Fall		MAP: Language 2-12 Common Core 2010	214	208-219	5.2	HiAvg	210	205-216	5.2

NWEA Common Core V3 Math Survey

Test Session	Grade	Test	Algebraic Thinking (Scale Score)	Algebraic Thinking (Range Score)	Algebraic Thinking (Standard Deviation)	Algebraic Thinking (Proficiency Level)	Number & Operations (Scale Score)	Number & Operations (Range Score)	Number & Operations (Standard Deviation)	Number & Operations (Proficiency Level)	Fractions (Scale Score)	Fractions (Range Score)	Fractions (Standard Deviation)	Fractions (Proficiency Level)	Measurement & Data (Scale Score)	Measurement & Data (Range Score)	Measurement & Data (Standard Deviation)	Measurement & Data (Proficiency Level)	Ge (S
2012-2013 Winter		MAP: Math 2-5 Common Core 2010	221	214-228	6.9	Avg	212	205-219	7	LoAvg	225	219-232	6.5	HiAvg	216	210-223	6.9	Avg	22
2012-2013 Fall		MAP: Math 2-5 Common Core 2010	215	208-221	6.6	Avg	207	200-214	6.9	LoAvg	207	200-214	6.6	LoAvg	210	204-217	6.5	Avg	21

NWEA Common Core V3 Reading Survey

Test Session	Grade	Test	Literature (Scale Score)	Literature (Range Score)	Literature (Standard Deviation)	Literature (Proficiency Level)	Informational Text (Scale Score)	Informational Text (Range Score)	Informational Text (Standard Deviation)	Informational Text (Proficiency Level)	Foundations / Vocabula (Scale Score)
2012-2013 Winter		MAP: Reading 2-5 Common Core 2010	228	221-234	6.2	High	226	220-232	6.2	High	218
2012-2013 Fall		MAP: Reading 2-5 Common Core 2010	202	196-208	6	LoAvg	210	204-216	5.8	Avg	217

mileposts consortium

Student e-File [redacted]

Mileposts Home > Reports > NWEA Math Class Summary > Student [redacted]

Student Info | Performance Indicators | RTI / Educational Support | Benchmarks | Programs | Behavior Incidents

Display: Recent results / All results

Action Items: Manage Test Results

State Assessments

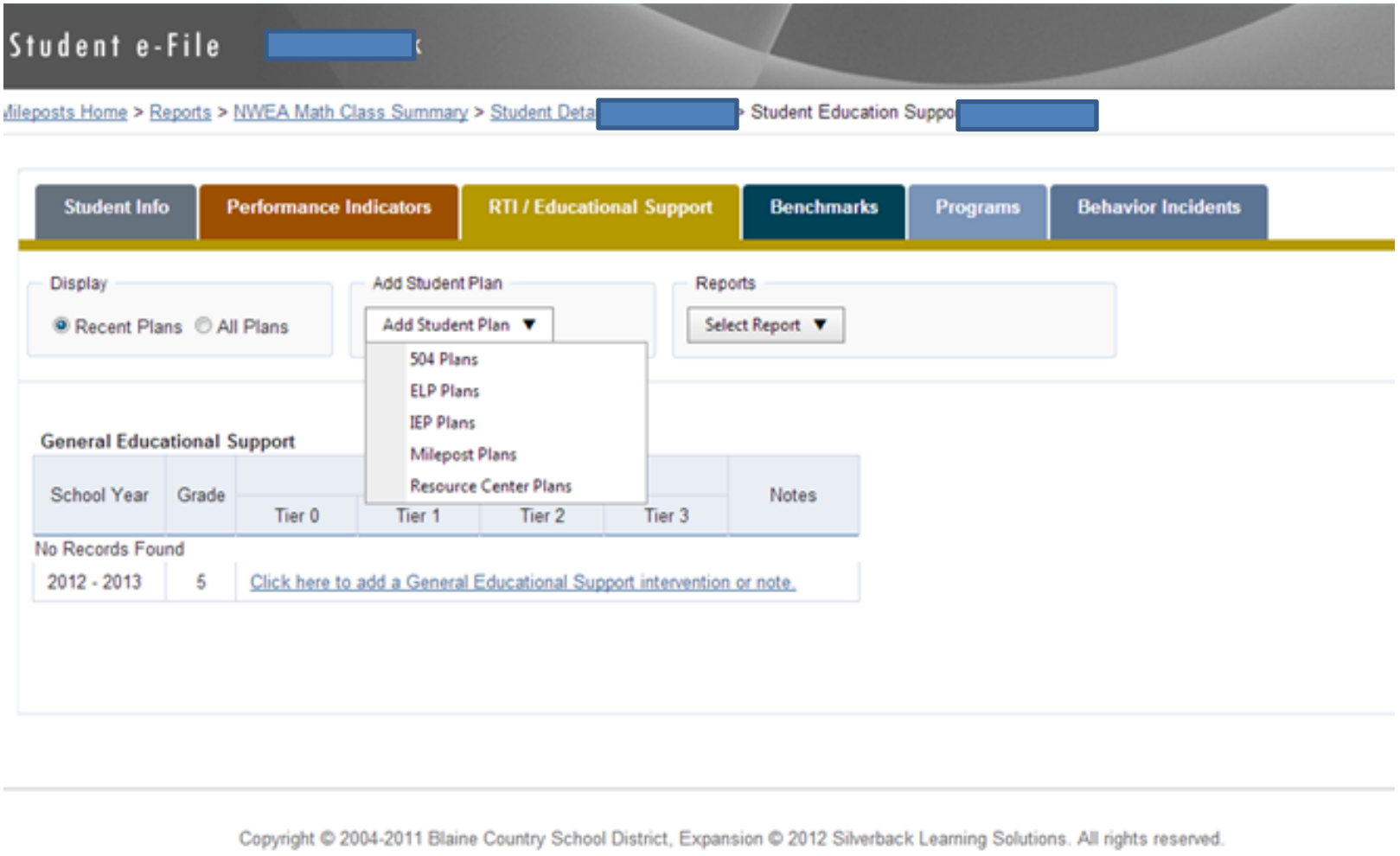
CMT Mathematics

Test Session	Grade	Test	Overall (Raw Score)	Overall (Scale Score)	Overall (Proficiency Level)	Place Value (Raw Score)	Pictorial Representations (Raw Score)	Equivalent F, D, & P (Raw Score)	Order, Magnitude, & Rounding (Raw Score)	Models for Operations (Raw Score)	Basic Facts (Raw Score)	Comp - Whole # and Decimals (Raw Score)	Comp - Integers
2011-2012 Spring	4	CMT	98	281	4	6	6	4	6	8	5	5	4
2010-2011 Spring	3	CMT	96	270	4	6	6		5	8	6	5	

CMT Reading

Test Session	Grade	Test	Overall (Raw Score)	Overall (Scale Score)	Overall (Proficiency Level)	DRP (Raw Score)	Forming a General Understanding (Raw Score)	Developing Interpretation (Raw Score)	Making Reader/Text
2011-2012 Spring	4	CMT	31	263	4	59	11	9	6
2010-2011 Spring	3	CMT	27	273	4	87	11	7	3

Available Student Plans



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General Educational Support for 2012-2013

Adding an Intervention

A. Plan Information

Modify

Plan's Name			
General Educational Support for 2012-2013			
Begin Date 3/20/2013	End Date	School Year 2012	Grade 5

B. Student Info

Student's Name			ID Number
[redacted]			[redacted]
Sex M	Birth Date [redacted]	Primary/Home Language	Race/Ethnicity [redacted]

C. Plan Interventions / Accommodations

Add Intervention

Area	Intervention	Tier	Start	End	Hours	Outcome	Action
There are no interventions							

D. Progress Monitors

Add Progress Monitor

ProgressMonitor	Start Date	Estimated End Date	Number of Probes Completed	Next Probe Date	Action
There are no progress monitors					

E. Progress Notes, Contacts and Miscellaneous Notes

Add Note

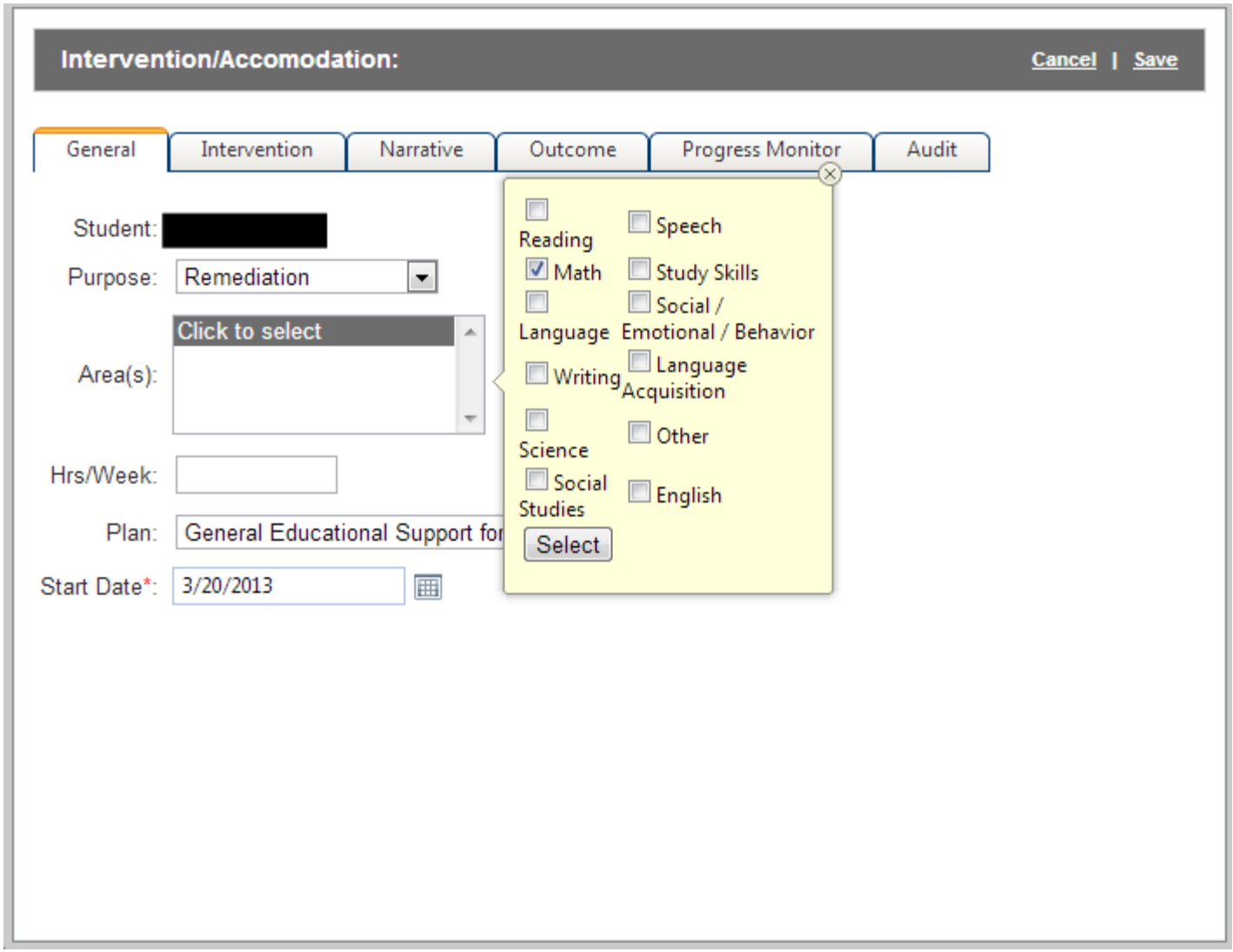
Date	Category	Description	Action
There are no notes			

F. Attachments

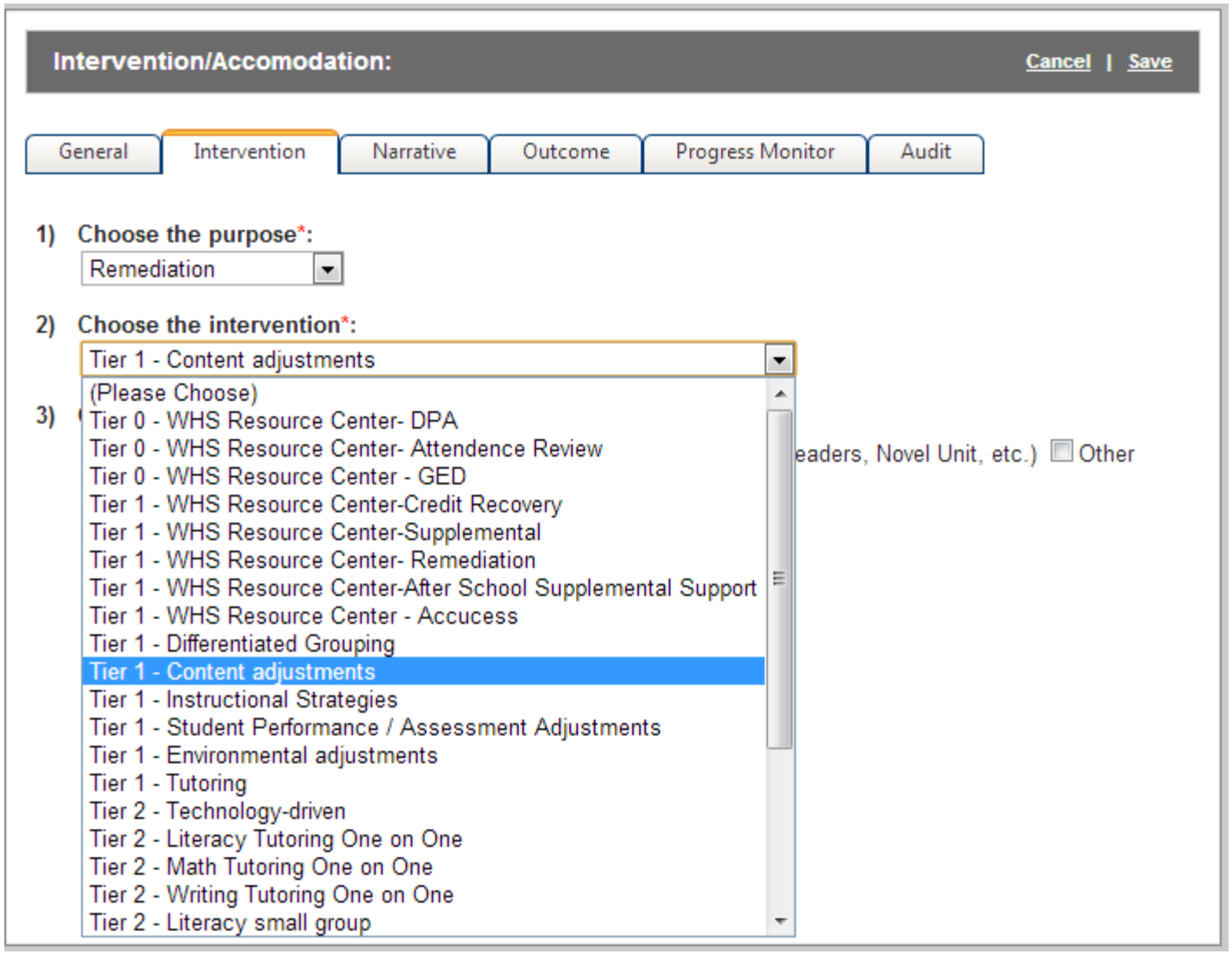
Add Attachment

Name	Action
There are no attachments	

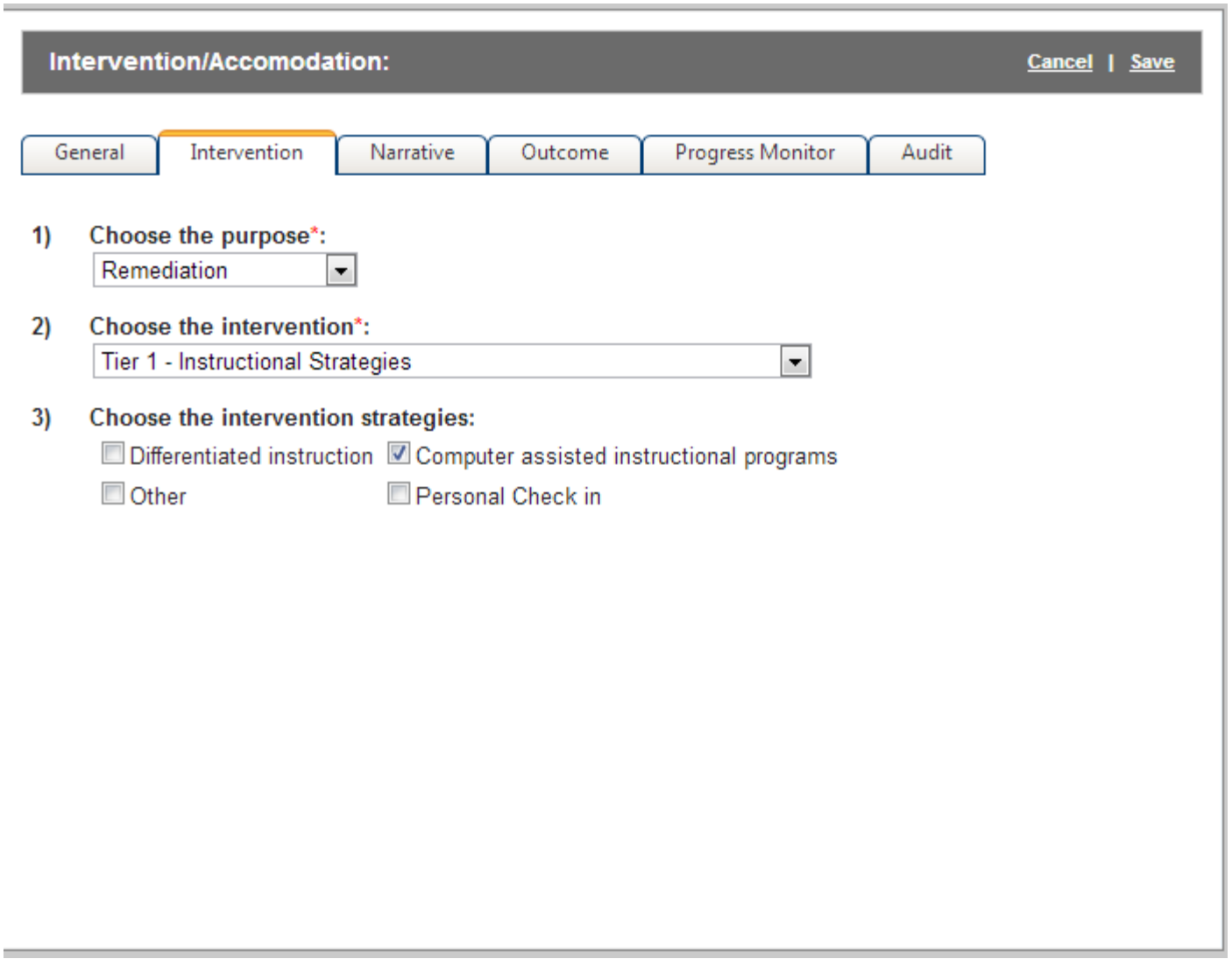
Selecting the Area of Remediation

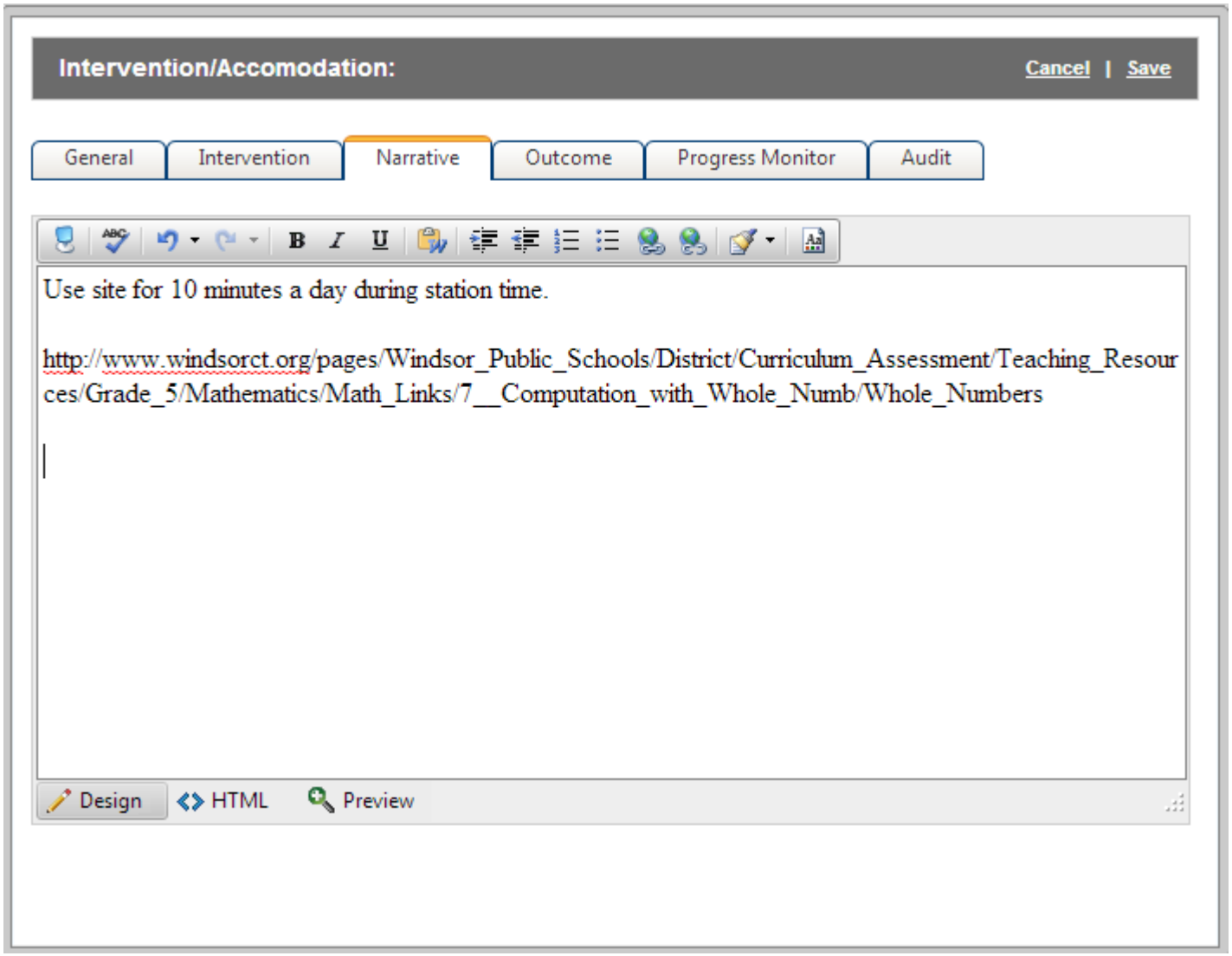


Selecting the Tier

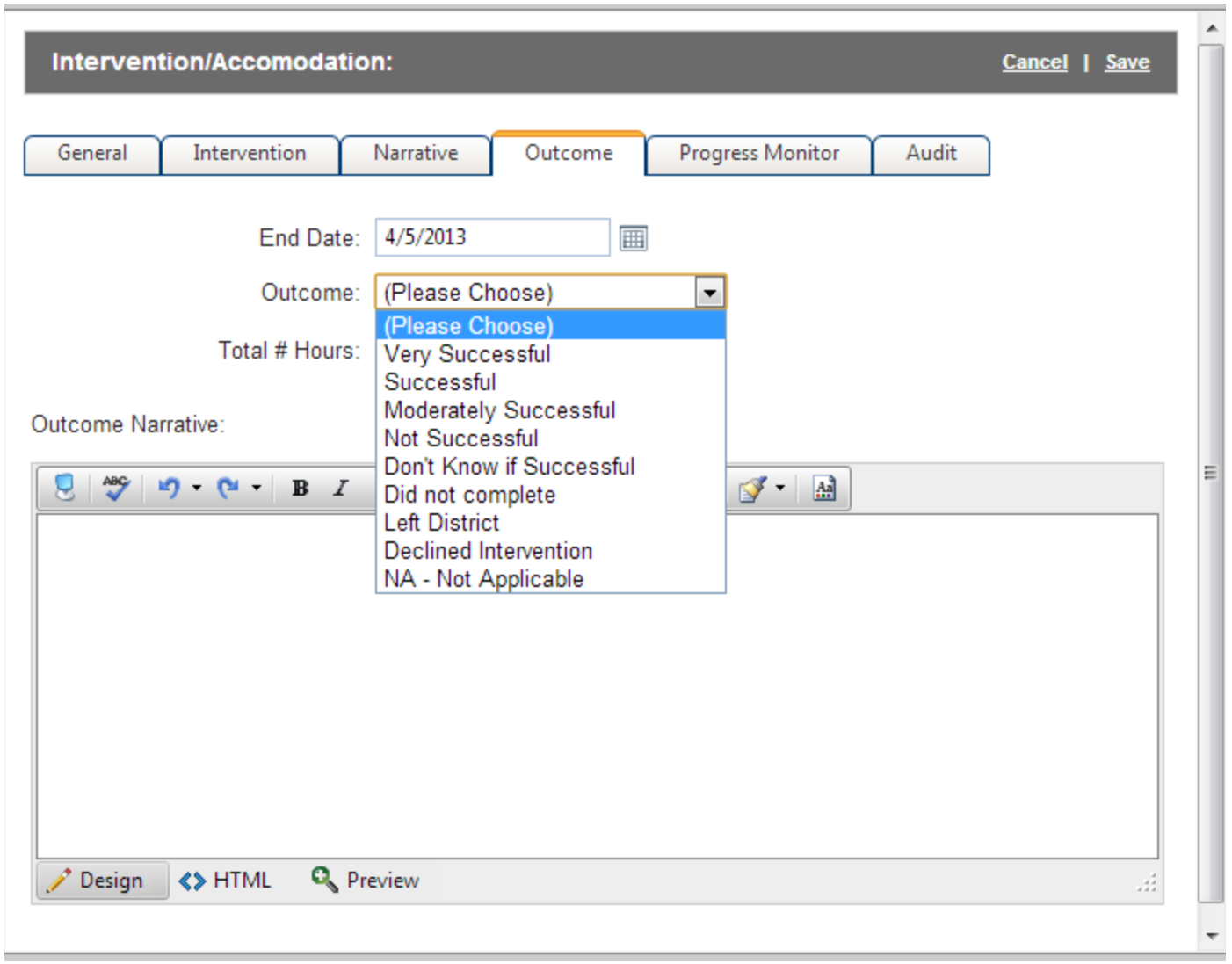


Choosing the Intervention Strategy




Intervention/Accomodation:
Cancel | Save
General
Intervention
Narrative
Outcome
Progress Monitor
Audit
Use site for 10 minutes a day during station time.
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_5/Mathematics/Math_Links/7__Computation_with_Whole_Numb/Whole_Numbers
Design
HTML
Preview

Selecting the Outcome



Edline Resources

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_5/Mathematics/Math_Links

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_5/Mathematics/Math_Links/7__Computation_with_Whole_Numb/Whole_Numbers

Windsor Public Schools Teacher Evaluation Pilot 2012/13 School Year May Update

SEED:

Connecticut System for Educator Evaluation and Development

Status of SEED

- Six full days of training specific for Administrators has been completed along with other trainings/discussions throughout the year.
- Training for teachers on process, goal writing, MyLearningPlan (data system) and summative rating.

Status of SEED

- WHS teachers started review of rubrics.
- CSDE released its own teacher rubric, titled StEPP.
- Feedback received from Teachers and Administrators.
- Multiple meetings with WSASA and WEA led to drafting of evaluation plan for 2013/14.
- Continuing discussions and awaiting feedback from State.

WEA Actions

- WEA Co-Presidents attended district sponsored CREC training/CEA summer training on teacher evaluation process.
- Monthly meetings with Dr. Villar and Dr. Cooke along with CEA UniServ Gayle Hooker.
- Held General Membership meeting for all staff on SEED.
- Created SEED FAQ's for teachers.
- Provided ongoing support and information to teachers.

WEA-Positives

- Collaborative nature of process at Cabinet Level.
- Rubric Committee process.
- Increase in collegial conversations on teaching and learning.
- Teachers embracing the opportunity to enhance practice and receive meaningful feedback.
- Checks and balances in system support teamwork between teachers and administrators.

WEA Perspective - Challenges

- Late start of process:
  - Teacher goal setting depends on district and school goals
  - Observations
- Changing direction of State.
- Complex and time consuming process.
- Lack of rubrics and goal clarification for non-classroom teachers.
- Training on My Learning Plan, MAP etc. coincided with due dates and adjusting to SEED.

WSASA Perspective - Positives

- Excellent training through CREC.
- Use of a rubric is powerful for conversations with teachers.
- Engaging every teacher every year in observation process.
- Data management system

WSASA - Challenges

- Increased requirements of program:
  - All teachers on baseline year at the same time.
  - Goal approval for each teacher increased from 1 goal to 5+ goals.
  - WHS will have a minimum of 1716 teacher – administrator interactions related only to SEED.
- Timing:
  - Training took place prior to forms being available.
  - Late start because of training/state completion of process.

A Look Towards 2013-2014

- No longer a “pilot”. Yearly review of process will be important.
- Will continue with 100% of our teachers using SEED.
- Training will be handled for new teachers through new teacher induction in August. Need to have on-going training in buildings.
- Important rubric discussions will occur.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013.

Prepared By: Craig Cooke **Presented By:** Craig Cooke

Subject: Status Report – Windsor Evaluation Plan Pilot

Background: Windsor was selected as one of ten Connecticut school districts to participate in a teacher evaluation pilot for the 2012/13 school year. The Board of Education received an overview of the pilot process at its January meeting. This is an update on the process through May.

Status: The Administration has worked closely with the Windsor School Administrators and Supervisors Association (WSASA) and the Windsor Education Association (WEA) in the implementation of the pilot program. As part of this report, the Board will hear directly from WSASA and WEA on their experiences with the teacher evaluation pilot.

Recommendation: Board receive informational report on teacher evaluation.

Reviewed by: **Recommended by the Superintendent:** JAW

Agenda Item # 6b

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

Prepared By: Jeffrey A. Villar, Ph.D. **Presented By:** Jody Lefkowitz, Paul Panos

Attachments:
1. Proposed Updated Policy 4115.1 Policy Regarding Sex Discrimination and Sexual Harassment (Personnel)
2. Proposed Updated Policy 5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)
3. Proposed Updated Policy 5131.911 Bullying Prevention and Intervention Policy
4. Proposed Updated Policy 5113 for Student Attendance and Truancy to replace Policies 5113.1, 5113.2 and 5113.3
5. Proposed Updated Policy 5114 Student Discipline to replace Exclusion/ Suspension/Expulsion/Student Due Process
6. Proposed New Policy 4118.11 Non-Discrimination (Personnel) to replace AR 0611 (Non-Discrimination)
7. Proposed New Policy 5145.4 Non-Discrimination (Students) to replace AR 0611 (Non-Discrimination)

Subject: **Policy Adoptions**

BACKGROUND:

The Board of Education Policy Committee has reviewed the following policies and is recommending immediate adoption.

STATUS:

1. Policy 4115.1 Policy Regarding Sex Discrimination and Sexual Harassment (Personnel). Changes of policy required due to OCR definitions and Title IX regulations.

2. Policy 5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students). Changes of policy required due to OCR definitions and Title IX regulations.

3. Policy 5131.911 Bullying Prevention and Intervention Policy. Recommended changes from Shipman and Goodwin based on implementation of prior policy and to incorporate Cyberbullying P5131.913, which will be deleted.

4. Policy 5113 Student Attendance and Truancy to replace existing policies P 5113.1 Attendance and Unexcused Absence Grades K-8, P 5113.2 Attendance and Unexcused Absence Grades 9-12 and P 5113.3 Truancy. Changes in Connecticut law require the recommended update to district policy.

5. Policy 5114 Student Discipline to replace existing policy titled Exclusion/Suspension/ Expulsion/Student Due Process. Changes in Connecticut law require the recommended update to district policy.

6. Policy 4118.11 Non-Discrimination (Personnel). New language based on required protections due to federal and Connecticut law.

7. Policy 5145.4 Non-Discrimination (Students). New language based on required protections due to federal and Connecticut law.

RECOMMENDATION:

Policies for first reading. No action required

Recommended by the Superintendent: JAN
Agenda Item # 6c

Personnel

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENTIN THE WORKPLACE (PERSONNEL)

It is the policy of the board of education to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Harassment

Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;

2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;

3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;

4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;

5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator, the Superintendent, or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

Legal References: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR § 106, *et seq*.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Connecticut General Statutes § 46a-60 Discriminatory employment practices prohibited.
Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.

ADOPTED:_____
REVISED:_____

7/4/10

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (PERSONNEL)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment_____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

Personnel

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

Windsor Board of Education
Sex Discrimination and Sexual Harassment Complaint Procedure

Complaint Procedure

It is the express policy of the Board of Education to encourage victims of sexual discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

The school district will provide staff development for new district administrators and will publish its policy and grievance procedures to staff and employees in an effort to maintain an environment free of sex discrimination and sexual harassment.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the Greater Hartford Region Office of the Connecticut Commission on Human Rights and Opportunities, [address], [phone number]. (Your regional CHRO office can be found by accessing http://www.state.ct.us/chro/index.html) and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Title IX Coordinator

The Title IX Coordinator for the Windsor Board of Education is: Craig Cooke, Ph.D., Asst. Superintendent for Human Resources, whose office is located at 601 Matianuck Avenue, Windsor, CT 06095 and whose telephone number is 860-687-2000 ext. 233.

12/28/06

Series 4000
Personnel ~~– Certified/Non-Certified~~

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

[Note: This policy should be used in conjunction with the attached Administrative Regulations and Notice Regarding Sexual Harassment that have been drafted in accordance with state regulations.]

~~Harassment of an employee by a supervisor or co-worker on the basis of sex creates a harmful working environment.~~ It is the policy of the ~~Windsor Board~~board of ~~Education~~education to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex~~.~~ and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Harassment

Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when~~;~~:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

3. Such conduct has the purpose or effect of ~~reasonably~~unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual ~~relations with~~advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;

2. Unwelcome attention of a sexual nature, such as degrading ~~comments, propositions, jokes, tricks~~, suggestive or lewd remarks or noises; ~~or~~

3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;

~~3.~~ 4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;

5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by supervisors or co-workers should be reported immediately to the ~~Building Principal or Superintendent of Schools. Confidentiality at the time of reporting the infraction is assured.~~Title IX Coordinator, the Superintendent,

or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment ~~on the basis of sex~~ is prohibited~~.~~ under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including ~~dismissal.~~ discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

Legal References: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a) .
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/~~88~~ 88.
Title IX of the Education Amendments of 1972, 20 USCS ~~ss~~§ 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR ~~ss 196m~~§ 106, *et seq*.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
~~Conn.~~ Connecticut General Statutes ~~ss469~~§ 46a-60 Discriminatory employment practices prohibited .
Conn. Agencies Regs. ~~ss ss 467~~§§ 46a-54-200 through ~~ss~~§ 46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.

~~Policy adopted: January 18, 2006~~

~~4115.1~~

~~Personnel – Certified/Non-Certified~~

ADOPTED:_____
REVISED:_____

7/4/10

Series 4000
Personnel

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (PERSONNEL)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

[Note: The following administrative procedures are not part of the sex discrimination and sexual harassment policy and need not be approved by the Board, unless such approval is required per Board policy. However, because a complaint procedure is legally required, these administrative regulations are included for your convenience.]

[_____] Board of Education
Sex Discrimination and Sexual Harassment

~~Definitions~~

~~"Employee" shall mean all teaching, administrative and support personnel.~~ Complaint Procedure

Complaint Procedure

It is the express policy of the Board of Education to encourage victims of sexual discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

The school district will provide staff development for new district administrators and will publish its policy and grievance procedures to staff and employees in an effort to maintain an environment free of sex discrimination and sexual harassment.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the [_____] Region Office of the Connecticut Commission on Human Rights and Opportunities, [address], [phone number]. (Your regional CHRO office can be found by accessing http://www.state.ct.us/chro/index.html) and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200). Connecticut law requires that a formal

written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Title IX Coordinator

The Title IX Coordinator for the [_____] Board of Education is:_____, whose office is located at _____ and whose telephone number is _____.

12/28/06

[Note: Although we have included this sample notice in our model policy documents for the convenience of our Board of Education clients, the notice does not need to be approved as a Board policy.]

[To be posted in a conspicuous place readily available for viewing by employees]

SEXUAL HARASSMENT IS ILLEGAL
AND IS PROHIBITED
BY
THE CONNECTICUT DISCRIMINATORY EMPLOYMENT PRACTICES ACT
(Section 46a-60 of the Connecticut General Statutes)
AND
TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
(42 United States Code Section 2000e et seq.)

SEXUAL HARASSMENT MEANS ANY UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY CONDUCT OF A SEXUAL NATURE WHEN:

1. SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT;

2. SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT DECISIONS AFFECTING SUCH INDIVIDUAL; OR

3. SUCH CONDUCT HAS THE PURPOSE OR EFFECT OF SUBSTANTIALLY INTERFERING WITH AN INDIVIDUAL'S WORK PERFORMANCE OR CREATING AN INTIMIDATING, HOSTILE, OR OFFENSIVE WORKING ENVIRONMENT.

Examples of SEXUAL HARASSMENT include:

UNWELCOME SEXUAL ADVANCES
SUGGESTIVE OR LEWD REMARKS
UNWANTED HUGS, TOUCHES, KISSES
REQUESTS FOR SEXUAL FAVORS
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS, OR DRAWINGS.

Remedies for sexual harassment may include:

CEASE AND DESIST ORDERS
BACK PAY
COMPENSATORY DAMAGES
HIRING, PROMOTION, OR REINSTATEMENT

RETALIATION AGAINST ANY EMPLOYEE FOR COMPLAINING ABOUT SEXUAL HARASSMENT IS PROHIBITED UNDER THIS POLICY AND ILLEGAL.

VIOLATION OF THIS POLICY IS GROUNDS FOR DISCIPLINE, INCLUDING DISCHARGE.

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

AN INFRACTION OF THIS POLICY BY SUPERVISORS OR CO-WORKERS SHOULD BE REPORTED IMMEDIATELY TO _____ **[TITLE IX COORDINATOR, OR SUPERINTENDENT IF THE TITLE IX COORDINATOR IS THE SUBJECT OF THE COMPLAINT].** CONFIDENTIALITY WILL BE MAINTAINED TO THE EXTENT POSSIBLE.

~~"Immediate supervisor" shall mean the person to whom the employee is directly responsible (e.g., Department Head, Building Principal)~~

~~"Sexual harassment" is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that an employee's submission to or rejection of unwelcome conduct will in any way influence an employment decision regarding that employee, or conduct of a sexual nature which substantially interferes with an employee's work performance, or creates an intimidating, hostile or offensive work environment, such as the display in the workplace of sexually suggestive objects or pictures.~~

~~Procedures~~

~~Employees who believe they have been subjected to sexual harassment are to report the incident to their immediate supervisor. Should the immediate supervisor be the alleged harasser, the report shall be made to the next level of management. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.~~

~~All reports of sexual harassment will be held in confidence subject to all applicable laws.~~

~~Consistent with federal and state law, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment.~~

ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN HARASSED OR DISCRIMINATED AGAINST IN THE WORKPLACE IN VIOLATION OF THIS POLICY MAY ALSO CONTACT:

~~Informal Complaints~~

~~Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The supervisor will then promptly discuss the complaint with the alleged harasser. Should the harasser admit the allegations, the supervisor is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the supervisor may recommend that further disciplinary action be taken. Thereafter, the supervisor is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the supervisor's report whether or not he/she is satisfied with the resolution.~~

~~If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The supervisor is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur.~~

~~If during the supervisor's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the supervisor is to file a report with the next appropriate level of management. The report is to indicate the nature of the complaint, a description of what occurred when the supervisor informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by a formal complaint.~~

~~Should the alleged harasser deny the allegations, the supervisor is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The supervisor will file a report with the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's report with a recommendation for further action.~~

~~Formal Complaints~~

~~Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the supervisor originally consulted, who will then forward it to the next appropriate level of management, e.g., the district's Business Official, the Superintendent, for appropriate action.~~

THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES
[_____] REGION OFFICE [REGIONAL OFFICES AND THEIR ADDRESSES CAN BE FOUND ON THE CHRO WEBSITE, HTTP://WWW.STATE.CT.US/CHRO/]
[*ADDRESS*]
[*PHONE NUMBER*]

~~The formal written complaint will consist of any appropriate forms and a copy of any applicable supervisor reports. The appropriate forms solicit the specific of the complaint, e.g. date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.~~

~~Investigating a Complaint~~

~~Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. Complainants are to be notified of the outcome of the investigation.~~

~~Remedial Action~~

AND/ OR:

~~If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment.~~

~~Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law.~~

~~If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level of management, e.g., the School Business Official, up to the Superintendent. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.~~

~~Post Remedial Action~~

~~Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate supervisory personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. These follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.~~

~~Complaint Records~~

~~Complainants should receive a copy of any resolution reports filed by the supervisor concerning his/her complaint. Copies should also be filed with the employment records of both the complainant and the alleged harasser.~~

~~Investigation in the Absence of a Complaint~~

~~The Board, in the absence of a victim's complaint, must ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct.~~

~~Training~~

~~Each year, or more frequently if the Board deems it appropriate, employees will receive training regarding sexual harassment and related matters pursuant to CGS 46a-54 (15). Such training may include a review of this policy and regulation, discussion, films or other activities.~~

~~Legal References:~~

~~United States Constitution, Article XIV~~
~~Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000e2(a)~~
THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION ~~Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88~~
~~Title IX of the Education Amendments of 1972, 20 USCS ss.1681, et. Seq.~~
~~Title IX of the Education Amendments of 1972, 20 USCS ss.106, et seq.~~
~~Meritor Savings Bank, FSB v. Vinson, 477 U.S. 75 (1986)~~
~~Connecticut General Statutes ss. 46a-60 Discriminatory employment practices prohibited~~
~~Conn. Agencies Regs. ss. 46a-54-200 through ss. 46a-54-207~~
~~Constitution of the State of Connecticut, Article I, Section 20.~~
BOSTON AREA OFFICE
475 GOVERNMENT CENTER
BOSTON, MA 02203
PHONE (617) 565-3200
(800) 669-4000

CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN ONE HUNDRED AND EIGHTY (180) DAYS OF THE DATE WHEN THE ALLEGED HARASSMENT/ DISCRIMINATION OCCURRED.

~~Regulation approved: January 18, 2006~~

12/28/06

Document comparison by Workshare Compare on Friday, May 03, 2013 4:20:32 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2795128/1
Description	#2795128v1<SG> - Windsor Personnel Sexual Harassment Policy
Document 2 ID	interwovenSite://SGDMS/SG/238835/8
Description	#238835v8<SG> - Model Policy - Personnel/Sex Discrimination and Sexual Harassment in the Workplace
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	127
Deletions	74
Moved from	4
Moved to	4
Style change	0
Format changed	0
Total changes	209

~~Sexual Harassment~~ **Series 5000**

~~It is the policy of the Windsor Board of Education that no member of the Windsor Public School community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy.~~

~~Unwelcome sexual advances, requests for sexual favors, non-verbal (pictures, etc.), verbal and/or physical conduct of a sexual nature constitute sexual harassment when:~~

~~1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.~~

~~2. Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual.~~

~~3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance.~~

~~Sexual harassment is illegal under both State and Federal law. In some cases, it may be susceptible to prosecution under the criminal sexual conduct law.~~

Students

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Section:	**Students**
Subject:	**SEXUAL HARASSMENT AR-5145.5**

ADMINISTRATION REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

Section:	**Students**
Subject:	**SEXUAL HARASSMENT AR-5145.5**

ADMINISTRATION REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Legal ~~Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a)~~
References: United States Constitution, Article XIV

~~Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/1988~~

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 ~~CFR Section 106~~ C.F.R § 106.1, *et seq.*

Section:	**Students**
Subject:	**SEXUAL HARASSMENT AR-5145.5**

ADMINISTRATION REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

GebbserGebser v. Lago Vista IndianaIndependent School District, No. 99-1866, (524 U.S. Supreme Court, June 26, 274 (1998)

Davis v. Monroe County Board of Education, No. 97-843 (526 U.S. Supreme Court, May 24, 629 (1999)

Connecticut General Statutes:

46a-60 Discriminatory employment practices prohibited

Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).

Constitution of the State of Connecticut, Article 1,I, Section 20 20.

Policy Adopted: October 21, 2008

Section:	**Students**
Subject:	**SEXUAL HARASSMENT AR-5145.5**

ADMINISTRATION REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Sexual harassment is forbidden by federal and state law and by the Windsor Board of Education, and will not be tolerated in the Windsor Public Schools. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees of the Windsor Public Schools, fellow students and to the public. Students have the right to be in an educational environment free of sexual harassment whether by employees of the Windsor Public Schools or by other students.

Should sexual harassment be alleged, Board policy dictates that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the harassment, and that the problem/concern shall be appropriately addressed.

ADOPTED:_____
REVISED:_____
7/24/10

Series 5000
Students

~~**Education**~~
[Note: The following administrative procedures are not part of the sex discrimination and sexual harassment policy and need not be approved by the Board. However, because a complaint procedure is legally required, these administrative regulations are included for your convenience.]

~~Each year, students will be informed of their rights and responsibilities under this regulation. Such education will include information regarding the procedure for making a complaint, and may also include discussions, films or other activities deemed appropriate.~~

~~**Definition**~~

~~Sexual harassment is defined as "any unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature," made by someone from or in the work or education setting. Sexual harassment occurs when:~~

ADMINISTRATIVE REGULATIONS REGARDING
SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

~~1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's participation, education progress or opportunity.~~

~~2. Submission to, or rejection of, the conduct by the individual is used as the basis of educational or other decisions affecting the individual.~~

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

~~3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.~~

~~4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution~~

Definitions

~~**Examples**~~

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

~~While an exhaustive list is not possible, the following constitute examples of specific behaviors that if unwelcome and of a sexual nature, could constitute sexual harassment:~~**Sexual harassment:** In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

~~1. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display of sexually suggestive objects, pictures or cartoons, assault, rape/attempted rape.~~

~~2. Continuing to express sexual interest after learning or being informed that the interest is unwelcome.~~

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

~~3. Coercive sexual behavior used to control, influence, or affect the educational environment of a student, such as threats of reprisal; implying or withholding support for an appointment, promotion, transfer, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.~~

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

~~4. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance of student benefits or services (e.g. scholarships, financial aid, work study job).~~

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

~~5. The deliberate or careless creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive educational environment.~~

4. Touching of a sexual nature or telling sexual or dirty jokes.

~~6. Inappropriate attention~~

5. Transmitting or displaying emails or websites of a sexual nature ~~from peer(s), i.e., student to student, employee to employee~~.

~~7. It is understood that any sexual or romantic relationships between employees of the Board and Windsor students are illegal, whether or not they constitute sexual harassment as defined in this regulation.~~

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

~~Questions, complaints and other matters concerning sexual harassment will normally be handled by the Director of Human Resources, who may be reached at 687-2000.~~

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. As soon as a student~~, or the adult in whom the student has confided,~~ feels that he or she has been subjected to sex discrimination or sexual harassment, he~~ or~~/she should make a written complaint to ~~the Director of Human Resources, the building principal and/or appropriate school personnel. Normally, complaints should be made within thirty (30) days of the act of harassment. Complaint forms are available from the Director of Human Resources, guidance office, and building principal.~~ **[INSERT HERE THE NAMES OF APPROPRIATE SCHOOL PERSONNEL – PREFERABLY ONE OF EACH SEX]** or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

3. The complaint should state the~~ name~~:

A. Name of the complainant~~ and the date~~,

B. Date of the complaint,~~ the date~~

C. Date(s) of the alleged harassment/discrimination,~~ the name or names~~

D. Name(s) of the harasser(s) or ~~harassers~~discriminator(s),

E. Location where such harassment/discrimination occurred,

F. Names of any witness(es) to the harassment/discrimination, and~~ a~~

G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

4. Any student who makes an oral complaint of harassment ~~to~~or sex discrimination to any of the above-mentioned personnel~~ other than those listed above~~ will be provided a copy of this regulation~~ and a complaint form~~ and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.

5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report ~~is required by law~~should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

6. All complaints are to be forwarded immediately to the ~~Director of Human Resources~~building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the ~~superintendent. If possible, within five (5) working days of receipt of a written complaint, the complainant shall be supplied with a copy of this Regulation and Procedure when necessary in order that he or she will be made fully aware of this or his/her rights and the Board's procedure for handling the complaint.~~Superintendent of Schools or designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.

7. Upon receipt of ~~the~~a sexual harassment or sex discrimination complaint, the ~~Director of Human Resources~~Title IX Coordinator shall either promptly commence an ~~effective, thorough, objective and complete~~ investigation of the complaint~~. The investigator~~, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant ~~and~~, the alleged harasser~~,~~/discriminator and any witnesses to the conduct~~, and victims of similar conduct that the investigator reasonably believes may exist~~. The investigation shall be carried on ~~discretely~~discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. ~~Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.~~

8. The ~~investigator~~Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter~~, and, as deemed appropriate, shall provide copies to the complainant, the alleged harasser, and to all other directly concerned~~. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.

9. If the student complainant is dissatisfied with the ~~result~~findings of the investigation, he or she may file a written appeal to the ~~superintendent~~Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the ~~investigator~~Title IX Coordinator or designee's written report, the information collected by the ~~investigator~~Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment~~. The superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information~~ or sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the ~~superintendent~~Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take ~~all reasonable actions~~appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur. ~~Actions taken in response to sexual harassment may include reassignment, transfer, or disciplinary action deemed appropriate by the Board.~~

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take ~~action~~actions necessary to prevent retaliation as a result of filing a complaint.

~~Each year, copies of these regulations~~Copies of this regulation will be distributed to all ~~elementary, middle and high school~~ students.

~~Legal Reference:~~

~~Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a)~~

~~Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/1988~~

Title IX ~~of the Education Amendments of 1972, 34 CFR Section 106~~Coordinator

The Title IX Coordinator for the _____ Board of Education is: _____, whose office is located at _____ and whose telephone number is _____.

Regulation approved:

ADOPTED: _____
REVISED: _____

7/24/10

238922v13

Series 5000
Students

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Connecticut General Statutes:

46a-60 Discriminatory employment practices prohibited
Constitution of the State of Connecticut, Article 1, Section 20

Location where such discrimination/harassment occurred

Name(s) of any witness(es) to the discrimination/harassment.

Regulation approved: October 21, 2008

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

9/1/09

Document comparison by Workshare Compare on Thursday, May 02, 2013 4:25:46 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793516/1
Description	#2793516v1<SG> - Windsor Sexual Harassment Policy
Document 2 ID	interwovenSite://SGDMS/SG/238922/13
Description	#238922v13<SG> - Model Policy - Students/Sex Discrimination and Sexual Harassment (including administrative regulations)
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	144
Deletions	104
Moved from	2
Moved to	2
Style change	0
Format changed	0
Total changes	252

Students

POLICY REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Legal References: United States Constitution, Article XIV
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, *et seq*.
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).
Constitution of the State of Connecticut, Article I, Section 20.

ADOPTED:_____
REVISED:_____
7/24/10

Students

ADMINISTRATIVE REGULATIONS REGARDING
SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she should make a written complaint to Jody Lefkowitz, Director of Pupil and Special Education Services or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

3. The complaint should state the:

   A. Name of the complainant,

   B. Date of the complaint,

   C. Date(s) of the alleged harassment/discrimination,

   D. Name(s) of the harasser(s) or discriminator(s),

   E. Location where such harassment/discrimination occurred,

   F. Names of any witness(es) to the harassment/discrimination, and

   G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.

5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.

7. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. The investigation shall

be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

8. The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.

9. If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Windsor Board of Education is: Jody Lefkowitz, Director of Pupil and Special Education Services, whose office is located at 601 Matianuck Avenue, Windsor, CT 06095 and whose telephone number is 860-687-2000 ext. 238.

Regulation approved:

ADOPTED:_____
REVISED:_____

7/24/10

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

9/1/09

[Please note: this policy and accompanying Safe School Climate Plan have been updated to reflect Public Act 11-232. While the legislation requires the State DOE to recommend a model plan, we understand that the State DOE strongly encourages districts to have safe school climate plans that are specifically tailored to meet individual school/district needs, in addition to the legislative requirements. For that reason, we encourage districts to utilize Section X of the model Safe School Climate Plan to highlight the district and school specific initiatives in your district].

Series 5000
Students

BULLYING PREVENTION AND INTERVENTION POLICY

The ~~Windsor~~[ ] Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying"** means the repeated use by one or more students of a written, ~~verbal~~oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student's property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the ~~Windsor~~[ ] Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

(1) ~~enable~~ Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

(3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

(5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

(6) include a prevention and intervention strategy for school employees to deal with bullying;

(~~(~~7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

(9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile

device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

~~Not later than January 1, 2012, the Windsor~~The [ ] Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

~~Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*~~

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

~~Policy adopted: January 24, 2012~~

9/10/12

SAFE SCHOOL CLIMATE PLAN

The ~~Windsor~~ Board ~~of Education~~ is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This ~~plan~~Plan represents a comprehensive approach to addressing bullying and ~~cyberbully in~~cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition ~~against~~Against Bullying and Retaliation

A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts~~,~~ which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **"Bullying"** means the repeated use by one or more students of a written, ~~verbal~~oral, or electronic communication, such as ~~Cyberbullying~~cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, ~~photo electronic~~ photoelectronic or photo-optical system;

C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

F. **"Prevention and intervention strategy"** may include, but is not limited to~~:~~, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education~~:~~, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts~~:~~, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur~~:~~, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school~~:~~, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees~~:~~, (6) school-wide training related to safe school climate~~:~~, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; 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 a

public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

~~For the school year commencing July 1, 2012, and each school year thereafter, the~~The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the ~~State~~ Department of Education regarding bullying;

~~4.~~ meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

~~For the school year commencing July 1, 2012, and each school year thereafter, the principal~~The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. ~~For the school year commencing July 1, 2012 and each school year thereafter, the~~The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. ~~Not later than January 1, 2012, the~~The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous ~~complaints~~reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the ~~complaint~~report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous ~~complaint~~report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

F. ~~If the allegations of bullying involve acts that may also constitute unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation or gender identity or expression, the investigator shall notify the district's Title IX Coordinator. The student who has made a report of bullying and his/her parent or guardian will be provided with information about the district's policies and procedures for making a complaint of unlawful harassment.~~

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.~~, as it must include a description of the school's response to such acts, along with consequences, as appropriate~~ The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the

Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource ~~office~~officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age ~~or~~, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written ~~complaints~~reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the ~~State~~ Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions~~,~~ which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer

mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

~~A. Each school in the district has developed a School Improvement Plan, which includes a section on school culture. Within that section schools have identified their work in implementing PBIS (positive behavioral and intervention supports), which is a district-wide initiative to address school climate. PBIS works to increase student positive behaviors and reduce disciplinary referrals. All schools also have in place student assistance teams (SATs) to help address student specific academic and behavioral concerns. Additionally, each school analyzes student behavior referrals to determine types of behaviors that are frequent and to identify and implement strategies to teach pro-active behaviors to students. This is done by~~

~~classroom lessons at the elementary level, as part of developmental guidance lessons at Sage Park, and during advisory periods at the high school level. School climate surveys will be distributed to all parents, staff and students at each school during the 2012-13 school year , and thereafter every two years. These surveys will be compiled and analyzed by school, and the data gathered will be used to inform current practices and revise those practices based on the findings of the surveys. National School Climate Standards provided by the State Department of Education will be utilized to help inform each school's plan and the strategies developed and implemented as part of the school improvement plan for each school.~~

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying.]

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

~~On July 1, 2012, and biennially thereafter~~Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

~~Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*~~

~~Conn. Gen. Stat. § 10-15c; 46a-58~~
Conn. Gen. Stat. § 10-222d~~-h~~

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

~~20 United States Code Title IX of the Education Amendments of 1972~~

~~Regulation revised: December 20, 2011~~

~~Ernest L. Perlini, Ed.D.~~
~~Interim Superintendent of Schools~~

9/10/12

[SAMPLE FORM A]

REPORT OF SUSPECTED BULLYING BEHAVIORS
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)

~~Date:~~

Name of Person Completing Report:

_____

Date: _____

Target(s) of Behaviors:

_____

~~Your relationship to suspected victim of bullying~~Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

_____

_____

~~Oral Report Given To:~~

~~Date:~~

~~Whom do you think is being bullied:~~

~~What students(s) do you think are engaging in bullying behavior against this student:~~

Report Filed Against: _____

Date~~(s)~~ of Incident(s):

_____

Location(s): _____ Time~~(s):~~: _____

Describe the basis for your report. Include information about the incident~~(s), participant(s),~~ participants, background to the incident, and ~~be as specific as possible.~~ any attempts you have made to resolve the problem. Please note relevant ~~date(s), time(s) and place(s). Use separate sheet if necessary~~dates, times and places.

Indicate if there are witnesses who can provide more information ~~about the situation.~~regarding your report. If the witnesses are not school district staff or ~~student~~students, please provide contact information.

Name Address Telephone Number

Have there been previous incidents (circle one)? Yes No

If "yes", please describe the behavior of concern, the approximate dates and the location:

Were these incidents reported to school employees (circle one) Yes No

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter: Date Submitted: Received By:
Date: Received

3/26/12

[SAMPLE FORM B]

INTERNAL INVESTIGATION NOTES

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes No

Remedial Action(s) Taken:

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

3/26/12

[SAMPLE FORM C]

[ ]PUBLIC SCHOOLS

REPORT OF ~~SUSPECTED~~ BULLYING~~/CONSENT TO RELEASE STUDENT INFORMATION~~ FORM/INVESTIGATION SUMMARY

~~Date:~~

~~Name of Student:~~

For Staff Use Only:

School~~:~~ Date

Location(s)

Reporter Information:

Anonymous student report

Staff Member report Name

Parent/Guardian report Name

Student report Name

Student Reported as Committing Act:

Student Reported as Victim:

Description of Alleged Act(s):

Time and Place:

Names of Potential Witnesses:

Action of Reporter:

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes _____ No ____

Remedial Action(s) Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

3/26/12

[SAMPLE FORM D]

[_____] Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the ~~Windsor~~[_____] Public Schools may ~~need~~wish to disclose the ~~name of your child and/or other information connected to this investigation which may otherwise disclose your child's identity~~fact that this complaint has been filed in connection with investigation.

(Please ~~Check One~~check one):

_____ I ~~DO~~hereby give permission for the ~~Windsor~~[_____] Public Schools to disclose ~~my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district~~the fact that a complaint concerning my child has been filed as part of its investigation~~.~~ of that complaint.

_____ I ~~DO~~do **NOT** give permission for the ~~Windsor~~[_____] Public Schools to disclose ~~my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district~~the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____
Signature of Parent/Guardian Date

_____
Name (Please print)

~~11/30/11 5131.911~~

REPORT OF SUSPECTED BULLYING INVESTIGATION SUMMARY

School: _____ Date: _____

Report Completed by:

Name(s) of person(s) investigating alleged bullying act: _ _____

Name(s) of alleged bully(ies): _____ _____

Name(s) of alleged victim: _____ _____

Date of Alleged Incident (s): _____

Location(s): _____

Time(s): _____

Anonymous Report: _____

Staff Member Report: _____ Name: _____

Parent/Guardian Report: _____ Name: _____

Student Report: _____ Name: _____

Description of Alleged Act(s) (Be as specific as possible and use separate sheet if necessary):

Names of Potential Witnesses:

Has reporter requested anonymity? Yes No

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Yes _____ No _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes No

Action(s) Taken:

If Bullying Verified, Has Notification Been Made to Parents/Guardians of Students Involved? Yes/No

Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:

If Bullying Verified, Have Invitations to Meetings Been Sent to Parents/Guardians of Students? Yes/No

Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:
Parent/Guardian Name: Date Sent:

Dates of Meetings:

~~Attach bullying complaint, witness statements, notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings, student safety support plan for victim, intervention plan for the perpetrator.~~

PRINT ON SCHOOL LETTERHEAD

Date

Parent(s)/Guardian(s)
Address
Windsor, CT 06095

Dear _____:

As I shared with you during our phone conversation on date, an investigation into the alleged act of bullying against Student is complete. The alleged bullying was confirmed and the perpetrator has been given disciplinary consequences and interventions for his actions. He has also been warned of further consequences in the case of future acts of bullying at School.

As you know, we are scheduled to meet at _____ a.m./p.m. on _____, but please contact me if you have any questions or further concerns in the meantime.
OR
As I mentioned during our phone conversation, I would be happy to meet with you to discuss this situation further. Please contact me to confirm a date and time. In the meantime, please let me know if you have any questions or further concerns.

Sincerely,

To be sent to the Parents/Guardians of victim

PRINT ON SCHOOL LETTERHEAD

Date

Parent(s)/Guardian(s)
Address
Windsor, CT 06095

Dear _____:

As I discussed with you on the phone and with Student, an investigation into the alleged act of bullying by Student is complete. Student's actions were confirmed to be in violation of the Windsor Public School's bullying policy. As a result of these actions, Student received the following consequences:

□ Consequences

In addition, Student has stated that he/she will not engage in any of the bullying behaviors with this student or any other students in the future. Future actions by Student identified as bullying activity would result in greater consequences.

In addition, Student is scheduled to participate in the following interventions:

□ Interventions

As you know, we are scheduled to meet at _____ a.m./p.m. on _____, but please contact me if you have any questions or further concerns in the meantime.

OR

As I mentioned during our phone conversation, I would be happy to meet with you to discuss this situation further. Please contact me to confirm a date and time. In the meantime, please let me know if you have any questions or further concerns.

Sincerely,

To be sent to Parents/Guardians of perpetrator

~~VERIFIED ACTS OF BULLYING~~
~~SCHOOL YEAR 2011-2012~~

~~The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report includes verified acts of bullying and shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.~~

~~School Name:_____~~

~~DATE VERIFIED ACTS OF BULLYING ADMINISTRATOR~~

~~Year End Total:_____~~

3.26.12

Document comparison by Workshare Compare on Friday, May 03, 2013 4:00:12 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793439/1
Description	#2793439v1<SG> - 5131 911 P (1 24 12) Windsor Policy Bullying
Document 2 ID	interwovenSite://SGDMS/SG/320664/33
Description	#320664v33<SG> - Model Policy - Students/Bullying Behavior In The Schools
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	172
Deletions	168
Moved from	11
Moved to	11
Style change	0
Format changed	0
Total changes	362

Students

BULLYING PREVENTION AND INTERVENTION POLICY

The Windsor Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying"** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student's property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating

characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the **Windsor Public Schools** Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

(1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

(3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

(5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

(6) include a prevention and intervention strategy for school employees to deal with bullying;

7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom

such acts were directed not later than forty-eight hours after the completion of the investigation;

(9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Windsor Public Schools' Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

9/10/12

Students

SAFE SCHOOL CLIMATE PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **"Bullying"** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable

of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

F. **"Prevention and intervention strategy**" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; 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 a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit

the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as

determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the

victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school

climate or for the prevention of bullying, including any such program identified by the Department of Education;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, harassment or similar behavior. This section is intended to

be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying.]

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

9/10/12

ADOPTED:

REVISED:

Windsor Public Schools
Form A

REPORT OF SUSPECTED BULLYING BEHAVIORS
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors:
_____

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):
_____
_____

Report Filed
Against:_____

Date of Incident(s): _____

Location(s):_____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name Address Telephone Number

_____
_____
_____
_____
_____

Have there been previous incidents (circle one)? Yes No

If "yes", please describe the behavior of concern, the approximate dates and the location:

_____
_____
_____
_____

Were these incidents reported to school employees (circle one) Yes No

If "Yes", to whom was it reported and when?

_____

Was the report verbal or written?

_____

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

_____
_____
_____
_____

I certify that the above information and events are accurately depicted to the best of my knowledge.

_____

Signature of Reporter Date Submitted Received By Date Received

3/26/12

Windsor Public Schools
Form B

INTERNAL INVESTIGATION NOTES

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

_____
_____
_____
_____
_____
_____
_____
_____

Bullying Verified? Yes ___ No ____

Remedial Action(s)
Taken:_____
_____
_____
_____
_____
_____
_____

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

3/26/12

Form C

WINDSOR PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:_____

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report_____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

_____

Time and Place:_____

Names of Potential Witnesses: _____

_____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

_____

_____

_____

_____

_____

Bullying Verified? Yes ___ No ____

Remedial Action(s) Taken:_____
_____
_____
_____
_____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent: _____

Date of Meetings:
_____
_____

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

3/26/12

Form D

Windsor Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the [_____] Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

_____ I hereby give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do **NOT** give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____
Signature of Parent/Guardian Date

_____
Name (Please print)

3.26.12

Students

STUDENT ATTENDANCE AND TRUANCY

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal References:

Connecticut General Statutes §10-220

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

ADOPTED_____
REVISED:_____

8/20/12

ADMINISTRATIVE REGULATIONS REGARDING STUDENT ATTENDANCE AND TRUANCY

A. Definitions:

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

3. "Excused absence" - an absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

    A. Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and

    B. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons

        a. student illness (verified by an appropriately licensed medical professional);

        b. religious holidays;

        c. mandated court appearances (documentation required);

        d. funeral or death in the family, or other emergency beyond the control of the student's family;

e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;

f. lack of transportation that is normally provided by a district other than the one the student attends.

4. “In Attendance” - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

5. "Student" - a student enrolled in the Windsor Public Schools

6. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.

7. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, unless the absence an excused absence as defined above or the absence is a disciplinary absence.

   The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

8. “Written Documentation” - includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.

B. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of

the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

C. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

E. Procedures for students in grades K-8*

1. Notification

a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is

elsewhere receiving equivalent instruction in the studies taught in the Windsor Public Schools.

b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal **[or his/her designee]** shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. **[Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.]** Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

[*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non

responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.

d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team **[or other appropriate school based team]** to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. If a FWSN petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team **[or other appropriate school based team].** Upon completion of the evaluation of a regular education student, the Child Study Team **[or other appropriate school based team]** shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a

referral of the student for further evaluation and/or consideration for special education eligibility.

ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

G. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

APPROVED:_____
REVISED:_____

8/20/12

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community, and shall include an attestation on the withdrawal form from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Windsor Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

_____

_____

_____

****

Student's Name: _____
Address: _____

_____

_____

School/grade: _____/_____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Daytime Telephone Number* of
Other Person Having Control
of Student: _____Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____
_____

Signature: _____

Date: _____

[*Note: State law mandates notification only with regard to students in grades K-8. Boards of Education are free, however, to extend the notification to parents of students at all grade levels.]

8/20/12

UNEXCUSED ABSENCES
DOCUMENTATION LOG

_____
Date

_____
School

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed_____

* No answer = N
Left Message = LM
Notification made = NM

August 2012

Series 5000
Students

STUDENT ATTENDANCE AND TRUANCY

~~5113~~

~~Attendance~~

~~1. The entire process of education requires regular continuity in instruction, classroom participation, learning experiences and study to maximize educational benefit for each student.~~

~~2. Accordingly, regular attendance is expected of all students. Attendance shall be a criterion for the granting of credit for courses.~~

~~3. The Superintendent of Schools shall develop administrative regulations to implement this policy.~~ Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal ~~Reference:~~ References:
Connecticut General Statutes §10-220

~~10-220 Duties of Boards of Education~~
~~10-184 Duties of Parents. School attendance age requirements.~~

~~10-198a Policies and Procedures concerning truants.~~

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

~~Policy Adopted: March 18, 2008~~ ADOPTED

REVISED: _____

8/20/12

Series 5000
Students

~~5113.1~~

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE AND TRUANCY

A. Definitions:

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

3. "Excused absence" - an absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

   A. Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and

   B. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons

~~Attendance & Unexcused Absence – Grades K-8~~

~~1. In accordance with Board of Education Policy #P 5113 and CT General Statute 10-198a, the following procedures shall be followed for monitoring, reporting and intervening with regard to unexcused student absences:~~

~~A. Definitions:~~

~~1. Student - a child enrolled in the Windsor Public Schools in grades kindergarten through eight.~~

~~2. Excused absence - an absence from a regularly scheduled school day as determined by the building principal or his/her designee, for reasons of:~~

~~a. health, including illness, incapacity or doctor's visits (the district reserves the right to require a physician's certificate or other appropriate certification for health-related reasons).~~

~~a.~~ a. student illness (verified by an appropriately licensed medical professional);

b. religious holidays~~.~~;

c. mandated court ~~appearance.~~ appearances (documentation required);

d. funeral or death in the family~~.~~, or other emergency beyond the control of the student's family;

~~e. approved school activities.~~

~~f. suspension or expulsion.~~

~~g. limited absences from school for special activities or emergencies with parental consent, subject to the approval of the principal.~~

e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;

f. lack of transportation that is normally provided by a district other than the one the student attends.

4. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

5. "Student" - a student enrolled in the _____ Public Schools

6. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.

~~3.~~ 7. "Unexcused absence" - any absence from ~~an entire~~a regularly scheduled school day ~~which is not~~for at least one half of the school day, unless the absence an excused absence as defined above ~~as an excused~~or the absence is a disciplinary absence.

The determination of whether an absence is excused ~~or unexcused~~ will be made by the building principal~~.~~ or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent ~~of Schools~~ or his/her designee, whose decision shall be final.

~~4. Truant - any student who has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.~~

~~B. Attendance Monitoring:~~

8. "Written Documentation" - includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.

B. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form

must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

C. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

E. Procedures for students in grades K-8*

1. Notification

a. ~~1.~~ Annually at the beginning of the school year ~~or~~and upon the enrollment of ~~a student~~any child during the school year, the ~~building principal~~administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations

pursuant to ~~CT General Statute~~ Conn. Gen. Stat. §10-184 to assure ~~the~~that such a student attends school regularly or to ~~otherwise~~ show that the child is elsewhere receiving equivalent instruction in the studies taught in the _____ Public Schools.

b. ~~2.~~ Annually at the beginning of the school year and upon the enrollment of ~~a~~any child during the school year, the ~~building principal~~administration shall ~~request~~obtain from the parent or other person having control of ~~a~~the student~~,~~ in grades K-8 a telephone number or other means of contacting such parent or ~~such~~ other person during the school day.

2. Monitoring

~~3.~~ Each school shall ~~maintain~~implement a system of monitoring individual unexcused absences~~.~~ of students in grades K-8. Whenever such a student ~~enrolled in that school~~ fails to report to school on a regularly scheduled school day, school personnel~~,~~ under the direction of the building principal **[or his/her designee~~,~~]** shall make a reasonable effort to notify the ~~student's~~ parent or other person having control of ~~the child,~~such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. ~~A reasonable effort~~ **[Reasonable efforts shall include ~~at least three~~two (2) attempts to reach the parent or other person~~.~~ ~~These~~ at the telephone number provided by the parent or other person. Such attempts shall be ~~logged~~recorded on a form provided by the Superintendent** ~~of Schools. Persons who in good faith attempt but fail~~**.]** Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed~~, and shall otherwise be indemnified from liability in accordance with the provision of CT General Statute 10-235.~~ and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

~~4. Students who exhibit a pattern of excess absenteeism should be reviewed by appropriate staff to assess the need for strategies and interventions to reduce the time out of school.~~

[*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

~~C. Truants~~

~~Whenever~~a. When a student is truant ~~as defined above~~, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such ~~child~~student) and ~~with~~ appropriate school personnel to review and evaluate the reasons for the student ~~being a truant.~~'s truancy. This meeting shall be held ~~not~~no later than **ten (10)** ~~school~~ **days** after the ~~child~~student becomes ~~a~~ truant. ~~Should such~~ The district shall document the meeting, and if parent or ~~such~~ other person ~~decline~~declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall ~~be held.~~ proceed with school personnel in attendance.

~~1. The~~

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court~~, pursuant to CT General Statute 46b-149,~~ pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the ~~child~~truant are such that his ~~or~~ /her family is a family with service needs.

~~2. The Superintendent or his/her designee shall coordinate the provisions of any services which the court may order the district to provide.~~

~~D. Tardiness~~

~~Tardiness shall be reviewed as a serious matter. Students are expected to be in their places, ready to work, at the designated time.~~

~~E. Release of Students During the School Day:~~

~~1. Parents/Guardians are discouraged from removing pupils from school during the school day. The Board of Education believes a student belongs in school during the normal school day.~~

~~2. If a parent/guardian must remove a student from school, they must follow the procedures listed below:~~

~~a. The parent/guardian must provide written or oral notification to the school of the date, time and duration of the student's absence. In addition, the name and relationship of the person picking up the pupil shall be included.~~

~~b. The responsibility of granting a student permission to leave the building during the school hours rests with the principal or school nurse. Students requesting early dismissal from school must present a written note from their parent or guardian to the Attendance Clerk or Principal at the start of the day.~~

~~c. Secondary school students permitted to leave early will be issued an early dismissal pass in the school office and the pass must be presented to the classroom teacher at the time of dismissal.~~

~~d. The student will report to the school office if he/she returns to school the same day.~~

~~3. Before releasing a pupil to anyone but the parent/guardian (without an approved note), one of the pupil's parents or guardian's must be telephoned for approval.~~

~~4. Students will be released to divorced or separated parents unless there is a specific court offer provided by the custodial parent prohibiting such action.~~

d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team **[or other appropriate school based team]** to consider the need for additional interventions and/or assistance. The Team will also

consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. If a FWSN petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team **[or other appropriate school based team].** Upon completion of the evaluation of a regular education student, the Child Study Team **[or other appropriate school based team]** shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

G. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

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SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community, and shall include an attestation on the withdrawal form from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the _____ Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

_____

_____

_____

****

Student's Name: _____
Address: _____

_____

_____

School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Daytime Telephone Number* of
Other Person Having Control
of Student: _____ Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

_____

Signature: _____

Date: _____

~~5. Custodial parents will be notified through school notices and newsletters that it is their responsibility to provide the school with the court order in cases where noncustodial parent access is restricted.~~

~~When a parent/guardian telephones a request that a child be released early from school, the identity of the caller should be confirmed before the pupil is permitted to leave.~~

~~Legal References: Connecticut General Statutes~~

~~10-184 Duties of parents. School attendance age requirements~~

~~10-98a Policies and procedures concerning truants~~

~~10-199 through 10-202 Attendance, truancy in general~~

~~10-202e-f Policy on dropout prevention and grant program~~

~~10-221 (b) Board of Education to prescribe rules~~

~~Campbell v. New Milford, 193 Conn 93 (1984)~~

~~Regulation Approved: March 18, 2008~~

[*Note: State law mandates notification only with regard to students in grades K-8. Boards of Education are free, however, to extend the notification to parents of students at all grade levels.]

~~Students~~

~~5113.2~~
8/20/12

UNEXCUSED ABSENCES
DOCUMENTATION LOG

Attendance and Unexcused Absence – Grades 9-12

1. Regular and punctual attendance at school and all classes is an integral component of the student's learning process. The experiences in the classroom are vital to the student's successful learning. Therefore, regular attendance to all classes is essential to fulfill academic and attendance requirements. The following attendance procedures are set forth to implement this philosophy:

2. Absence and Tardiness

Date

A. Policy on absence

1. The term absence is defined as not being present twenty (20) minutes or more of a scheduled class.

2. If ten (10) absences from an individual course occur in a semester, course credit will not be granted. This number will be prorated for courses meeting other than five (5) periods per week, as well as for quarter courses.

a. For purposes of this regulation, all absences will count with the exception of:

i. disciplinary suspensions;

ii. students offered alternative programs as recommended by the special education planning and placement team;

iii. field trips (as required by course curriculum).

3. Definition of Absence:

a. Excused absence - an absence from a regularly scheduled class for reasons of a) health, including illness, incapacity or doctor's visits (the district reserves the right to require a physician's certificate or other appropriate certification for absences in excess of five consecutive days or a total of fifteen days in any school year),

b) religious holidays, c) court appearance, d) funeral or death in the family, e) approved school activities including required field trips, f) suspension or expulsion, and, g) limited absences from school for special activities or emergencies with parental consent, subject to the prior approval of the principal.

b. Unexcused absence - any absence from a regularly scheduled class that is not defined above as an excused absence. A building administrator will make the determination of whether an absence is excused or unexcused.

B. Criteria regarding tardiness

1. Tardy entry to class will be defined as arriving late without a valid pass. Arriving late to class will be defined as not having the student's full body in the classroom or other site at the tardy bell. Three (3) tardy entries to class will count as one (1) absence.

3. Actions of Notification

A. Provisions of this regulation will be publicized annually in the student handbook.

B. After five (5) absences have occurred, the student will be informed in writing of his or her absences to date.

C. Once five (5) absences have occurred, the teacher of that class or those classes will send home notification with the student to be signed by the parent or guardian.

D. Once a student has ten (10) absences during a semester, a first class letter will be sent by an administrator to parents/guardian (or student, if he/she is of age), guidance counselor, and teacher indicating loss of graduation credit for the semester in that course. At this time, the student's parents/guardian or student will be advised of the recourse available to them. Request for a review by the Appeals Committee must be made within ten (10) school days of notification by the administration.

E. Students receiving loss of credit notices within the last two (2) weeks of the semester are urged to file the appeal as quickly as possible.

F. Students who have lost credit must continue in class. Students who have so lost credit but who receive a passing grade will be eligible to enroll in the next course in a sequence for which the former course is a prerequisite.

4. Absences from Class Affecting Grades

A. Absences may adversely affect the students course grade and class rank.

B. Although a student loses credit for excessive absences, he/she will continue to participate in the subject for a term/semester grade which is applied to class rank,

C. Students who pass the course but lose credit due to absences will not be required to repeat that particular course, but will need to fulfill the credit requirements for graduation.

5. Establishment of an Appeals Committee

A. Composition of Appeals Committee

1. Membership will be composed of:

a. One teacher

b. One administrator

c. One guidance counselor or social worker

B. Responsibilities of the Appeals Committee

1. Review loss of credit due to absences

a. It is the responsibility of the student or parent/guardian to apply for review.

b. A student or parent/guardian must apply within ten (10) school days after receiving official administrative notification of loss of credit due to excessive absences.

c. The Appeals Committee may consider the following in reviewing an appeal:

1. Types of absences. Class cutting will be viewed negatively in the Committee's decision to excuse the absence.

2. Extenuating circumstances

3. Make-up work completed by student

4. Absences due to vacations are not a valid reason for appeal

5. A passing grade is not a valid reason for appeal

2. At its discretion, the Appeals Committee may contract with a student and teacher to establish conditions under which credit may be reinstated.

C. Due Process

Each student and his/her parent/guardian have the right of appeal following notification of loss of graduation credit.

D. Procedure

1. The student and his/her parent/guardian must complete the appeal form providing information pertinent to the appeal request, within the allotted time. This includes providing reasons for all absences.

2. The Appears Committee may decide to rescind some of the recorded absences solely on the basis of the written information without a formal hearing. (Appeal Form AR5113).

3. The student and his/her parent/guardian must appear at the Appeals Committee's formal hearing with appropriate documentation and any interested parties on their behalf.

4. It is the responsibility of the student or parent to substantiate the claims presented on the appeal form.

~~5. The student's teacher(s) in those classes where excessive class absence is under appeal, shall be notified regarding the need for information, the date of the appeal hearing, the possible need to appear and the disposition of the case.~~

~~6. Confidential information pertaining to a student may be presented by an interested party to the Appeals Committee. The Appeals Committee in its review of the case may consider this information.~~

~~7. The Appeals Committee will weigh the validity of any appeal by considering all factors.~~

~~8. The Appeals Committee will begin deliberations ten (10) school days prior to the close of each semester.~~

~~9. The student and/or parent/guardian will be notified of the Appeals Committee's decision within two (2) school days of the hearing.~~

~~10. The decision of the Appeals Committee is final.~~

~~Regulation approved: July 23, 2001~~

_____
School

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____
				Attempt #1_____ Attempt #2_____

				Written Notice mailed_____
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____
				Attempt #1_____ Attempt #2_____ Written Notice mailed_____

Students

Attendance – Call Back Service

Regular attendance is an important part of the educational process. To assist parents in monitoring attendance, and to facilitate home/school communication, the Board adopts the following procedure at the elementary school level. Parents shall be offered the opportunity to participate in a "call back" program as follows: Participating parents shall be required to notify the school when their child is to be absent from school, during a time before school designated by the building principal. If a child is absent from school at the beginning of the day and the parent has not provided prior notification of absence, school personnel will seek to call such parent between 9:00 AM and 10:00 AM to verify that the absence is excused.

In order to participate, the parents shall complete a form with day time telephone number and such other information as the Administration may reasonably require. Continued participation shall be subject to meeting of the parent's duties under the program. If parent fails to notify the school of a known absence on three or more occasions, the Board of Education shall discontinue the parent's participation.

The Board of Education cannot and does not assume responsibility for students prior to their entering the school bus or school building, or responsibility for assuring that parents are notified in every case of absence or tardiness. As a condition of participating in the program, parents shall execute a waiver of any claims against the District for failing to notify the parents under this program. However, this new procedure is intended to assist both parents and school personnel in monitoring student attendance at the elementary school level.

Policy adopted: January 19, 1988

Students

5113.3
* No answer = N
_ Left Message = LM
_ Notification made = NM

Truancy

Introduction and Definitions

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted.

"Truant" shall mean a child age five to eighteen, inclusive who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy:

1. Notify parents annually of their obligations under the attendance policy.

2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.

3. Establish a system to monitor student attendance.

4. Make a reasonable effort to notify parents or other persons having control of such child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. (Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil, or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)

5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.

6. Appropriate school staff shall meet with parents of a child identified as truant, to review and evaluate the situation, within ten days of such designation.

Students so identified may be subject to:

a. retention in the same grade to acquire necessary skills for promotion or promotion

b. a requirement to complete a summer school program successfully before being promoted to the next grade.

7. If the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem, the Superintendent shall file a written complaint with the Superior Court pursuant to Conn. Gen. Stat. 46b-149 alleging that the acts or omissions of a child identified as "truant" are such that the student's family is a family with service needs.

8. Provide coordination of services and refer “truants” to community agencies which provide family services.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-198a Policies and procedures concerning truants. (as amended by PA 00-157)

10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)

10-202e-f Policy on dropout prevention and grant program.

10-221 (b) Board of Education to prescribe rules.

Campbell v New Milford, 193 Conn 93 (1984).

Action taken by the State Board of Education on January 2, 2008, to define “attendance.”

~~Policy adopted: April 21, 2009~~

August 2012

Document comparison by Workshare Compare on Thursday, May 02, 2013 4:46:41 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793586/1
Description	#2793586v1<SG> - Windsor Attendance word document
Document 2 ID	interwovenSite://SGDMS/SG/238844/13
Description	#238844v13<SG> - Model Policy - Students/Student Attendance and Truancy
Rendering set	Standard

Legend:	
Insertion	
~~Deletion~~	
~~Moved from~~	
Moved to	
Style change	
Format change	
~~Moved deletion~~	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	192
Deletions	216
Moved from	11
Moved to	11
Style change	0
Format changed	0
Total changes	430

Students

STUDENT DISCIPLINE

I. Definitions

A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.

F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary

charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

K. **School Days** shall mean days when school is in session for students.

L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife

having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that **endangers persons or property, is seriously disruptive of the educational process**, **or that violates a publicized policy of the Board**.

B. ***Conduct off School Grounds:***

1. Students may be suspended or expelled for conduct off school grounds if such conduct **is seriously disruptive of the educational process and violative of a publicized policy of the Board**. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school**; (2) **whether other students from the school were involved or whether there was any gang involvement**; (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon**, as defined in section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider **whether such off-campus conduct involved the use of drugs**.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or

instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.

27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

    a) causes physical or emotional harm to such student or damage to such student's property;

    b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

    c) creates a hostile environment at school for such student;

    d) infringes on the rights of such student at school; or

    e) substantially disrupts the education process or the orderly operation of a school.

    Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

39. Any action prohibited by any Federal or State law.

40. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.

B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:

1. was in **possession on school grounds** or at a **school-sponsored activity** of a **deadly weapon**, **dangerous instrument**, **martial arts weapon**, or **firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or

2. **off school grounds**, **possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon**, a **dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or

3. was engaged **on or off school grounds** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms "**dangerous instrument**," "**deadly weapon**," **electronic defense weapon**," "**firearm**," and "**martial arts weapon**," are defined above in Section I.

C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

D. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section IV(B)(1), (2) and (3) of this policy. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive

school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.

9. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.

11. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice:

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:

a. The date, time, place and nature of the hearing.

b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

c. A short, plain description of the conduct alleged by the administration.

d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

e. The student may cross-examine witnesses called by the Administration.

f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.

g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

i. Information about free or reduced-rate legal services and how to access such services.

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.

5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.

7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.

9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if

any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

14. The Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

15. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is

required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections IX.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the

decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.

2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior <u>was</u> a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Transfer of IDEA students for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or

2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under

the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention

center, the Connecticut Juvenile Training School or any other residential placement.

B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Reporting Requirements

A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

B. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

C. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)

§§ 10-233a through 10-233e Suspension and expulsion of students.
§ 10-233f In-school suspension of students.
§29-38 Weapons in vehicles
§53a-3 Definitions
§53a-206 (definition of "weapon")
Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)
Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
21 U.S.C. § 812(c) (identifying "controlled substances")
34 C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

ADOPTED: _____
REVISED: _____

August 13, 2012

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent)[1]
(Parent's Address)

(Non-custodial Parent, if applicable)
(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; d.o.b.

Dear ***(Parent/Guardian)***:

In accordance with the ***(name of district)*** Board of Education Policy ***(policy # & title)***, I am writing to advise you that the ***(name of district)*** Board of Education (the "Board") will hold a formal hearing concerning your ***(son/daughter), (Name of Student)*** to consider the recommendation of ***(name of administrator)*** that ***(he/she)*** be expelled from school. [***In cases where the district uses a hearing officer, add the following: Please be advised that the Board has appointed Attorney [Name], to serve as an impartial hearing officer in this matter.]*** This hearing is being held pursuant to Section 10-233d and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the ***(name of district)*** Board of Education Policy ***(policy # & title)***, a copy of which is enclosed. The Board ***(OR the hearing officer)*** intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your (***son/daughter)*** violated Board Policy (***cite Student Discipline Policy number and any other specific policy number*** on ***date)***, by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

[1] If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s).

(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (***date, time, place).*** You and your (***son/daughter)*** are asked to attend this hearing. Your (***son/daughter)*** has the right to be represented by an attorney at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board ***(OR the hearing officer)*** may also question witnesses. An opportunity will also be given for the administration and your (***son/daughter)*** or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board ***(OR the hearing officer)*** has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your **(son/daughter)** has a right to be represented, at your own expense, by legal counsel or other representative at the expulsion hearing. Obtaining an attorney or other representative is the responsibility of the family. Very low income families may be able to obtain free advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (***son/daughter)*** is expelled as a result of the scheduled hearing, and your (***son/daughter)*** is under sixteen (16) years of age, the Board shall offer your child an alternative educational opportunity, to be determined by the Administration, during any period of exclusion from school. If your **(son/daughter)** is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your (***son/daughter)*** an alternative educational opportunity if she/he wishes to continue her/his education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who is expelled for possession of a firearm, deadly weapon or dangerous instrument or sale or distribution of a controlled substance on school grounds or at a school-sponsored activity, or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (***number)***.

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: ***(Name of District)***, Chairman, ***(Name of District)*** Board of Education
(Name of Special Education director)
(Name of Principal at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

3/12/12

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENTS (the parents of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____) is currently enrolled as a _____ grade student at _____ School.

2. NAME OF STUDENT admits that he engaged in the following conduct on or about _____, 2011:

3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline).

4. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled from school, effective _____, 20__ and continuing through _____, 20____, under the following conditions:

   a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration.

   b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of his/her participation in the alternative education program.

   c) Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level in the alternative educational program, for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.

   d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through _____, without the need for any further proceedings before the Board.

5. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.

6. The Superintendent, NAME OF STUDENT and NAME OF PARENT understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

7. NAME OF STUDENT and NAME OF PARENT enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

_____ Date:_____
NAME OF SUPERINTENDENT
Superintendent of Schools

_____ Date:_____
NAME OF STUDENT
Student

_____ Date:_____
NAME OF MOTHER and/or NAME OF FATHER
Parents of NAME OF STUDENT



~~1.~~

Series 5000

Students ~~are expected to comply with school rules and policies.~~

~~2. Students may be removed from class, suspended or expelled from school for conduct that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.~~

~~3. The Superintendent shall establish regulations for the effective administration of this policy as necessary.~~

~~Legal Reference: Connecticut General Statutes~~

~~4-176e through 4-180a. Contested Cases. Notice. Record~~
~~10-233a through 10-233f. Suspension, removal and expulsion of students~~
~~53a-3 Definitions.~~
~~53a-217b Possession of Firearms and Deadly Weapons on School Grounds.~~
~~18 U.S.C.921 Definitions~~
~~Title III – Amendments to the Individuals with Disabilities Education Act.~~
~~Sec. 314 (Local Control Over Violence)~~
~~Elemendary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.~~
~~P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.~~

STUDENT DISCIPLINE

~~Policy adopted: September 18, 2007~~

~~1.~~ I. Definitions

A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

~~A. "~~

E. **Exclusion**~~" shall be defined as~~ means any denial of public school privileges to a ~~pupil~~student for disciplinary purposes.

~~B. "Removal" shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 90 (ninety) minutes.~~

F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

~~C. "In-school suspension" shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed.~~

G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not

include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

~~D. "~~

H. **In-School Suspension**~~" shall be defined as~~ means an exclusion from ~~school privileges or from transportation services only~~regular classroom activity for no more than ten (10) consecutive school days, ~~provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed~~but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

~~E. "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil is assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed~~

I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

~~F. "Emergency" shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.~~

J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

K. ~~G. "~~**School Days**~~"~~ shall mean days when school is in session for ~~pupils~~students.

H. "Seriously disruptive of the educational process" means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

2. Notice to Pupils of Board Policies

The Board shall assure that all pupils within its jurisdiction are informed, at least annually, of Board policies concerning pupil conduct.

3. Removal from Class

L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

A. Each teacher shall have the authority to remove a pupil from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six (6) times in any year nor more than two (2) times in one (1) week, unless such pupil is referred to the building principal or his/her designee and granted an informal hearing at which such pupil shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

B. Whenever any teacher removes a pupil from the classroom for creating a serious disruption of the educational process, such teacher shall send him/her to a designated area and shall immediately inform the building principal or his/her designee, contact the parent by telephone and submit a written report of the incident to the principal.

N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

C. In the elementary schools, when students are removed from class after causing a serious disruption of the educational process, such students will be counseled by the principal or his/her designee. When the principal or his/her designee determines that the students are prepared to behave appropriately, they shall be allowed to return to the classroom.

O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife

having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

~~D. In the secondary schools, when students have been removed from class after causing a serious disruption of the educational process, they shall not return to the class from which they were removed until the next session of that class, provided that such students may communicate with the teacher prior to such next class in order to obtain homework, reading and/or other assignments.~~

P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

~~E. Students removed from classes for the third time on one day shall not return to class and shall be suspended. In such cases, the principal or his/her designee shall notify the student's parents by telephone and written communication as to the reason for the student's suspension from school.~~

II. Scope of the Student Discipline Policy

~~4. Actions Leading to Suspension or Expulsion~~

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

~~A.~~ Students may be disciplined for conduct on school grounds or at any school-sponsored activity that **endangers persons or property, is seriously disruptive of the educational process**, **or that violates a publicized policy of the Board**.

B. ***Conduct off School Grounds:***

1. Students may be ~~disciplined~~suspended or expelled for conduct off school grounds if such conduct **is seriously disruptive of the educational process and violative of a publicized policy of the Board**. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such ~~condition~~consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school**; (2) **whether other students from the school were involved or whether there was any gang involvement**; (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon**, as defined in ~~Connecticut General Statutes, Section~~section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider **whether such off-campus conduct involved the use of drugs**.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire.

Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

~~(1) Conduct causing a threat of danger to the physical well-being of himself/herself or other people; or~~

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

~~(2) Striking or physically assaulting another person where such conduct is not necessary for self-defense; or~~

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

~~(3) Causing or attempting to cause damage to public property; or stealing or attempting to steal public property; or~~

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

~~(4) Causing or attempting to cause damage to private property; or~~

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

~~(5) Taking or attempting to take, personal property or money from another person or from his/her presence by means of force or fear; or~~

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

~~(6) Possessing or transmitting any deadly weapon, weapon, firearm, firearm facsimile, knife, explosive or other dangerous object; or~~

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

~~(7) Possessing, using, transmitting or being under the influence of any unprescribed controlled substances, unauthorized, illegal or dangerous drugs, narcotics, hallucinogenic drug, drug paraphernalia, amphetamines, barbiturates, alcoholic beverage, tobacco product, or intoxicant of any kind; or~~

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

~~(8) Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any unprescribed controlled substance, illegal, unauthorized or dangerous drugs, narcotics, hallucinogenic drug, amphetamines, barbiturates, marijuana, alcoholic beverage, or intoxicant of any kind; or~~

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

~~(9) Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or school premises or other building owned by any school district, and failure to leave such premises or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility; or~~

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

~~(10) Intentional incitement of unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district; or~~

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

~~(11) Using~~26. Use of or copying of the academic work of another individual and presenting it as ~~his/her~~the student's own work,

without proper attribution ~~or allowing such use and/or copying of the pupil's own work by another~~; or any other form of academic dishonesty, cheating or plagiarism.

~~(12) Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or to school property; or~~

~~(13) Open defiance of the authority of any teacher or person having authority over the pupil, including verbal abuse; or~~

~~(14) Repeated unauthorized absence from school in violation of the Board's truancy policy; or~~

~~(15) Intentional incitement of truancy by other pupils; or~~

~~(16) Falsely activating fire alarm or other safety systems; or~~

~~(17) Falsely reporting the presence of a bomb or other explosive device at the school; or~~

27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

~~(18) Unauthorized possession of paging devices, beepers, cellular phones, or other electronic communication devices.~~

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

~~(19) Continual or repeated misconduct in and out of class that disrupts the learning environment.~~

29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.

~~(20) Inappropriate sexual contact or engagement in sexual misconduct (verbal, physical including gestures).~~

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

~~(21) Verbal abuse that includes, but is not limited to swearing, screaming, obscene gestures, or threats when directed, either orally, including the telephone or in writing, at an individual, his/her family or a group~~

31. Hazing.

~~(22) Intimidation is an act intended to frighten or coerce someone into submission or obedience.~~

32. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

~~(23) Bullying is the use of physical or verbal coercion to obtain control over others or to be habitually cruel to others who are assumed to be weaker.~~

a) causes physical or emotional harm to such student or damage to such student's property;

~~(24) Terroristic threat is a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience.~~

b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

~~(25) Terroristic act is an offense against property or involving danger to another person or persons.~~

c) creates a hostile environment at school for such student;

~~(26) Stalking is the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of the individual.~~

d) infringes on the rights of such student at school; or

~~(27) Racial slurs are insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's racial origin.~~

e) substantially disrupts the education process or the orderly operation of a school.

~~B. Contraband items may be seized by teachers or administrative staff, and retained until all disciplinary procedures are completed.~~

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation,

gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

5. Procedures Governing Suspension

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

A. The principal in each school building shall have the authority to invoke suspension, for a period of up to ten (10) days or to invoke in-school suspension for a period of up to five (5) days, of any student for one or more of the reasons stated in subsection 4 above, in accordance with the procedure outlined in paragraph C of this section, provided, however, the principal or the Superintendent of Schools shall have the authority to immediately suspend from school any student or pupil when an emergency exists. If an emergency situation exists, the hearing outlined in paragraph C of this section shall be held as soon after the suspension as possible. For purposes of these procedures, "principal" shall include his/her designee.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

B. In the case of suspension, the principal shall notify the Superintendent of Schools and the parents or guardian of any minor pupil who has been suspended within twenty-four (24) hours of suspension as to the name of the pupil who has been suspended and the reason therefore. Any pupil who is suspended shall be given the opportunity to complete any class work, including, but not limited to, examinations which such pupil missed during the period of suspension.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

C. Except in the case of an emergency, a pupil shall be afforded the opportunity to meet with the principal and to answer the charges against him/her prior to the effectuation of any period of suspension or in-school suspension. If, at such meeting, the pupil denies the charges against him/her, he/she may, at the time, present his/her version of the incident(s) upon which the proposed suspension is based. The principal shall then determine what action, including suspension or in-school suspension, is warranted. In determining the length of a suspension period, the principal may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension or expulsion of such pupil.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

~~D. No pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in Section 7(F) is first granted.~~

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

~~E. No pupil shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.~~

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

~~F. Notice of a suspension and the conduct for which the pupil is suspended shall be included on the pupil's cumulative educational record, but shall be expunged when the pupil graduates from high school.~~

39. Any action prohibited by any Federal or State law.

~~6. In-School Suspension Center~~

40. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

~~The Board authorizes the administration to establish and operate an in-school suspension center(s) designed to reduce the number of students assigned to out-of-school suspensions and help students become better adjusted to the tasks required in the regular school program. The center(s) shall provide controlled and restrictive educational programs for students. Prior to the start of each calendar year, the Principal of each school where such a center will operate will so notify the Superintendent.~~

IV. Discretionary and Mandatory Expulsions

~~7. Procedures Governing Expulsion~~

A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.

A. The Superintendent of Schools may recommend to the Board of Education the expulsion of any student for one or more of the reasons stated in section 4 if, in his/her judgment, such disciplinary action is in the best interest of the school system. Notwithstanding the foregoing, the Superintendent shall recommend expulsion when he/she reasonably believes that a student:

B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:

(1)1. was in **possession on school grounds** or at a **school-sponsored activity** of a firearm as defined in 18 USC 921, as amended from time to time, a **deadly weapon**, **dangerous instrument** or, **martial arts weapon**, as defined in Connecticut General Statutes, Section 53a-3, as amended.or **firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or

A "firearm" under 18 USC 921 means a "weapon" as defined in Paragraph C below. A 'deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A deadly weapon is one that is designed for violence and which is capable of inflicting death or serious bodily harm and may include pellet guns and/or air soft pistols. A "dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted to threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" as that term is defined in Connecticut General Statutes, Section 53a-3 or a dog that has been commanded to attack. A "martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star; or

(2) was in possession 2. **off school grounds** of, **possessed a firearm** (as defined underin 18 USC 921)U.S.C. § 921, in violation of Connecticut General Statutes, SectionConn. Gen. Stat. § 29-35, or did possess**possessed** and use such**used** **a firearm**, as defined in 18 U.S.C. § 921, a **deadly weapon**, a **dangerous instrument** or a **martial arts weapon** in the **commission of a crime**; or(3) was in possession of a knife on school grounds or at a school-sponsored activity; or under chapter 952 of the Connecticut General Statutes; or

(4)3. was engaged **on or off school grounds** in **offering for sale or distribution a controlled substance** (as defined in Connecticut General Statutes, SectionConn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering,

or administering is subject to criminal penalties under ~~Connecticut General Statutes, Sections~~ Conn. Gen. Stat. §§21a-277 and 21a-278.

~~B. Mandatory Expulsion: It shall be the policy of the Board to expel a student who engages in misconduct as described in paragraphs 1, 2 or 4 above for one full calendar year. The Board may modify the period of expulsion on a case-by-case basis.~~

The terms "**dangerous instrument**," "**deadly weapon**," **electronic defense weapon**," "**firearm**," and "**martial arts weapon**," are defined above in Section I.

C. ~~Mandatory Expulsion: In keeping with the intent of the federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "weapon" to school. For the purposes of this paragraph, a "weapon" is defined to mean (1) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary, or poisonous gas device, including a bomb, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, grenade or any other similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 1/2" in diameter). The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.~~ Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

D. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section IV(B)(1), (2) and (3) of this policy. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the

subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.

9. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the

administration-specified program and meets any other conditions required by the administration.

11. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice:

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:

a. The date, time, place and nature of the hearing.

~~The Board may modify the period of expulsion on a case-by-case basis.~~

b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

~~D. The procedures for a hearing, outlined in paragraphs E and F below, shall be provided prior to the effectuation of any expulsion unless an emergency exists. If an emergency situation does exist, such a hearing shall be held as soon after the expulsion as possible.~~

c. A short, plain description of the conduct alleged by the administration.

~~E. Upon recommendation of expulsion by the Superintendent, the Board of Education shall notify the pupil concerned and his/her parents, or the pupil if he/she has attained the age of 18, that expulsion from school will be considered at a hearing to be scheduled as soon as possible. The date for such a hearing may be extended by agreement of the parties or because of an unavoidable emergency. The Board of Education shall hold the hearing, or establish an impartial hearing panel of one or more persons, to conduct the hearing in accordance with the "hearing procedure" set forth in paragraph F below. In cases where expulsion is recommended for a student at the elementary level, the Superintendent shall confer with the student's principal and make a recommendation to the Board concerning whether to establish an impartial hearing panel to conduct the hearing. Should the Board conduct the hearing, three (3) members of the Board shall constitute a quorum for an expulsion hearing. If an impartial hearing panel is established, no member of the Board shall be a member of the hearing panel.~~

d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

~~F. The procedures of any hearing conducted under this section shall be determined by the hearing officer or Board president as appropriate, but shall at least include the right of the pupil to:~~

e. The student may cross-examine witnesses called by the Administration.

~~(1) Notice of the proposed hearing which shall include a statement of the date, time, place and nature of the hearing, a statement of the legal authority and jurisdiction under which the hearing is to be held; a reference to the particular statutes and policies involved; notification that the administration will be represented by a lawyer and that the pupil~~

~~and his or her parents have the right to be represented by a lawyer at their own expense; and a short and plain statement of the matters asserted if such matters have not already been provided in a statement of reasons requested by the pupil. The statement so provided may be limited to a statement of the issues involved, if it is not possible to state the issues in detail at the time such notice is served. Thereafter, upon request from a student concerned, a more definite and detailed statement of the issues shall be furnished. Whenever notice is issued to a pupil between the ages of sixteen (16) and eighteen (18) or the parent or guardian of such pupil that an expulsion hearing will be held, the notification shall include a statement of the conditions under which the Board is not required to offer an alternative educational opportunity to the pupil;~~

f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.

~~(2) The opportunity to be heard in his/her own defense concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence;~~

g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

~~(3) The opportunity to present witnesses and evidence in his/her defense;~~

h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

~~(4) The opportunity to cross-examine adverse witnesses; except that the Board may accept hearsay evidence from a witness against the pupil if the Board believes that fear on the part of the witness would prevent the giving of accurate testimony.~~

i. Information about free or reduced-rate legal services and how to access such services.

~~(5) The opportunity to be represented by counsel;~~

D. Hearing Procedures:

~~(6) The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the pupil concerned. A pupil may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel, provided that there are at least three (3)~~

~~votes cast in favor of expulsion. Alternatively, a student may be expelled by the decision of an impartial hearing panel established pursuant to Connecticut General Statutes, Section 10-233d(b), and Section E of this policy.~~

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

~~G. The record of any hearing held in an expulsion case shall include the following:~~

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

~~(1) All evidence received and considered by the Board of Education;~~

3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

~~(2) Questions and offers of proof, objections and rulings on such objections;~~

4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.

~~(3) The decision of the Board of Education rendered after such hearing;~~

5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

~~(4) Written notices related to the case;~~

6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.

~~(5) The official transcript or recording of the proceeding.~~

7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and

questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

~~(6) In presenting his/her recommendation for expulsion, the Superintendent shall offer the student an opportunity to provide a written statement explaining his/her perspective on the charges, such statement to be in the student's own words and handwriting. In addition to such written statement, if elected by the student, the student shall have the right to provide oral testimony and evidence related to the incident or incidents in question. The Superintendent may provide oral testimony and evidence related to the incident or incidents in question from witnesses called by the Superintendent. The Superintendent may also provide written statements from such witnesses, and any such written statements shall be in witnesses' own words.~~

8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.

~~(7) If the Board concludes that grounds for expulsion exist, the Superintendent shall provide the Board with the student's academic records and a summary of the student's disciplinary record, including a record of behavior problems and consequences, including parent contacts.~~

9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

~~H. Rules of evidence at expulsion hearings shall include the following:~~

10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

11. ~~(1) Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition to other evidence, the Board of Education may receive and consider other evidence~~Evidence of past disciplinary problems which have led to removal from a classroom, ~~in-school suspension,~~ suspension or expulsion of ~~such pupil~~a student being considered for expulsion

may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

14. The Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

15. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an

adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections IX.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such

notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

~~(2) The Board of Education shall give effect to the rules of privilege by law;~~ If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

~~(3) In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;~~

XI. Change of Residence During Expulsion Proceedings

~~(4) Documentary evidence may be received in the form of copies or excerpts, if the original is not readily available, provided, however, that any party to a hearing shall be given an opportunity to compare the copy to the original;~~

A. *Student moving into the school district:*

~~(5) A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and true disclosure of the facts;~~

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

~~(6) The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;~~

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

(7) A tape recording or stenographic record of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceeding shall be provided only upon request of a party, with the cost of such transcript to be paid by the requesting party.

B. *Student moving out of the school district:*

I. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

J. Notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record. Such notice, except for notice of any expulsion based upon possession of a firearm or deadly weapon as described in Section 7(B), shall be expunged from the cumulative educational record if the pupil graduates from high school.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

K. The Board may, in a hearing in accordance with Connecticut General Statutes, Section 10-233d(a), adopt the decision of a pupil expulsion hearing conducted by another school district. The pupil shall be excluded from school pending such hearing. The excluded pupil shall be offered an alternative educational opportunity in accordance with sections 9 and 10 of this policy.

A. *Suspension of IDEA students:*

L. Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who

has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply ~~to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities")~~:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.

2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in

order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

~~(1)~~

4. If ~~a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene a planning and placement team (PPT) meeting to determine whether the misconduct is a manifestation of~~ the student's PPT finds that the behavior was not a manifestation of the student~~'s disability. A student may be suspended for up to ten (10) days pending a PPT determination.~~'s disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. ~~(a) If the PPT finds that the misconduct is not a manifestation of the disability, the Superintendent may proceed with a recommendation for expulsion.~~ During any period of expulsion, ~~a student with disabilities under the IDEA shall receive~~or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative ~~educational plan in accordance with the IEP as modified by the PPT in light of such expulsion. Prior to implementing any expulsion of a student with disabilities, the district shall comply with the procedures set forth in subparagraph (2) below~~education program in accordance with the provisions of the IDEA.

~~(b) If the PPT finds that the misconduct is a manifestation of the disability, the superintendent shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of other students.~~

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

~~(2) Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student him- or herself if eighteen years of age or older) file a request for a due process hearing under Connecticut General Statutes, Section 10-76h, to contest an expulsion under subparagraph (a) above or a proposed change in placement under subparagraph (b), the child shall stay in his or her then-current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order.~~

C. *Transfer of IDEA students for Certain Offenses:*

~~(3) Notwithstanding the provisions of the preceding subparagraph (2), a student with disabilities may be assigned~~School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student ~~(1) was~~:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930 (g) (2), as amended from time to time, on school grounds or at a school -sponsored activity~~;~~, or ~~(2) knowingly~~

2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or ~~(3) has~~

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. ~~The interim alternative placement shall be determined by the PPT. If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.~~

The following definitions shall be used for this subsection XII.C.:

~~(a)~~ "1. **Dangerous weapon**~~"~~ means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

~~(b)~~ "2. **Controlled substance**~~"~~ means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

~~(c)~~ "3. **Illegal drug**~~"~~ means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

~~(d)~~ "4. **Serious bodily injury**~~"~~ means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

~~The provisions of Section 3 are subject to modification in accordance with a student's individualized education plan or accommodation plan.~~

~~M.~~ Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for ~~education~~educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

~~(1)~~ 1. The parents of the student must be notified of the decision to recommend the student for expulsion.

~~(2)~~ 2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

~~(3)~~ 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

~~(4)~~ 4. If the 504 team finds that the behavior was not a manifestation of the student~~'~~'s disability, the Administration may proceed with the recommended expulsion.

~~8. Notification to Parents or Guardian~~

~~A. The parents or guardian of any minor pupil either expelled or suspended or removed from class shall be given notice of such disciplinary action by~~

~~telephone and written communication within twenty-four (24) hours of the time of the institution of the period of expulsion or suspension or removal from class.~~

~~B. The Superintendent of Schools shall forward to the pupil concerned and his/her parents, or the pupil, if he/she has attained the age of 18, a copy of the procedures "Governing Expulsion" (Section 7 A through F at the time of notification per Section 7 A).~~

~~9. Alternate Program~~

~~Subject to the terms of section 10 (below), whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer such student an alternative education program. The parent (s) of such student has the legal right to reject such a program without being subject to the truancy law. Whenever the Board of Education expels a pupil between sixteen (16) and eighteen (18) years of age for the first time, such pupil shall be offered an alternative educational opportunity subject to conditions established by the Board, which alternative educational opportunity may be placement in an adult education program. The age limitations for the provision of an alternative educational opportunity shall not apply to pupils requiring special education as defined by Connecticut law.~~

~~10. Notwithstanding the provisions of section 9 concerning the provision of an alternative educational opportunity for pupils between the ages of sixteen (16) and eighteen (18), the Board of Education shall not be required to offer such alternative to any such pupil who is expelled because of conduct that endangers persons, if it was determined at the expulsion hearing that the conduct for which the pupil was expelled involved possession on school property or at a school-sponsored activity of a firearm as defined in 18 USC 921, as amended from time to time, a dangerous instrument, deadly weapon or martial arts weapon or offering for sale or distribution on school property or at a school-sponsored activity a controlled substance as defined in Connecticut General Statutes, Section 21a-240, Section 21a-277, or Section 21a-278. The Board is not required to offer a student between the ages of sixteen (16) and eighteen (18) an alternative educational opportunity if the student has been expelled previously.~~

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

~~The provisions of this subsection shall not apply to pupils requiring special education.~~

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

~~11. Whenever a student is expelled for the sale or distribution of a controlled substance, the Board shall thereafter refer the pupil to an appropriate State agency, in accordance with Connecticut General Statutes, Section 10-233d(e).~~

B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

~~12. Whenever a student is expelled for possession of a deadly weapon or firearm, as defined in Connecticut General Statutes, Section 53a-3, the Superintendent shall report the violation to the local police.~~

~~13. Whenever a student is expelled, this action shall be publicized in the manner the Board and/or Superintendent deem appropriate, provided that personally identifiable information concerning students shall not be disclosed except as authorized by law. Such publicity may include a description of the conduct for which the student was expelled in the public Board vote and/or a press release describing the Board's action and the conduct for which the student was expelled.~~

XV. Early Readmission to School

~~14.~~ An expelled ~~pupil~~student may apply for early readmission to school. The Board delegates the authority to make decisions on ~~readmissions~~readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Reporting Requirements

A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

B. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

******

~~Cross References:~~
~~(cf.5125/5125.1 - Student Records; Confidentiality)~~
~~(cf. 5131.2 - Classroom, Hall and Grounds Conduct)~~
~~(cf. 5131.4 - Campus Disturbances)~~
~~(cf. 5131.5 - Vandalism)~~
~~(cf. 5131.6 - Drugs, Tobacco, Alcohol)~~
~~(cf. 5131.7 - Weapons and Dangerous Instruments)~~
~~(cf.5244 - Discipline Punishment)~~

C. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

~~10-233a Definitions~~
~~10-233b Removal of pupils from class~~
§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)
§§ 10-233~~e~~a through 10-233e Suspension ~~of pupils~~
~~10-233d Expulsion of pupils~~
~~10-233e Notice as to disciplinary policies and action~~and expulsion of students.
§ 10-233f In-school suspension of ~~pupils~~students.
~~176e - 4-180a, inclusive, 4-181a~~
~~Contested Cases. Notice. Record.~~
~~53a-3~~
§29-38 Weapons in vehicles
§53a-3 Definitions
~~53a-217b Possession of firearms and deadly weapons on school grounds~~
~~18 U.S.C. 921 Definitions~~
~~18 U.S.C. 930(g)(2) Definition of "firearm"~~
~~18 U.S.C. 1365(h)(3) Identifying "serous bodily injury"~~
§53a-206 (definition of "weapon")
Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
~~21 U.S.C. 812© Identifying "controlled substances" and "illegal drugs"~~21 U.S.C. § 812(c) (identifying "controlled substances")
34 C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

ADOPTED: _____
REVISED: _____

August 13, 2012

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent)[1]
(Parent's Address)

(Non-custodial Parent, if applicable)
(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; d.o.b.

Dear ***(Parent/Guardian)***:

In accordance with the ***(name of district)*** Board of Education Policy ***(policy # & title)***, I am writing to advise you that the ***(name of district)*** Board of Education (the "Board") will hold a formal hearing concerning your ***(son/daughter), (Name of Student)*** to consider the recommendation of ***(name of administrator)*** that ***(he/she)*** be expelled from school. [***In cases where the district uses a hearing officer, add the following: Please be advised that the Board has appointed Attorney [Name], to serve as an impartial hearing officer in this matter.]*** This hearing is being held pursuant to Section 10-233d and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the ***(name of district)*** Board of Education Policy ***(policy # & title)***, a copy of which is enclosed. The Board ***(OR the hearing officer)*** intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your (***son/daughter)*** violated Board Policy (***cite Student Discipline Policy number and any other specific policy number*** on ***date)***, by engaging in the following conduct:

> ***(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.***
>
> ***Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).***

[1] If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s).

(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (***date, time, place).*** You and your (***son/daughter)*** are asked to attend this hearing. Your (***son/daughter)*** has the right to be represented by an attorney at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board ***(OR the hearing officer)*** may also question witnesses. An opportunity will also be given for the administration and your (***son/daughter)*** or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board ***(OR the hearing officer)*** has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your **(son/daughter)** has a right to be represented, at your own expense, by legal counsel or other representative at the expulsion hearing. Obtaining an attorney or other representative is the responsibility of the family. Very low income families may be able to obtain free advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (***son/daughter)*** is expelled as a result of the scheduled hearing, and your (***son/daughter)*** is under sixteen (16) years of age, the Board shall offer your child an alternative educational opportunity, to be determined by the Administration, during any period of exclusion from school. If your **(son/daughter)** is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your (***son/daughter)*** an alternative educational opportunity if she/he wishes to continue her/his education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who is expelled for possession of a firearm, deadly weapon or dangerous instrument or sale or distribution of a controlled substance on school grounds or at a school-sponsored activity, or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (***number)***.

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: ***(Name of District)***, Chairman, ***(Name of District)*** Board of Education
(Name of Special Education director)
(Name of Principal at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

3/12/12

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENTS (the parents of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____) is currently enrolled as a _____ grade student at _____School.

2. NAME OF STUDENT admits that he engaged in the following conduct on or about _____, 2011:

3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline).

4. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled from school, effective _____, 20__ and continuing through _____, 20____, under the following conditions:

   a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration.

   b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of his/her participation in the alternative education program.

   c) Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level in the alternative educational program, for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.

~~Regulation Approved: September 28, 2010~~

   d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the

remainder of the expulsion period, through _____, without the need for any further proceedings before the Board.

5. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.

6. The Superintendent, NAME OF STUDENT and NAME OF PARENT understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

7. NAME OF STUDENT and NAME OF PARENT enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

~~Elizabeth E. Feser, Ed.D.~~

_____ Date:
NAME OF SUPERINTENDENT
Superintendent of Schools

_____ Date: _____
NAME OF STUDENT
Student

_____ Date: _____
NAME OF MOTHER and/or NAME OF FATHER
Parents of NAME OF STUDENT

Document comparison by Workshare Compare on Thursday, May 02, 2013 4:07:47 PM

Input:	
Document 1 ID	interwovenSite://SGDMS/SG/2793494/1
Description	#2793494v1<SG> - Windsor Exlusion/Suspension/Expulsion/Student Due Process
Document 2 ID	interwovenSite://SGDMS/SG/238924/51
Description	#238924v51<SG> - Model Policy - Students/Student Discipline
Rendering set	Standard

Legend:	
Insertion	
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Style change	
Format change	
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Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	432
Deletions	249
Moved from	39
Moved to	39
Style change	0
Format changed	0
Total changes	759

Personnel

NON-DISCRIMINATION

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individuals' family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq*.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
Public Act 11-55, An Act Concerning Discrimination.

ADOPTED:_____
REVISED:_____

1/31/13

Personnel

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Windsor Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.

It is the express policy of Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression. In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Office of the Superintendent of Schools
Jeffrey A. Villar, Ph.D.
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 ext. 236
jvillar@windsorct.org

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the Superintendent and/or his or her designee should:

1. offer to meet with the complainant to discuss the nature of his/her complaint;

2. provide the complainant with a copy of the Board's non-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting

interviews with individuals deemed relevant to the complaint;

4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;

5. communicate the findings and/or results of any investigation to the complainant; and

6. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Office of Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Tel. (617) 289-0111
ocr.boston@ed.gov

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (TELEPHONE NUMBER 860 566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200).

8/14/12

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

DISCRIMINATION COMPLAINT FORM
(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

_____

7/31/11

Students

NON-DISCRIMINATION (STUDENTS)

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq*.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*
Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq*.
Connecticut General Statutes § 10-15c and § 46a-81a, *et seq*. -
Discrimination on basis of sexual orientation
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq*.

ADOPTED:_____
REVISED:_____

2/5/13

Students

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

All other complaints by a student or other individuals alleging discrimination on the basis of the protected characteristics listed herein should file a written complaint with:

Office of the Superintendent of Schools
Jeffrey A. Villar, Ph.D.
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 ext. 236
jvillar@windsorct.org

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression, he/she should make a written complaint to Jody Lefkowitz, Director of Pupil and Special Education Services or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

A. Name of the complainant,

B. Date of the complaint,

C. Date(s) of the alleged harassment/discrimination,

D. Name(s) of the harasser(s) or discriminator(s),

E. Location where such harassment/discrimination occurred,

F. Names of any witness(es) to the harassment/discrimination, and

G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and

any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;

5. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

6. take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee;

7. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide

written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

8/14/12

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

DISCRIMINATION COMPLAINT FORM
(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, Pregnancy, or Gender Identity or Expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

_____

9/9/12

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

Prepared By: Mary Anne Butler **Presented By:** Tom Baird, Tracie Peterson

Attachments: Grade K, 2, 7 Mathematics Curriculum, Grade 1, 7, 8 Language Arts Curriculum

Subject: Grade K, 2, 7 Mathematics Curriculum, Grade 1, 7, 8 Language Arts Curriculum

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Background:

The Kindergarten and grade 2 mathematics curriculums have been developed to align with the Common Core State Standards and each strikes a balance between computational development/fluency and 21st Century problem solving skills.

The grade 7 mathematics curriculum has been written to align with the Common Core State Standards and incorporates performance-based assessments and the application of 21st Century skills.

The Language Arts curriculum for grades 1, 7 and 8 has been developed to align with the Common State Standards.

Status:
The grade K, 2, and 7 Mathematics Curriculum was presented at the April 9, 2013 Regular BOE Meeting as a first reading.

The grade 1, 7 and 8 Language Arts Curriculum was presented at the April 9, 2013 Regular BOE Meeting as a first reading.

Recommendation:
The Board approves grade K, 2, and 7 Mathematics curriculums presented as a second reading.
The Board approves grade 1, 7 and 8 Language Arts curriculums presented as a second reading.

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

Agenda Item # 6d.

9/9/2011

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of Unit 1: Problem Solving with Fact Strategies (Addition and Subtraction up to 20)	Length of the unit: 6 weeks
Purpose of the Unit: To review/develop and reinforce addition and subtraction fact strategies in the context of solving one step problems with unknowns in all positions. To know, and show or explain, how addition and subtraction within 100 works using strategies based on place value, properties of operations, number patterns and the relationship between addition and subtraction.	
Standards addressed in this Unit: **2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.** **2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers** **2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** **2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.** 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number or members, eg. By pairing objects or by counting by 2's, write an equation to express an even number as a sum of two equal addends (doubles facts) 2.MD.10: Draw a picture graph and a bar graph (with a single unit scale) to represent data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph.	
Big Ideas: 1. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 2. Addition is putting together or adding to and subtraction is taking apart or taking from. 3. Addition and subtraction are inverse operations; that is they undo each other. 4. Data is collected/presented in different ways and can be used to solve problems.	Essential Questions: 1. What strategies can we use to make solving addition and subtraction problems easier? 2. What types of questions does adding and subtracting answer? 3. How are addition and subtraction related? 4. How do we collect data and what does the data we collect tell us?

Students will know:	Students will be able to:
1. a variety of addition and subtraction fact strategies 2. addition and subtraction are inverse operations 3. word problems can involve situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 4. in a story problem, the symbol for an unknown represents a number 5. an odd number of items will contain leftovers when the items are paired 6. attributes of a bar graph	1. solve one step story problems within 20 involving addition and subtraction by using drawings and equations with unknowns in all positions. 2. add and subtract within 20 using a variety of strategies 3. explain and show how addition fact strategies work using place value, properties of operations and number patterns 4. collect and organize data in a bar graph and pictograph. 5. solve simple put together, take-apart and compare problems using information presented in a bar graph. 6. Use a strategy to find out whether a number up to 20 is odd or even.

Significant task 1 a & b: What Can We Learn from Data?

In this task students will participate in two teacher guided labs, ***one at the beginning and one at the end of this unit,*** that requires students to conduct an investigation, collect and organize data in a table, make and interpret bar graphs, make predictions and use the data to solve problems.
The first will involve an investigation of student's birth months and they will conduct a teacher led investigation to find out how many children were born in each month of the year. Teacher will model the TIMS laboratory method that includes having them draw a picture, collect and organize data (using a two column data table), graph the data and explore the data. Students will then answer questions and record answers about their data as a group. This will require students to solve problems involving situations of adding to, taking from, putting together, taking apart, and comparing.

The second will continue the use of the laboratory method to graph and explore data collected about their favorite lunches. Students will be introduced to new vocabulary and the three column data table. This time, tally marks will be introduced as a data collection method and will be used by students to collect the data. Teacher will model the completion of a vertical bar graph using the key vocabulary. A differentiated option would be to have students complete their own graph along with the teacher individually or in pairs. Students will answer questions about the data orally in a teacher led discussion and then read and interpret a comparable graph about a fictional class on their own. They will solve story problems related to the graph and record their answers.

These tasks directly targets the following Common Core Standards: 2.MD.10, 2.OA.1

Timeline: 5 days- 1a (2 days) 1b (2-3 days)

Key vocabulary: bar graph, data table, least common, most common, prediction, horizontal axis, tally mark, vertical axis
Resources: Trailblazers URG 1 Units 1 Lesson, Math Trailblazers URG 2 Lesson 3 , Common Addition and Subtraction Situations Sheet

Significant task 2: Adding to Solve Problems

In this task (after Baseline Grade 2 Math Facts Assessment is given) students begin by applying basic math fact strategies learned in grade one through the Mastering Basic Math Facts program while exploring various strategies to use when solving mathematical problems in context. They start by using bar models to visualize word problems with unknowns in various positions and move to using equations with a symbol representing the missing number. The lesson "Giant Story Problems" is an appropriate way to begin or end this unit as it provides the teacher with a way to show mathematical story problems in a literary context and guide students through how to "examine" them as a piece of text before solving them mathematically.

Using demonstrated lessons in On Core, real life math situations are presented to provide students with practice in this visual problem solving method. Additional problem solving methods are further explored in a Trailblazers activity that integrates literacy and math. Using math fact strategies such as counting all, counting on, counting back, drawing a picture or using counters students work in pairs to solve high interest problems in the "Animal Trading Cards" gift shop activity where students make decision about what they can purchase with given amounts. Students work in pairs and use number sentences to record their thinking. Students continue to practice solving problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions as they review math facts strategies such as using ten frames to make a ten and others. A practice opportunity to review addition with 3 or more addends is also provided.

At the conclusion of this task students will be formatively assessed on their efficacy with math fact and problem solving strategies. Lessons and activities will be provided for review, re-teaching and/or small group instruction if needed and fact fluency practice and assessment will take place throughout the year and after each Unit Assessment.

*Differentiation: Students may arrive with various levels of math fact and problem solving skills. Concrete and visual models should be available for students to use throughout the unit as well as during group and independent practice. The goal is to move students from concrete (manipulatives) to visual (number charts and number lines) to abstract strategies (mental math and algorithm) when solving math problems. Students will need to develop and demonstrate a variety of ways to solve mathematical problems. Students will also begin moving from concrete to visual to mental strategies for memorizing math facts to 20.

This task directly targets the following Common Core Standards: 2.OA.1, 2.OA.2, 2. NBT.5, 2.NBT.9

Timeline: 10 days
Key vocabulary: add, subtract, sum, more, less, equal, equation, putting together, taking apart, taking from, bar model
Resources: On Core Mathematics Lesson 1 & 2, Math Trailblazers URG 1 Lesson 3,4,5, Math Trailblazers URG 2 Lesson1, A Cache of Jewels and Other Collective Nouns by Ruth Heller, Giant Story Problems

Significant task 3: Subtracting to Solve Problems
In this essential task students begin by reviewing basic math fact strategies learned in grade one through the Mastering Basic Math Facts program while exploring various strategies to use when solving mathematical problems in context. They start by using a Whole-part-part mat to physically model word problems with unknowns in various positions and move to using equations with a symbol representing the missing number. Using a demonstrated Trailblazers Lesson called Our Own Stories, real life math situations such as paying for rides at a theme park or carnival are presented to provide students with practice in this concrete/visual problem solving method that provides practice in partitioning numbers when solving subtraction story problems. Use of a thematic approach will create the context necessary to engage students in this activity. Suggested themes include balloons, farms, zoos or collections that would generate student interest. Students work in pairs during this activity and stories can include math facts to 20.

Students then extend their work with the 100 chart and are introduced to the 200 chart. They develop their ability to use this tool for addition and subtraction while strengthening their understanding of the relationship between addition and subtraction (+10,-10, +1, -1). There is an emphasis on finding patterns, skip counting by 2's, 5's and 10's. They play a game, Moving on the 200 chart, to develop proficiency using the 200 chart as a tool for addition and subtraction. Students also explore the idea of even and odd numbers and begin work with intervals. Even and odd numbers are introduced by pairing cubes of different amounts and discovering if there are leftovers. In this way, students will develop a strategy for finding whether a number up to 20 is even or odd.

Students then work together to solve three different types of subtraction problems and discuss strategies for solving subtraction problems in a real life context of a Carnival or Fair (counting up, counting back and using a related addition fact or thinking addition). Tools are made available such as a 100 or 200 Chart, connecting cubes and ten frames to support students in their work. A discussion of three different subtraction strategies helps students verbalize number relationships and encourages them to think about solving math problems them in new ways. This task also provides opportunities for teachers to elevate student's mathematical discourse by asking students questions that lead them to understand the concept "What do you see, How do you know?" or "Show and Explain" as a chance for them to demonstrate their problem solving strategies. Practice of subtraction/problem solving strategies continue through a game of "Cover–Up" and can be evaluated formatively through the literacy based lesson "The Zoo Gift Shop" where students calculate and solve problems about buying power using previously explored subtraction strategies.

Differentiation: Students may arrive with various levels of math fact and problem solving skills. Manipulative (concrete) and visual models should be available to students throughout the unit as well as group and independent practice. Goal is to move students from concrete to visual to abstract representational strategies when solving math problems and for students to develop and demonstrate a variety of ways to solve them. Students will also begin moving from concrete to visual to mental strategies for memorizing math facts to 20.

This task directly targets the following Common Core Standards: 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.9

Timeline: 10 days
Key vocabulary: counting up, counting back, thinking addition, Whole-Part-Part Mat, column, even, interval, odd, row
Resources: Alexander Who Used to be Rich last Sunday by Judith Viorst, Mastering Basic Math Facts

book, Math Trailblazers Grade 1 URG 8 Lesson 2, Math Trailblazers URG 2 Lesson 2-Exploring the 200 chart, Lesson 5-Subtraction Facts, Lesson 6-Cover Up, Lesson 7-The Zoo Gift Shop,

Common learning experiences:
WPS Math website:
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links

On Core lesson 19 "Even and Odd" numbers can be used as an additional lesson for the whole class or in targeted instruction to support the concept of even and odd numbers.
The Spin and Add game can be used to reinforce skip counting and the use of the 200 chart as a tool for addition.
On Core Lessons 3, 4, 5, 6, 7, 9, 10, 11, 14, provide lessons for reinforcement and/or enrichment for the standards in this Unit. WPS math website activity "That's a Fact" can provide ongoing practice in math fact acquisition for students at their level. The time can be adjusted on this program so students can also increase fluency gradually as they master additional facts.

Literature: Subtraction Action; Loreen Leedy

Common assessments including the end of unit summative assessment:
Unit 1: Problem Solving with Fact Strategies (+ & -) Assessment

Teacher notes:

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

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of the Unit: Unit 2 Place Value	Length of the unit: 5 weeks
Purpose of the Unit: In this unit students extend their understanding of the base-ten system. This includes skip counting by 5's, 10's and 100's and understanding that a quantity of 100 can be thought of as a bundle of ten, tens. Students will understand, read and write multi-digit numbers (up to 1000) in base ten notation recognizing that the digits in each place represent amounts of thousands, hundreds,	

tens or ones (e.g. 853= 8 hundreds + 5 tens + 3 ones.) Students will also compare up to 3 digit numbers using math symbols to make comparisons.

Common Core State Standards addressed in the unit:

2.NBT.1: Understand that the three digits of a three- digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.NBT.1a: 100 can be thought of as a bundle of ten tens—called a "hundred."

2.NBT.1b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

2.NBT.3: Read and write numbers to 1000 using base- ten numerals, number names, and expanded form.

Big Ideas:	Essential Questions:
1. Numbers can be represented in multiple ways and for a variety of purposes. 2. Our number system is a system of patterns. 3. Place value is based on groups of ten. 4. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less.	5. What are the benefits of representing a number in any given way? 6. What patterns do you see in counting? 7. How does a digit's placement in a number affect its value?
Students will know: 1. a three digit number represents amounts of hundreds, tens and ones 2. 100 can be thought of as a bundle of ten tens called a "hundred" 3. when you skip count by 5's, 10's or 100, there is a pattern that increases or decreases by 5, 10 or 100. 4. in a three digit number, where a number is placed determines its value 5. numbers can be written with words, numerals and using expanded form	Students will be able to: 1. skip count by 5's, 10's, 100's within 1000 2. show that 100 is ten tens by grouping them 3. show a number more than one way 4. tell the value of a number in the ones, tens or hundreds place 5. read and write numerals to 1000 6. compare numbers up to 3 digits using greater than, less than, and equal, symbols 7. write a number up to three digits in expanded form

Significant task 1: Counting Patterns

In this task students continue exploring patterns of counting by 2's, 5's, 10's as they did in the previous unit when exploring the 200 chart. They expand on that by counting 100's, ordering numbers and then comparing them in a more independent problem solving context. The task begins with students being asked to solve a problem about the number of legs in their classroom. The Investigations activity Grouping by 2's, 5's and 10's asks the teacher to elicit ideas on how to solve this problem from students and asks them to share with the class. By encouraging students to suggest ways to solve the problem, the teacher not only acknowledges that there is more than one way to think about the problem, but may also broaden student's ideas on how it can be solved. Students should have access to Unifix cubes and the teacher will present a class list as another tool for solving this problem. Students are then asked to solve the problem alone or with a partner, but each student must show and explain their strategy. A written prompt is placed on the board to guide students in their "show and explain" response. Students are then asked to count aloud around the room to double check the number of legs in the classroom. The teacher collects the data and asks students if they notice any patterns. They look for patterns in the numbers and try to find a general rule for finding the number of legs for any group of people. Students are given a riddle to solve and are asked to use people or pets at home to create a riddle of their own.

In activity two of this task "Exploring Multiples of 5", students begin by exchanging the People and Pet Riddles they created in the previous activity and work in groups of three or four to solve and explain to each other their problem solving strategy. The teacher can walk around the room and observe strategies and point out clues in riddles that are confusing or unclear and ask the author to correct them. These riddles can be used as a follow up each day for morning practice and will give students an opportunity to hear each other's problem solving techniques over time. Next students are asked work with a partner. The teacher distributes cubes and asks each group to create a train of 5 cubes. The cubes are collected in a box and the 100 chart is used to keep track of the counting and provide a visual for students to follow as the trains are collected. The 100 chart is marked (the Smartboard interactive 100 Chart can be used for this) and students begin to discover the counting 5's pattern. Leave the chart marked for the next activity.

Session 3 of this task has students working in pairs to express numbers in multiples of 5 and then explore counting objects in more than one way. They are introduced to tallies as a way of keeping track of groups of 5. Students are asked to think of ways of making 50 using only the numbers that are highlighted on the chart from the previous lesson, using addition, subtraction or both in their number sentence. Teacher provides students with a visual example of three of four expressions of 50 so students understand the task. Students record and share their solutions for Ways to Make 50 at the end of the task.

Next Counting bags are used so the teacher can observe who may need more concrete experiences with counting in groups or who has reached proficiency in counting in groups. Counting bags contain objects to count and students work with partners to agree on two different ways to count them. When students are finished they record how many objects were in the bag and how they counted. Some students may use number sentences, some tallies and some may explain in words. An exploration of their strategies will give the teacher an opportunity to move students into the use of tally marks as a way of counting. The teacher demonstrates the method asks the students to use tallies to represent the number of students in the class. Lesson 2 in Investigations Session 3, (Student Sheet 11) provides a home extension

to this activity.

The third activity in this task is Counting Choices (Counting Bags and Counting On Our Fingers). Students work on activities they have been introduced to before during the lesson or targeted learning. In addition to Counting Bags, students are given a counting problem that involves counting the total number of fingers in the classroom. The work is focused on counting by 2's, 5's and 10' and recording strategies*. The teacher should make sure the counting opportunities extend up to 120 since students have done this work in grade one. These activities provide an opportunity for the teacher to do some observations of student's counting strategies and to provide direct instruction to students who need it on how to record their strategies.

Differentiation: All of the activities above lend themselves to differentiation simply by changing the amounts counted and adjusting the level of tool used. More concrete students can continue to work with tools like Unifix cubes while other students can move to visual representations such as drawings and 100 charts. Students who are able to think more abstractly can create their own number lines or use number sentences (algorithms) to represent their thinking. On Core Lesson 24 Counting Patterns Within 100 could be used to assist children in deepening their knowledge of place value as they count by 1', 5' and 10's. Classes or groups of students who are ready for enrichment can explore counting by 25's and/or can extend the counting patterns to within 1000 using a 200 or 1000 chart as a visual and/or the ON Core Lesson 25, Counting Patterns within 1000. This lesson could also be used for whole class instruction after students have mastered counting within 100.
*See teacher notes

This task directly targets the following Common Core Standards: 2. NBT. 2, 2.NBT. 1, 2. NBT. 1a

Timeline: 3-5 days
Key vocabulary: pattern, counting, strategy, record
Resources: Investigation 2: Counting by 2's, 5's and 10's (pp.54-75), ON Core Lesson 24 Counting Patterns, On Core Lesson 25 Counting Patterns to 1000.

Significant task 2: Exploring Place Value

In this task students have a variety of activities that invite them to explore larger numbers through, grouping, counting and representing quantities and in turn, place value concepts. To begin, students estimate and count a large collection of buttons in the Trailblazers Lesson Button Place Value. Students record an estimate of their total and brainstorm ways to group and count them using paper cups, plastic bags and a place value chart. The teacher divides the class into five groups and the class works together to find the total number of buttons in 100's, 10's and 1's. This activity is guided by the teacher through questioning with the students doing the sorting. There is a home extension called "Guess and Group" that can be assigned for additional practice.

Next, in the Pasta Place Value Lesson and activities, students review grouping by ones, tens and hundreds by using pasta and connecting cubes. This activity focuses explicitly on place value. That is, the value of the digit is determined by its place or position in multi-digit numbers. Students will use

math skills such as estimating, grouping and counting by ones, tens and hundreds. They will also represent numbers using connecting cubes, place value mats and place value recording sheets. Students use calculators to see if their estimates are close and to check their groups against the standard algorithm they are representing. In part 2 of this activity, the teacher ask students to work in groups and solve story problems that involve adding 2 digit numbers using connecting cubes and place value mats. They also represent three digit numbers using the tools introduced. The stories are about buying pasta at the grocery store, continuing the pasta theme. For further reinforcement of place value concepts in the activity students, in groups of two or more, play the game "Not More Than 100" after it is modeled by the teacher.

Next in this task, students are introduced to base-ten pieces (bits, skinnies and flats) as a convenient tool for representing quantities as they continue to group and represent numbers using ones, tens and hundreds. The teacher makes the connection for students to the previous lesson where students used cubes to record their counting and explains that base-ten pieces are another tool they can use to represent numbers. Students are given many opportunities to practice representing up to 3 digit numbers with base-ten pieces until they are comfortable with them. Once they are comfortable, the teacher provides additional opportunities for students to represent quantities, and determine a quantity from an arrangement of base-ten pieces.

The teacher moves next to introduce the base-ten recording sheet as an additional tool to represent numbers and demonstrates how the same number can be represented in more than one way. Students practice representing quantities in more than one way and record their answers while discovering which arrangements align more closely with the written number. In this way the students begin to understand the concept of trading or exchanging ten bits for a skinny or ten skinnies for a flat.

Differentiation: In this task students begin to make the connection between numeric representations using concrete tools (such as cubes and base-ten pieces) to the abstract concept of a digit's value based on its position in a number. It's important to understand that children may be at different stages when moving from the concrete to the abstract, and will need access to all tools for as long as is required. If a student has difficulty making the transition, they can always continue to use connecting cubes instead of base-ten pieces until they are comfortable with the transition. Repeated practice opportunities in representing numbers and showing them in more than one way, will need to be provided. Counting and grouping objects will provide the foundation for those who have difficult with this concept.

This task directly targets the following Common Core Standards: 2.NBT. 1, 2. NBT. 1a, 2. NBT.1b, 2.NBT.2, 2NBT.3,
Timeline: 5-7 days
Key vocabulary: digit, hundreds, ones, tens, place value, flat, skinny, bit, base-ten pieces
Resources: Trailblazers Unit 3 Lesson 6, "Button Place Value" (DAB pp.133-142), Trailblazers Unit 6 Lesson 2, "Pasta Place Value", Trailblazers game-Not More than 100.

Significant task 3: Exploring Larger Numbers

Now that students are able to use base-ten pieces as a tool to represent numbers and understand that the placement of a digit determines its value, they are ready for activities that expand and reinforce place value concepts and increase their ability to use larger numbers. They will demonstrate their knowledge of the value of digits in the ones, tens and hundreds place through expanded notation, and

will come to understand that when moving to the left in a three digit number, each digit's value is ten times more than the digit to its right. In One Core Lesson 27 (Expanded Form) students are introduced to expanded notation through teacher modeling as they write two digit numbers in expanded form. On Core Lesson 21 (Hundreds, Tens and Ones) goes one step further in providing practice in expanded notation of three digit numbers from pictorial models.

At this point in the task On Core Lesson 28, "Different Ways to Write Numbers", students are introduced to writing numbers in words. They express a number such as 73 as 70 + 3, 7 tens and three ones and seventy-three. A reference chart is provided with number words for the teacher to use when teaching this lesson to students. The teacher then provides additional practice using CCSS Activity 10 Student Master 2, to have children write three digit numbers in standard, expanded form and words.

Next, students are introduced to the Trailblazers game in the lesson "Take Your Places Please", which utilizes digit cards and is played in groups of two to five students. The goal of the game is to form either the largest or smallest number. The teacher announces the goal before each round; reviews the rules and models the game with students in the class. Students use a Place Value Chart Game Page to record their numbers and wins. Students will have an opportunity in the next task to play this game again and practice reading and writing number names and expanded form.

Differentiation: Students may need to use concrete manipulatives to assist them in visualizing numbers in their expanded form. Reproducing the chart of number words found in ON Core Lesson 28 for students to use a resource at their desk is advisable, especially for those students with reading difficulties. Once again the games can be modified so students can practice at their developmental level, starting with one digit numbers all the way up to four digit numbers. On Core lesson 31 "Number Names" provides more practice in writing 3-digit numbers in words. Arrow cards and place value dice provided another means of having students practice expanded notation of two and 3 digit numbers and can be used beyond 3 digit number for enrichment.

Timeline: 4-5 days
Key vocabulary: larger than, smaller than, greater than, less than, equal to, digit
Resources: On Core Lesson 27, 21, Trailblazers Unit 6 lesson 4, "Take Your Places Please".

Significant Task 4: Ordering and Comparing Numbers

In this task, the Trailblazers activity, Exploring the Number Line, emphasizes number relationships by focusing on the size of the number and its relationship to other numbers. Students identify the locations of numbers on a number line and compare them using greater than or less than symbols. Students have been introduced to these symbols in first grade, but this will be the first time they see them in second grade. Teachers begin by guiding students through an inquiry around whether 27 cents is a small or large amount of money. Through questioning techniques, the teacher encourages students to demonstrate their number sense by naming numbers that are much more, much less, a little more and a little less than 27 cents. These types of questions are repeated to develop number sense and the concept of making comparisons.

Next, the number line from 0-20 is drawn and introduced by the teacher and students are guided to fill in the numbers that are omitted. Student volunteers will continue this exercise with different number lines displayed showing other numeric intervals such as 60-70. Students practice this skill

independently. Students then go back to the number 27 (which has been placed on an index card), find its place on the number line and a discussion takes place about what numbers it is located near and why it was placed in that position. Other numbers are shown and students place them in the same way and students while being encouraged to explain why they placed the cards at the location they chose on the number line. There are several opportunities for independent practice and a home extension in this activity.

The next activity, CCSS Activity 6, is a teacher led extension of the previous lesson as children use the number line to order and then compare numbers using the greater than or less than symbol. This is a teacher led activity that utilizes student volunteers to assist as the problems are modeled on a large number line. A review of the greater than or less than symbol might be necessary at this time since students last exposure was in grade one. Students practice independently, after the introduction, using a number line and visual representations of base-ten pieces to assist them in comparing 3 digit numbers. Further practice is provided in CCSS Activity 10 with Student Master, after a brief mini lesson review given by the teacher. The mini lesson focuses on greater than and less then symbols along with guided practice in comparing larger numbers. Independent student practice follows this lesson.

To conclude this task, students return to a game they were introduced to earlier called “Take Your Places Please” where they used digit cards to form 3 digit numbers and recorded three-digit them on a place value chart to see who made the largest or smallest number. To provide practice in using symbols to compare numbers, teachers have students write down a number sentence after each round of play, including the two numbers and the greater than and less than symbols. The revisiting of this game also provides an opportunity to practice reading and writing numbers using number names and expanded form. After students finish playing the game, the teachers uses the numbers students recorded on Student Guide page 55 (or in their math journal) to fill out CCSS Activity 11 Student Master, “Writing More Numbers”. If necessary, the teacher can model a few for the class before students work independently on recording the numbers in the place value chart, writing the number name in words and then writing the expanded form of that number. This activity will provide the teacher with a formative review of the place value skills previously taught in place value, comparing and writing numbers in words and expanded form.

Differentiation: On Core lesson 35 “Compare Numbers” can be used to give additional support in small groups for place value modeling and making comparisons using greater than and less than. On Core Lesson 32 “Different Forms of Numbers” adds drawing base ten pieces as an alternate strategy for students who need practice with showing numbers in different forms such as expanded.

Timeline: 3-5 days
Key Vocabulary: number line, greater than, less than
Resources: Trailblazers Unit 5 Lesson 2 Exploring the Number Line along with CCSS Activity 6, CCSS Activity 10 with Student Master, CCSS Activity 11 with Student Master.

Common learning experiences:
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links

Literature:

The story Strega Nona by Tomie de Paolo would provide an interdisciplinary literature connection for this unit since it features the “magic pasta pot”.

A Fair Bear Share by Stuart Murphy-place value and re-grouping

Ten Times Better-Richard Michelson- extending Place value

There is a follow up activity for students to do at home called, Fingers and Toes at Home and Building Numbers that provide further practice for Significant task 2.

On Core lessons 19, 23, 26 provide targeted learning lessons and activities for use with students who may need additional support when moving from concrete and pictorial models to symbolic representations of numbers up to 3 digits.
On Core lesson 29 “Different Names for Numbers” provides targeted practice in showing numbers in different ways.
On Core Lessons 30, 31, 32, 33 provide additional targeted instruction and activities for use during targeted learning. Arrow Cards and Place Value Dice can be used to provide support an addition concrete method for teaching place value concepts in this unit.

Common assessments including the end of unit summative assessment:
Unit 2: Place Value Assessment

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, use appropriate tools strategically, and look for and express regularity in repeated reasoning.
- A common misconception for students who are still developing place value concepts and learning to use place value tools such as base ten pieces, is to see a “skinny” as having a value of one instead of ten. It is important for those students to continue use unifix cubes in trains of ten until they are able to make the transition to the “skinny” base ten piece.
- For significant task 1 and 2 the “Teacher Note” titled “Writing and Recording” gives teachers a detailed explanation on how to encourage students to explain their problem solving strategies in writing and with pictures and diagrams. The “Dialogue Box” provides examples questions to promote mathematical discourse in this unit.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of the Unit: Unit 3 Money	Length of the unit: 4 weeks
Purpose of the Unit: This is the first time money is formally introduced as a standard, so in this unit students will have numerous experiences with coin recognition and values of coins before using coins to solve problems. Once students are solid with coin recognition and values, they will begin using the coins to count sets of coins, compare two sets of coins, make and recognize equivalent collections of coins, select coins for a given amount and make change.	
Common Core State Standards Addressed in the unit: **2. MD. 8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?** **2. NBT. 2: Count within 1000; skip-count by 5's, 10's and 100's.**	
Big Ideas: 1. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 2. When comparing two objects you need to use a common or standard unit of measure.	Essential Questions: 8. How do pennies, nickels, dimes, quarters and dollars relate to each other? 9. Why do we use standards units of measure?
Students will know: 7. the penny, nickel, dime, quarter, dollar and their values. 8. the dollar and cents symbol is used when notating money amounts 9. different combinations of coins or dollars can have the same value	Students will be able to: 7. recognize penny, nickel, dime, quarter and dollar 8. make and count coin combinations to involving either dollars or cents 9. solve word problems involving dollars or cents 10. use the dollar and cents sign symbols when notating money 11. identify equivalent sets of coins up to $1.00 12. make change involving dollars and cents

Significant task 1: Identifying and Counting Coins
Pre-Assessment is given at the beginning of the task to assess student's ability to identify coins and their values. It may be necessary to teach coins and coin values individually based on the results of the pre-assessment. Practice in coin identification can be reinforced daily through morning meeting or daily practice activities. Skip counting by 5, 10's and 1's, covered in the previous unit, will be used as a strategy for coin counting in this unit.

The task begins with students examining coins through an activity called “Exploring Coins”. Students collectively examine individual coins with other students and record their observations on chart paper noting what is special about them, for example, their value, color, face and back designs. These posters can remain in the room as a visual reminder of coin identity and value.

Next students use skip counting to count combinations of coins through two lessons in ON CORE and in a counting game called “Collect 25¢”. This game is played with a partner or a small group. The teacher might want to have two students demonstrate the game first as he/she guides them. The rest of the class observes while the teacher uses guiding questions to model the thinking that takes place when trading equivalent coin amounts. The purpose of the game is for students to share information about coin equivalencies by rolling cubes 1-6 and collecting the amount shown on the cube in coins. At their turn, they can trade coins to receive a coin of an equivalent value such as five pennies for one nickel. The teacher can use this as another informal assessment of student’s knowledge of coins and should try not to guide students into making the trades since the investigative nature of the game will assist the teacher in discovering the student’s level of understanding about coin values. The game continues until someone reaches 25¢. When the game is over, the teacher discusses the names of the coins used. It is possible that all amounts rolled can be taken in pennies, but trading is modeled and encouraged.

*Differentiation: The game Collect 25¢ can be adapted to higher or lower (10¢) amounts based on student’s need. Playing two cubes or raising the amount to 50¢ will increase the opportunities to trade for equivalent coin combinations and is also played later in the unit.

Timeline: 5 days-plus ongoing practice
Key vocabulary: nickel, dime, penny, cent sign , cube
Resources: Pre-Assessment Money Diagnostic, Investigations Activity: Exploring Coins, On Core Lessons 85, 86 and Investigations Session 2-Counting Coins, Counting Choices (Collect 25¢),

Significant task 2: Coin Combinations (Ways to make 15¢ and Matching Coins and Coupons)

As a whole class, students play the game “Ways to Make 15¢ and examine all the different ways to make 15¢ after being given pennies, nickels and dimes. Studemts share coupons they have brought from home or those provided by the teacher, find different ways to sort them, and discuss the coin values of their coupons. They also discover that coupons are usually multiples of five and ten and that skip counting, once again, is a strategy for calculating matching coin values. The task focuses on: becoming familiar with coin values; finding all possible combinations of coins to equal 15¢; and matching coin combinations to cents notation.

Students use pennies, nickels and dimes and have fifteen minutes to work on a problem in the context of going to the store to purchase an item that costs fifteen cents. Students are challenged to find as many ways as they can to make fifteen cents with the coins provided. Teacher then records the results shared by the students and charts the combinations. Students are asked to share verbally and show how they recorded their combinations. Any recording system is acceptable if they understand it and their combinations equal fifteen cents. When all combinations are listed and explored, students are asked why they are sure that all have been recorded. This activity is then extended to the next day and the amount of 25¢. Students can be re-introduced to the quarter and quarters are added to their collection of coins for “Ways to Make 25¢”.

The next activity has students are working in pairs to sort and categorize manufacturer’s coupons in

"Coins and Coupons". This is an opportunity for the teacher to make a cross curricular connections with a study of nutrition in science and set the context of grocery shopping with a family member for this activity with students. After sorting coupons, students choose one group of coupons and use coins to show the amount on each coupon. Students can check each other's recording of the solutions. The teacher will introduce the dollar sign notation during this activity as students reach coupon amounts to $1.00 or more.

To finalize this task, students will go back to the familiar games and activities they learned, but the amounts will be increased. They will play "Collect 50¢" and extend the "Coins and Coupons" activities to larger dollar amounts. Students can continue to record their combinations and share solutions in pairs or in a whole group share out with the teacher recording, based on the ability level of students. They will also be able to count larger collections of coins up to $1.00. Students will learn and practice how to order coupons by value; demonstrate how to show coin amounts in more than one way, and draw or writing word names for coins using ON CORE lessons that require students to use the prerequisite skills they have learned such as ordering numbers and understanding coin values and equivalent amounts.

Differentiation: Students who have trouble identifying plastic coins could be provided with actual coins. Challenging students to find more than one way to show coupons amounts can extend learning. Providing coupons of varying amounts from as low as 5 cents to as high as $1.00 and increasing the amounts on the "Collect" games, allows students to have opportunities to participate at their appropriate level and extend their learning as the activity progresses.

Timeline: 7 days
Key vocabulary: coupon, quarter, collect, trade, dollar sign, cent sign, dollar
Resources: Investigations Lessons: Ways to make 15¢, Coins and Coupons-sessions 7, 8 & 9 (all Choice activities).

Significant task 3: Problem Solving with Money
In this task students will apply their knowledge to solve problems that mirror "real-world" situations dealing with money. They will develop strategies introduced by the teacher such as "act it out" and "drawing pictures" and use appropriate concrete materials to help them make sense of the questions they need to answer. Children who use manipulatives in this way make sense of problems and persevere in solving them.

Children will review penny, dime, nickel, quarter and dollar values and then work in pairs to "act out" the problem in an On Core Lesson with manipulative coins and dollars to problem solve with money. They will record their answers by drawing the coins and bills to demonstrate their solution.
Students will then use a Trailblazers lesson Called "Button Solutions" to solve more word problems involving money while continuing to practice the strategies of using manipulatives and drawing.
Teachers will also model how to use number sentences as a problem solving strategy and how to communicate solution strategies orally and in writing. This is all done in the context of purchasing items in a boutique.

Timeline: 3-4 days
Key vocabulary: coupon, quarter, collect, trade, dollar sign, cent sign, dollar
Resources: On Core Lessons 87, 88 and 89,Trailblazers Unit 3 Lesson 5 Button Solutions, On Core Lesson 91

Common learning experiences: Extensions can be provided using On Core Lessons 90 and the Investigations activity Creating Coupons. Increasing or lessening the money amounts in each of the Choice Activities listed in the tasks above will modify those activities for use in targeted groups. Once the Choice activities are taught they can be used for independent group work, targeted groups or homework based on student need. The WPS Math website has activities children can use to reinforce money concepts. The Coins in a Cup activity has students counting coins and Money to Build a Robot. http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links/5__Money
Common assessments including the end of unit summative assessment: Unit 3: Money Assessment

Teacher notes: • Process standards to highlight through instruction: make sense of problems and preserve in solving them, attend to precision, and look for and make use of structure. • Problems should focus on whole dollar amounts or cents since students have not been introduced to decimals.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of the Unit: Unit 4 Time	Length of the unit: 2 weeks
Purpose of the Unit: In this unit students extend their work with telling time to the hour and half hour in First Grade in order to tell time (orally and in writing) indicated on both analog and digital clocks to the nearest five minutes. They use the pre-requisite skill of counting by 5's to discover that an hour is equal to 60 minutes that can be broken into 5 minute intervals. Students will also indicate if the time of an activity presented in scenarios, some related to their own lives, is in the morning (a.m.) or in the afternoon/evening (p.m.) as they record time.	
Common Core State Standards Addressed in the unit: **2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	

2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.	
Big Ideas: 1. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 2. When comparing two objects you need to use a common or standard unit of measure.	Essential Questions: 1. Why do we use standards units of measure? 2. How do minutes, hours and days relate to each other? 3. What patterns do you see in counting?
Students will know: 10. components of analog and digital clocks 11. clocks are useful tools 12. there are two cycles of 12 hours in each day: a.m. & p.m. 13. time can be represented with numerals and words	Students will be able to: 13. tell and write time from an analog clock to the nearest five minutes 14. tell and write time from a digital clock to the nearest five minutes 15. tell and write time using a.m. and p.m. 16. utilize skip counting by 5's to tell time

Significant task 1: Learning to Tell and Write Time to the 5 minutes (Analog and Digital Clocks)

In first grade students learned to tell time to the nearest hour and half hour* (see common learning box). In this task, students learn to build on this understanding by skip counting by 5 to recognize 5-minute intervals on the clock. Students will be exposed to analog and digital clocks in the three part "Take Your Time" activity in Trailblazers. They will construct their own analog and digital paper clocks and use this while teacher models the activities using a large scale clock of their own that they construct or create on the Smartboard. Activities include: exploring the parts of the clocks, the clock hands, the minute intervals, etc. The book Clocks and More Clocks by Pat Hutchins can be used as a literacy connection and introduction to this unit to provide context for learning to tell time to the 5 minutes.

Students are first introduced to the long hand and are led by the teacher in skip counting by fives around the clock while discovering the tick marks showing each minute. The teacher connects the tick mark arrangement to a number line drawn with intervals of five that are not numbered and then wraps it around the clock to demonstrate the pattern to students. As the task continues students explore the short hand as the teacher moves it around the clock while asking students to tell the time to the hour. The teacher records the times visually for students and students do the same, showing the time using numbers and words. Practice on the analog clock continues in a guessing game format with the teacher posing times and students demonstrating their answers on the clock or writing the times shown. This activity can continue daily during morning meeting for additional practice.

Students then move to the digital clock and practice telling and writing the time in digital format. It would be helpful for the teacher to have an analog and digital clock in the classroom or on the Smartboard for students to observe. The teacher models the comparison between the analog and digital clock. The students are shown that on a digital clock the display shows 5 minutes as 05 and two o'clock is shown as 2:00. They continue to practice telling and writing time in the digital format using a guessing

game format led by the teacher. Students can record the answers on paper and/or show the times on their own paper digital and analog clocks along with the teacher.

In part two, students closely examine the minute hand and how it moves throughout an hour's time on the clock. Teacher once again will model the movement of the minute through different times within the hour as students follow along using their own clocks. When the half hour is reached, the teacher will ask students how they know which hour it is and point out the hour hand position that illustrates it is past the hour and not yet the next. This is a difficult concept for some students so they will need opportunities to verbalize their strategy ("the hour hand has passed the two, but it hasn't reached the 3 yet, so it is after two o'clock"). Using the phrase "What time (hour, minute) do you see and how do you know?" guides students in creating responses that demonstrate their reasoning. Practice with this skill should be provided daily until students master it.

In Part 3 of the task the teacher models problems for students ("Show me 3:45") and ask them to show their answer digitally or on an analog clock or both. Students can also be asked to write out the times in words and it is important to do all three when possible throughout the task so that students get additional practice with the three methods. Students can challenge each other by replicating this activity in pairs and recording their answers. They will also have an opportunity for practicing and applying their skills in telling time in an On Core activity that uses riddles to review and practice telling time. This activity can be used in small targeted learning groups or can be modeled to the whole class, based on student need.

Timeline: 5 days with ongoing practice
Key vocabulary: analog clock, digital clock, hour hand, minute hand, tick marks
Resources: Math Trailblazers Unit 6 Lesson 1-Take Your Time, On Core Lessons 82 & 83. Judy Clocks, Smartboard clock (digital and analog), Clock and More Clocks by Pat Hutchings

Significant task 2: Exploring A.M. and P.M.
In this task the teacher uses a story to develop student's understanding of the concept of the 24 hour day and how it is split into two 12 hour cycles (A.M., P.M.) First, In the On Core lesson, students are introduced the idea that in the span of one day, the hour hand points to each number twice. This can be modeled with a large clock. For example, school starts at 9 a.m. and bedtime is around 9 p.m. After several examples and a paper and pencil activity, the teacher will lead a discussion that will be the springboard (along with the story) for building student's background knowledge about the types of things they do in their daily life and whether they happen in the a.m. or p.m.

Armadillo Families is a story from the Trailblazers Adventure book that is also available on the Trailblazers website and can be projected onto the Smartboard for whole class viewing. As teachers read the story with students they will review the process of collecting data while having an opportunity to practice telling and writing time using a.m. and p.m. The lesson is then extended using the CCSS Activity #30 Telling and Writing Time. Students, along with the teacher, break out the events of the story and look at clocks showing different times in which the events might have taken place. Students record the times shown and choose a.m. or p.m. according to what is happening in the story. To conclude the task, students can work in school or at home to record the times they do certain activities on a clock face such as, eating breakfast, doing homework or eating dinner and label it a.m. or p.m. This real-world application allows students to make a personal connection to Time standards, and how they apply to them.

Another book that has a multicultural theme and addresses the concept of time around the world using with a.m. and p.m. is Nine O'clock Lullaby by Marilyn Singer. This could also be used to support students understanding of this concept. Making a classroom schedule that includes a.m. and p.m. notation or having students keep their own time journal of events throughout their day at school and at home can also provide continued exposure and practice.

Timeline: 5 days
Key vocabulary: a.m. ,p.m., data, schedule
Resources: Clocks and More Clocks, On Core Lesson 84, A.M. & P.M., Trailblazers Unit 19 Lesson 1 Armadillo Families Adventure book along with CCSS Activity 30, CCSS Activity 14

Common learning experiences:

*On Core lesson 81 can be used as a short pre-assessment for telling time to the hour and half hour which is a first grade skill. The SRBI Time Diagnostic Assessment can also be used to assess the ability to tell time at all levels.

The book Clocks and More Clocks by Pat Hutchins is read as a literacy connection at the start of this unit for the concept of measuring time. Armadillo Families, the Trailblazers Adventure Book/website is read to introduce and contextualize the concept of a.m. and p.m. The book Nine O'clock Lullaby by Marilyn Singer can be read as a literacy connection to support the concept of a.m. and p.m. and the 24 hour day.

Various games and activities such as Telling Time Bingo, Time guessing games with Judy Clocks, lessons from the Math Protocol Binder in the Time section and the Windsor Math website can be used during targeted instruction to provide continued practice and instruction and extensions for students.

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links/7__Time

Common assessments including the end of unit summative assessment:
Unit 4: Time Assessment

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, use appropriate tools strategically, and attend to precision.
- A common difficulty for students is their ability to distinguish the correct hour when the minute hand goes beyond the 30 minute mark. Having them explain their reasoning aloud deciding on the hour will help students solidify this concept.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) Extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of Unit 5: Measurement and Data	Length of the unit: 4 weeks
Purpose of the Unit: In this unit students will recognize the need for standard units of measure (centimeter and inch) having explored non-standard units if first grade. Students use rulers and other measurement tools (yardsticks, meter sticks, measuring tapes) to gain an understanding that linear measure involves an iteration of units and that the smaller the unit of measure, the more units needed to cover a given length. Students measure the lengths of single and multiple objects and select the appropriate tool for each measuring task. Students will also estimate lengths, compare lengths of objects and generate measurement data on a line plot. Creating a bar graph and solving word problems related to their measurement data will also be part of this unit.	
Common Core State Standards Addressed in the unit: **2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.** **2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.** *2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.* *2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.* *2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.* *2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot. Where the horizontal scale is marked off in whole number units.* *2.MD.10: Draw a picture graph and a bar graph (with a single unit scale) to represent data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph.*	
Big Ideas: 3. When comparing two objects you need to use a common or standard unit of measure.	Essential Questions: 10. Why do we use standards units of measure? 11. How do inches, feet, yards, centimeters

4. The choice of measurement tool depends on the measurable attribute and the degree of precision required. 5. Data is collected/presented in different ways and can be used to solve problems.	and meters relate to each other? 12. How do we collect data and what does the data we collect tell us?
Students will know: 14. there are two standard measurement systems used in the USA; metric (centimeters and meters) and customary (inches and feet). 15. there is a need for standard units of measure in order to communicate accurately about an object 16. benchmarks can be used when estimating measurement 17. the size of the unit of measurement relates to the number of units needed 18. components of a bar and pictograph.	Students will be able to: 1. measure the length of objects to the nearest whole unit in inches and centimeters 2. select the appropriate tool such as rulers, yardsticks, meter sticks and measuring tapes when measuring the length of an object 3. use a benchmark to estimate a measurement 3. explain why we use standard units of measure 4. fill in a data table and construct a bar or picture graph with a single unit scale 5. Solve simple put together, take apart and compare problems using information presented in a simple bar or picture graph

Significant task 1: High, Wide and Handsome Lab

In this task students use science tools to investigate the height and arm span of each student using non-standard units of measure (links). Working in pairs or small groups, students measure, record and examine data, they find the most common height and arm span for the class. As a class, students determine the range of class heights and arm spans to predict whether other students will fall within the range. Students then have an opportunity to explore the relationship between height and arm span by classifying students' measurements into three categories. Students then graph those measurements, analyze the results and make conclusions. Next students conduct the High, Wide and Handsome lab with students in a different age group (K students) and compare this new data with data from their class. Conclusions are drawn based on the results.

In the next activity students continue their exploration of non-standard units of measure using hand spans and cubits to estimate length and distance. Students discuss situations in which estimating a measurement is not only convenient, but desirable. Students measure a variety of objects using hand spans and cubits, estimating first, and record their data to be shared in a group discussion. Other measurement benchmarks are also introduced at this time, such as adult thumb width for an inch, and a discussion about the accuracy of using non-standard units is led by the teacher using the "hand spans

and cubits" data collected by students. The teacher leads further discussion by using the "Could Be or Crazy" sheet that asks students to rate an estimate as reasonable or not based on their experience with measurement so far. At this point in the activity, students may see that the measurements they collected throughout the activities differed because the length of the hand spans and cubits are different for each person. The teacher utilizes this as a springboard for a discussion about why we use standard units of measure in the next task.

Differentiation: Some teachers may decide to project the Trailblazers student graphs on the smartboard to provide a large visual for students. Having students work in pairs and groups while measuring allows all students to participate and support each other with the fine motor tasks and those that require precise measurements. Journal prompts can be utilized for students whose auditory direction following is not a relative strength, i.e. We will collect data from a group of_____. We will record our data on the data table. For those students who may be reluctant to crawl on the floor to measure with their cubit or hand span, suggest they use connecting cubes to measure their cubit and then use that length of cubes as the measuring tool.

Timeline: 8 days
Key vocabulary: arm span, range, variable, rectangle, square rectangle, approximate, cubit, estimate, hand span
Resources: Math Trailblazers URG 4 Lessons 1, 2, 3, and 4

Significant task 2: Centimeters and Meters (Metric Measurement)

In this task students use centimeters and meters as standard units of measurement to explore and estimate length. Students begin the task by building their own meter measuring tape that they may use throughout this activity. The teacher leads a discussion of why we use standard units of measure by reviewing the unreliability of hand spans and cubit measurements in the last task before. This leads to the introduction the centimeter and meter. Working small groups or pairs, students use their meter tapes to measure a variety of objects in their classroom and are encourage to estimate before measuring.

Once students are familiar with how to use the measuring tape they use the TIMS laboratory problem solving method to investigate how far different toy vehicles roll in the "Rolling Along in Centimeters " activity. Working in small groups or pairs, students roll each vehicle down a ramp three times and find the median distance rolled. This activity allows students to practice collecting, organizing, graphing and analyzing data along with measuring skills.

Differentiation: Constructing the meter tape may be challenging for some students. It is suggested students color each section of the tape with alternating colors before assembling to help make actual construction easier.

Timeline: 5 days
Key vocabulary: centimeter, meter, standard units of measure, trial
Resources: Math Trailblazers URG 5 Lessons 3, 4

Significant task 3: Customary Measurement (Inches and Feet)

In this task teacher focus primarily on using On Core lessons (66,67,69,72) to provide direct instruction and activities for teaching students how to measure in customary measurement (inches and feet). Students begin by using color tiles to measure as the teacher points out that the tiles are all the same

size; about one inch long. Students then make their own rulers with one inch segments and practice measuring objects in the classroom. Next students measure with an inch ruler as they are led through an example that demonstrates how to correctly line up the zero on a ruler with the end of an object they want to measure. The concept of "nearest inch" is discussed and students apply this skill by measuring more objects that students encounter every day. Students will then be led by the teacher through a comparison of inches and feet by a demonstration using a file folder as a model. The ruler is introduced and students work in pairs to measure classroom objects in feet. At the conclusion of the activity, students discuss when and why they might measure in feet instead of inches.

Now that students have had a variety of experiences with customary and metric measurement, the teacher leads a discussion on many real-life situations in which people need to measure and compare lengths i.e. tracking a child's growth, finding a box that is the right size for a gift. Students then work through several examples that require them to measure and compare lengths (On Core Lesson 78), and solve problems involving lengths (79, 80).

Differentiation: There are many types of rulers and concrete tools, such as inch tiles, to assist students with visual or motor difficulties that may affect their ability to measure accurately. Allowing students to work in pairs may assist students who need to attend to precision.

Timeline: 7 days
Key vocabulary: length, inch, foot
Resources: On Core lessons 66, 67, 68, 69, 72, 78

Common learning experiences:

Literature Connections:
How Big is a Foot
Measuring Penny-Loreen Leedy

Fact Strategies focused on: Using Tens

There is a home extension for Significant task 1 that allows students to collect data at home on the color of shoes in their house and answer questions about the data collected. In another home extension for Significant task 1, students are also given a home extension activity called "Handy Measurements at Home" that allows them to practice the skill of estimating beyond the classroom.

There are two home extension activities for Significant task 2: "10-centimeter Treasure Hunt" and "Thumbs Up." In addition, CCS activity 7 is an extension of the centimeters and meters activity that has the teacher instructing students on how to use the measurement data they collected to create a line plot as another way to express the results.

Targeted Learning: On Core lessons 70, 71 & 73 for metric measurement and 74, 75, 76, 77 for estimating measurement for targeted learning groups.

Common assessments including the end of unit summative assessment:

Unit 5: Measurement and Data Assessment

Teacher notes: • Process standards to highlight through instruction: make sense of problems and persevere in solving, use appropriate tools strategically, and attend to precision.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) Extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of the Unit 6: Addition and Subtraction Within 100	Length of the unit: 6 weeks
Purpose of the Unit: Students use their understanding of addition to develop fluency with addition and subtraction within 100. They utilize strategies based on place value, properties of operations, the relationship between addition and subtraction and/or an algorithm to add up to four two-digit numbers. Students will communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. Students solve word problems involving lengths.	
Common Core State Standards Addressed in the unit: **2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** **2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.** ***2.NBT.1: Understand that the three digits of a three- digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:*** ***2.NBT.1a: 100 can be thought of as a bundle of ten tens—called a "hundred."*** ***2.NBT.1b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).*** ***2.OA.1: Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]*** *2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of*	

operations.

2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.

Big Ideas:	Essential Questions:
6. Place value is based on groups of ten. 7. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 8. Addition is putting together or adding to and subtraction is taking apart or taking from.	13. What types of questions does adding and subtracting answer? 14. What strategies can we use to make solving addition and subtraction problems easier? 15. How does the position of a digit affect its number value? 16. What are the benefits of representing a number in any given way?
Students will know: 19. models and properties for addition and subtraction can be used to make computation more efficient and accurate 20. mathematical tools can be used to assist with addition and subtraction of larger numbers 21. the standard algorithm for addition and subtraction with regrouping	Students will be able to: 1. fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction 2. explain why addition and subtraction strategies work, using place value and properties of operations 3. use the standard algorithm for adding two digit numbers

Significant task 1: Ways of Adding Larger Numbers

Students begin their exploration of adding larger numbers by learning about numbers, their magnitude and their relationship to one another in an activity called “In the Ballpark”. Working in small groups, children practice estimating and develop an awareness that there are times when they do not need to know the exact amount, but merely that they are “in the ballpark”. The teacher guides the students through an activity where they estimate quantities of familiar objects, like pencils, based on a sample or “benchmark” collection. Then they estimate the total cost of several objects using computational estimation and mental math. An extension is provided (CCSS Activity 15) that encourages students to use any of the strategies they have learned to this point (such as using coins, skip counting or breaking apart numbers) when adding up to four 2 digit numbers.

In the next activity, “An Addition Seminar” children share ideas during a full class discussion about how to solve problems when adding multi-digit numbers. Some strategies that are introduced or reinforced are; mental math, using tallies and using the 200 chart. An imagined grocery store shopping trip and a

trip to the baseball game provide the context for these activities. CCSS Activity 16 extends this lesson to include practice with adding and subtracting 10 and 100 mentally and using a number line.

Next, students are introduced to base ten pieces as a tool for finding sums and use them to solve addition problems. This is an exploratory activity led by the teacher and should be approached in that fashion. Students should be allowed to use the pieces freely and share their thinking in a variety of ways. Many concrete examples of regrouping will need to be demonstrated and practiced as this is a more difficult concept for students. ON Core lesson 64 provides direct instruction with regrouping using base ten pieces and can be used with the whole class or during small group instruction based on classroom need. The lesson is extended in CCSS Activity 17 as students are given an opportunity to practice writing their addition problems using numbers in expanded form.

Now that students have been introduced to a variety of strategies to solve addition problems and understand that each digit represents a number of tens and ones, the teacher introduces a two digit paper-and-pencil algorithm. Students must also have a solid understanding of the concept that ten ones can be exchanged for a ten and ten tens can be exchanged for a hundred before they proceed to the algorithm. The teacher uses base ten pieces to model the problem and also illustrates the similarities between the paper and pencil method and the base ten pieces method. Students are shown this method as one, of a number of ways, to solve an addition problem. The teacher continues to ask students to solve problems using more than one approach in the practice examples.

To conclude this task, students solve multiple addend problems while demonstrating a variety of ways to solve them. Students are introduced to the calculator as an additional tool for problem solving and may use them to check their answers after they have worked in pairs on a problem solving strategy. Snack Shop Addition uses the context of a Children's Restaurant Menu to provide students an opportunity to choose a problem solving strategy and show and explain their thinking. It may be necessary to review and explain dollar and cents notation in this activity.

Differentiation: Providing students with materials that range from concrete to abstract will allow students to work on their developmentally appropriate level. ON Core lesson 64 provides direct instruction with regrouping using base ten pieces and can be used with the whole class or during small group instruction based on classroom need. An extension can be provided using CCSS activity 19 that expands the problem solving to adding up to four two digit numbers in pairs or alone.

Timeline: 15 days
Key vocabulary: Benchmark, estimation, number sense, reasonable, seminar, fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction
Resources: Math Trailblazers URG 9 Lesson 1, 2, 4, 5, 6, On Core lesson 64

Significant task 2: Ways of Subtracting Larger Numbers

This task parallels the previous one except that it focuses on subtraction. The students begin with a subtraction seminar led by the teacher, where they share their ideas about subtraction. They discuss and categorize subtraction problems based of level of difficulty and work as a class to solve and check two digit subtraction problems. They explore and use a variety of strategies they developed in the previous unit such as the 200 chart and tallies. They review using a number line and place value strategies like minus 10 and minus 100, when the problems are made easier by using them. Modeling of

these strategies is provided through CCSS activity 20 which is led by the teacher in small groups or whole class.

Next the teacher reviews how to use base ten pieces to solve subtraction problems while continuing to encourage students to use more than one strategy. The paper-and-pencil method is also introduced when students have had a few days of experience with the base ten pieces method. Students are guided through using the algorithm to solve 2 digit subtraction problems by the teacher. They practice this and other methods while sharing their solution strategies orally and in writing.
To conclude this task students go back to the "Snack Shop" to solve addition and subtraction problems based on the children's menu introduced in the previous task. Students calculate the total snack shop bill and determine the amount of change or the additional money needed using the problem solving strategies they have learned so far (200 chart, number line, expanded notation, base ten pieces etc.)

Differentiation: Additional days of practice can be provided along with direct instruction in small groups for students who need additional time to solidify their subtraction problem solving strategies. Continued practice with addition and subtraction facts using "That's A Fact" on the computer will support this unit's objectives. Coins could also be used to support the snack shop problem solving in this task.

Timeline: 10-15 days
Key vocabulary: compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction, number line
Resources: Math Trailblazers URG 11 Lessons 2, 4, 5, 6

Common learning experiences
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Virtural_Manipulatives

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links/4__Addition_and_Subtraction_wi

Targeted Learning:
Add to 100 game
CCSS Activity 19- Extension lesson for Task 1 Adding Larger Numbers
On Core Lesson 46 provides instruction in breaking apart ones to add 2 digit numbers
On Core lesson 47 provides instruction in making a ten to add 2 digit numbers
On Core lesson 48 provides instruction in applying place value concepts to add 2 digit numbers
On Core Lessons 39 & 40 provide instruction with using the number line for 2 digit subtraction
On Core lesson 45 provides instruction on using addition to find differences
On Core Lessons 36, 37 38 provide instruction on using the algorithm for 2 digit addition
On Core Lessons 41, 42, 43, 44 provide an extension/instruction on using the algorithm for 2 digit subtraction
On Core Lessons 49 provides instruction in using or drawing base ten pieces when adding 2 digit numbers
On Core Lessons 50 & 51 provide extension/practice in ways to add 3 or 4 addend

Common assessments including the end of unit summative assessment:
Unit 6: Addition and Subtraction within 100 Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and attend to precision.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) Extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of the Unit 7: Addition and Subtraction Within 1000	Length of the unit: 4 weeks

Purpose of the Unit: Students extend the work from 2.NBT. to 3 digit numbers. Students will have ample experiences using concrete materials and pictorial representations to support their work in adding and subtracting numbers within 1000. Students will also compose and decompose a ten including strategies such as making a ten, making a 100, breaking apart a ten or creating an easier problem. Students will learn how to add or subtract either a 10 or 100 to any number between 100 and 900 and understand that when doing so, the digit changes in the corresponding tens or hundreds place. Students will continue to increase their problem solving ability, explain their mathematical reasoning and support it with drawings and objects.

Common Core State Standards Addressed in the unit:

2.NBT.1: Understand that the three digits of a three- digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2. NBT.1b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2. NBT.7: Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Understand that in adding or subtraction three digit numbers, one adds or subtracts hundreds and hundreds, then and tens and ones and ones and sometimes it is necessary to compose or decompose tens or hundreds.

2. NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a

given number 100–900.

2. NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

Big Ideas:	Essential Questions:
9. Place value is based on groups of ten. 10. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 11. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less.	17. What types of questions does adding and subtracting answer? 18. What strategies can we use to make solving addition and subtraction problems easier? 19. How does a digit's placement in a number affect its value?
Students will know: 22. models for addition and subtraction can be used to make computation more efficient and accurate 23. mathematical tools can be used to assist with addition and subtraction of larger numbers 24. at least two mathematical strategies to add and subtract numbers within 1000	Students will be able to: 17. add and subtract within 1000 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction 18. explain why addition and subtraction strategies work, using place value and properties of operations

Significant task 1: Adding within 1000
In this task, the teacher reviews the strategies used in Unit 6 "Addition and Subtraction to 100" to extend students ability to problem solve when adding and subtracting to 1000.

The task begins with a review of how to use place value to find ten more, ten less, 100 more and 100 less using base ten pieces to model in ON Core Lesson 62 and extends to counting on and back by 10 and 100. Then students once again us the place value strategy to explore number patterns with larger numbers and practice counting by tens and hundreds to 1000 using a section of a 1000 chart in ON Core Lesson 63. Next. A third place value strategy is reviewed (breaking apart numbers or expanded notation) to practice adding 3 digit numbers in On Core Lesson 53.

After the review of place value strategies, the teacher leads the students through two additional strategies already introduced in Unit 6, using base ten pieces or drawing base ten pieces, to add 3-digit numbers (On Core Lessons 52, 54 and 55). After students have had a thorough review of all strategies for adding larger numbers and an opportunity to practice them through; direction instruction, guided instruction, small group instruction and independently, students may be exposed to the paper and pencil strategy using CCSS Activity 18 (Student Master).

Adding within 1000 using the algorithm is NOT a requirement at this grade level, however, being able to

do so by using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, is.

Differentiation: Any and all problem solving strategies are acceptable in this unit. Students working in pairs or small groups allows for students to see a variety of strategies used and not just the one they are familiar or comfortable with. Providing a context for this unit will be necessary since most of the lessons are direct instruction and practice.

Timeline: 10 days
Key vocabulary: base-ten blocks or pieces,
Resources: On Core Lessons 62, 63, 52, 53, 54, 55 Math Trailblazers URG 9 Lesson 5 CCSS Activity 18 only

Significant task 2: Subtracting within 1000
In this task students solve problems involving 3-digit subtraction by using the strategy "make a model" and applying place value understanding to the regrouping process. In problem solving, knowing when to subtract and when to regroup requires higher level conceptual development. This development can be achieved by using models and other strategies they have been shown in earlier units such as using a 1000 chart, a number line and breaking apart numbers (expanded notation). Students are given an additional strategy for problem solving, a graphic organizer, to assist them in "unlocking" a math problem. It leads them to; identify the question, find important information and to show and explain.

The teacher will model subtraction problems throughout this task as students work along with them. Three digit subtraction without regrouping, with regrouping in the tens and hundreds and regrouping with zeros will be explored. The standard algorithm is displayed, but students focus will be on demonstrating their problem solving strategies, not using the standard algorithm.

Differentiation: Although the lessons rely primarily on modeling with base ten pieces, the teacher will elicit from students or demonstrate at least one additional strategy to solve the subtraction problems in this unit. All problem solving strategies that lead students to the correct answer are acceptable.

Timeline: 10 days
Key vocabulary:
Resources: On Core Mathematics Lesson 57, Math Trailblazers URG 11 Lesson 4 CCSS Activity 21 only, Lesson 5 CCSS Activity 22 only , ON Core Mathematics Lesson 58, 59, 61, 57

Common learning experiences:
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Virtural_Manipulatives

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links/8__Addition_and_Subtraction_wi

Enrichment Lessons utilizing the standard algorithm inly can be found in ON Core Lessons 56 & 60.

Common assessments including the end of unit summative assessment:
Unit 7: Addition and Subtraction within 1000 Assessment
Fact Check Mixed

Teacher Notes:

- In problem solving, knowing when to subtract and when to regroup requires higher level conceptual development. This development can be achieved by using models and other strategies they have been shown in earlier units such as using a 1000 chart, a number line and breaking apart numbers (expanded notation).

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, look for and make use of structure, and look for and express regularity in repeated reasoning.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 2 Mathematics

Purpose of the Course (from CCSS): In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Name of the Unit 8: Reasoning with Shapes	Length of the unit: 4 weeks
Purpose of the Unit: Students will analyze, identify, describe and draw shapes by examining their sides, angles and faces. They will use the repetition of shapes to create rectangular arrays and find the total number by writing an equation to express the sum. They will also partition shapes into fractional parts and reinforce their understanding of odd and even numbers of objects.	
Common Core State Standards Addressed in the unit: **2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.** **2.G.2: Partition a rectangle into rows and columns of same sized squares and count to find the total number of them.** 2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	
Big Ideas: 12. Characteristics allow us to name and categorize shapes.	Essential Questions: 20. How are geometric figures constructed? 21. How can two dimensional shapes be

13. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted 14. Fractions refer to equal sized pieces of a whole. 15. Shapes can be partitioned into equal shares (fractions). All of the equal shares of a shape can be combined to create a whole.	described? 22. How can fractions be modeled? 23. What are different ways to count?
Students will know: 25. how to identify shapes using attributes 26. creating an array to group objects makes counting them easier 27. that fractions partition equal size pieces but the two pieces need not have the same shape	Students will be able to: 19. recognize shapes such as triangle, quadrilaterals, pentagons, hexagons and cubes 20. draw shapes such as such as triangle, quadrilaterals, pentagons and hexagons 21. partition a rectangle into rows and columns of the same sized squares and count to find the total number of them 22. use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write and number sentence to express the sum as the total of equal addends 23. partition circles and rectangles into 2, 3 or 4 equal parts and describe the parts using the words halves, thirds, fourths 24. recognize that equal shares of identical wholes need not have the same shape

Significant task 1: Geometry All Around

In this task students share prior knowledge about plane geometry shapes and practice drawing, creating, identifying and labeling shapes. The task begins with the teacher reading "The Greedy Triangle" by Marilyn Burns. It provides an introduction to shapes and a jumping off point for an activity where students make shapes with their arms and hands while working with partners. Next using chart paper with a drawing of each shape on it (about 5 shapes total), the teacher asks students what they know about each shape and records their ideas without making corrections. The class will reassess the ideas later in the task. A guessing game is played next and student's write shape names and draw shapes with activity sheets provided by the teacher.

Throughout the week students will be teaching the class about shapes for a part of the lesson through an activity titled "You Be the Teacher". Each student signs up to choose a shape to learn about and

brings a sheet home to collect information about their assigned shape. Over the next week, the teacher asks for volunteers to share their findings and they are posted by shape in the classroom. Students discuss their findings and articulate the types of objects found that matched their shape and what type of attributes they have in common. In class, students work on creating a shapes book in work-stations set up with magazines, paper, crayons, etc. Students name and describe shapes, draw them, and may use pictures from magazines as illustrations. A shape book is completed as their finished product.
At the end of this task is a series of mini lessons or small group activities on sorting and classifying polygons by attributes such as the number of sides and identifying parallelism. This could be done through stations that students would circulate to.

Timeline: 5-7 days
Key vocabulary: shape, circle, square, triangle, rectangle, pentagon, quadrilateral, hexagon, trapezoid, attribute, parallel
Resources: Geometry All Around Great Source Education Group (in binder), The Greedy Triangle-Marilyn Burns

Significant task 2: What is a rectangle?
In this task students delve further into shapes by exploring quadrilaterals (four-sided polygons). They start by playing "Guess My Shape Rule" and sort Shape Cards by the number of sides. They discuss whether all three sided shapes are triangles and then sort shapes with four sides in different ways. They write an answer to the question: "What is a rectangle?" to conclude the activity.

In the next activity students use color tiles to build rectangles and describe and draw what they've made. Students investigate the number of rectangles that can be made from a given number of tiles and create different rectangular arrays in "Building Rectangles, Describing Rectangles, and Picturing Rectangles" activities. Drawing them on squared paper and labeling the rows and columns numerically record representations of those arrays. Then they create number sentences to count the number of squares in the array and develop a basic understanding of repeated addition as a foundational strategy for multiplication.

Timeline: 5-6 Days
Key vocabulary: shape, circle, square, triangle, rectangle, pentagon, quadrilateral, hexagon, trapezoid, attribute, array, graph paper, rows, columns,
Resources: Investigations-Investigating Quadrilaterals, Building Rectangles, Describing Rectangles, Picturing Rectangles

Significant task 3: Fractions of Geometric Shapes

In this task students begin by using two colors of tiles to make a rectangular array that are half one color and half another in the "Halves of Rectangles" activity. Students use two colors to color the same rectangle in two ways to show halves and not halves. Circles and halves of circles will need to be introduced here since it is included in the standards.

Next students fold and cut different shapes into congruent halves, then make a shape of their own that can be cut and folded in half (include circles) through the context of Mr. Shape-O and his shape shop. The activity concludes with a teacher led discussion about which rectangles make halves using number values for each student created rectangle.

Students are then guided in creating rectangular flags divided into halves with each fractional part of the

flag a different color in the Fraction Flags activity. Students decide on the size of the flag and how to divide it in half using color tiles to design them and finish this activity by copying the flag designs, using construction paper squares, onto large paper to create a finished product. Pictures of flags can be used as a starting point for this activity.

Students end this task by using color tiles to find rectangles that can be divided into fourths and thirds and make fraction flags to show thirds and fourths. Two-dimensional arrays are constructed with color tiles and are divided into thirds and fourths. Students describe fractional parts of an array as fractions of a rectangular region. Those same arrays are also described as fractional parts of the set of tiles used to construct the array.

Timeline: 5-6 Days
Key vocabulary: halves, half, whole, thirds, fourths, congruent, fraction
Resources: Investigation 3 Geometric Shapes Sessions 1-8

Common Learning Experiences:
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_2/Mathematics/Math_Links/2__Reasoning_with_Shapes

Targeted Learning: On Core mathematic provides lessons and activities for remedial and enriched instruction in small groups in the following categories:

- Equal Groups and Repeated addition-Lessons 17 & 18
- Two and three dimensional shapes-Lessons- 99,100,101,102,103
- Partitioning rectangles-Lesson-104
- Fractions-Lessons-104, 105, 106, 107
- Problem solving fractions- 108

The Dialogue Box in this unit provides talking points and questioning techniques for teachers to guide discussions with students on major concepts.

Common assessments including the end of unit summative assessment:
Unit 8: Reasoning with Shapes Assessment
End of year Fact Check

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, and reason abstractly and quantitatively.

Sage Curriculum Unit Sequencing for Grade 7

Grade 7

Math 7 **Honors Math 7 (Pre-Algebra)**

Unit 1 – Adding and Subtracting Rational Numbers (Integrated Unit)

Unit 2 – Multiplying and Dividing Rational Numbers (Integrated Unit)

Unit 3 – Applications of Proportions (Integrated Unit)

Unit 4A – Connecting Tables, Equations and Graphs (Math 7)

Unit 4 – Linear Relationships and Equations (Honors)

Unit 4B – Expressions and Equations (Math 7)

Unit 5 – 2D and 3D Geometry and Measurement (Integrated Unit)

Unit 6 – Probability (Integrated Unit)

Unit 7 – Samples and Populations (Math 7)

Unit 7 – Congruency, Similarity and Pythagorean Theorem (Honors)

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 1 Adding and Subtracting Rational Numbers (Integrated)	Length of the unit: 5 weeks

Purpose of the Unit: This unit builds on students' work in 6th grade comparing the values of rational numbers and extends this understanding to discover how these numbers act when they're combined. Students will work with manipulatives, pictures, and number lines to model problems in context and develop their own algorithms for addition and subtraction of signed numbers.

Common Core State Standards Addressed in the unit:

7.NS.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

a. Describe situations in which opposite quantities combine to make 0. ***For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.***

b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers. (NOTE: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

7.EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

Big Ideas:	Essential Questions:
1. Operations can be modeled with a visual representation. 2. A number and its opposite combine to make zero. 3. Addition and subtraction are inverse operations.	1. When is the sum or difference of two numbers positive, negative or zero? 2. What are the benefits of representing a relationship in any given way? 3. How are addition and subtraction related?
Students will know: 1. the sign of a number impacts which	Students will be able to: 1. model addition and subtraction of

direction you move on the number line 2. subtraction can be re-written by adding the opposite 3. an equal number of positives and negatives combine to make zero pairs 4. when combining two rational numbers, the sign of the sum will be the sign of the one with the larger absolute value 5. the standard algorithms for adding and subtracting rational numbers	integers on a number line 2. model addition and subtraction of integers with positive and negative symbols (the charge-back model) 3. write numeric equations based on a number line model 4. write and solve numeric equations to model a real-world problem 5. use algorithms to solve addition and subtraction problems with rational numbers 6. describe situations in which two quantities combine to make zero 7. compare the absolute values of two numbers and describe how that impacts their sum or difference 8. describe a situation that could be modeled by a numeric equation involving rational numbers

Significant task 1: Addition of Rational Numbers

Significant task 1 is grounded in Investigations 1 and 2 of the Accentuate the Negative book. Starting in full class discussion, students will be introduced to visual models, such as number lines and positive and negative symbols. Students will then investigate the results of combining opposites and all integers in small groups and pairs. They will build off of their understanding from 6th grade about the absolute value of numbers to reason about how the magnitude of numbers impacts the final sum. Students will look at strategically grouped addition equations to develop algorithms for adding integers with the same signs and with different signs. They will then extend these rules to work with all rational numbers. Throughout the task, students will be exposed to multiple real-world contexts for both positive and negative numbers, including temperature, banking, velocity, football, and elevation. Students will be asked to write and solve equations to model these situations. Full class discussion will focus on how students use the models to solve addition problems.

This task directly addresses the following standards: 7.NS.1 and 7. NS.3

Timeline: 10 days
Key vocabulary: sum, absolute value, opposites, zero pairs, rational number, integer
Resources: Accentuate the Negative Investigations 1 and 2, Pizzazz worksheets

Significant task 2: Subtraction of Rational Numbers

Significant task 2 is grounded in the remainder of Investigation 2 of the Accentuate the Negative book. Students will work in pairs, building off of their understanding of zero pairs

from significant task 1 to reason about how to model subtraction. They will use these models to discover relationships between subtraction and adding the opposite. After establishing an algorithm for these inverse operations, students will extend these rules to work with all rational numbers. Students will continue to be exposed to real-world contexts, including temperature, banking, velocity, football, and elevation. Students will be asked to write and solve equations to model these situations. Full class discussion will focus on the reasoning behind adding the opposite, and students' solution methods.

This task directly addresses the following standards: 7.NS.1 and 7. NS.3

Timeline: 10 days
Key vocabulary: difference, absolute value, opposite, fact families, inverse operation, rational number, integer
Resources: Accentuate the Negative Investigations 1 and 2, Pizzazz worksheets

Common learning experiences:

Clicker practices
Classifying integers and rational numbers practice
Ordering rational numbers practice with flashcards
Flashcard fluency practice with rational numbers
Whiteboard practice- drawing positive and negative signs
Problems of the week (pre-algebra only)

Common assessments including the end of unit summative assessment:

Mathematical Reflections 2 from Accentuate the Negative after significant task 2.
Operations on the number line – after significant task 2
Common skills assessment at the end of significant task 2

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, use appropriate tools strategically, attend to precision, look for and make use of structure
- Integrate evaluating expressions, order of operations, "Is it a solution?" type questions, and equivalent expressions/equality for example: "does 3 + (-5) = 6 + (-7)? " or "4 + ____ = 3 + (-9)", 1-step equations.
- When students move away from the concrete models, they often confuse when to use addition or subtraction to find their answer. Teachers should remind students that they can still imagine the model.
- Remember to show number line models with 1 and 2 arrow scenarios.
- During significant task 2, addition of rational numbers should be reviewed, and intertwined with subtraction once students are proficient with each operational in

isolation.

- During both significant tasks students should move beyond working with integers to include all rational numbers. However, in terms of differentiation, students must first be proficient with their work with integers. Fractions can be used to motivate the development of algorithms beyond the models.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 2 Multiplying and Dividing Rational Numbers (Integrated – with extensions)	Length of the unit: 5 weeks

Purpose of the Unit: This unit builds on students' work in 6th grade of multiplying and dividing rational numbers and extends this understanding to include integers. Students will work with manipulatives, pictures, and number lines to model problems in context and develop their own algorithms for the multiplication and division of signed numbers. In the extension, students will develop the 8th grade knowledge and skills related to real numbers.

Common Core State Standards Addressed in the unit:

7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If *p* and *q* are integers, then –(*p*/*q*) = (–*p*)/*q* = *p*/(–*q*). Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.3: Solve real-world and mathematical problems involving the four operations with rational

numbers. (NOTE: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

7.EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

Pre-algebra extension standards:
8.NS.1: Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.

8.EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the world population is more than 20 times larger.*

8.EE.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). *For example, by truncating the decimal expansion of , show that is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.*

8.EE.2: Use square root and cube root symbols to represent solutions to equations of the form $x2 = p$ and $x3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that is irrational.

Big Ideas:	Essential Questions:
4. Multiplication and division are inverse	1. When is the product or quotient of two

operations. 5. Patterns can be used to develop an algorithm. 6. Exponents are used to represent repeated multiplication.	numbers positive or negative or zero? 2. How can patterns be generalized? 3. (Extension) How are the area of a square and square roots related? 4. (Extension) What are the benefits of representing a number in any given way?
Students will know: 6. an even number of negative signs produces a positive product or quotient. 7. an odd number of negative signs produces a negative product or quotient 8. division by zero is not defined 9. the algorithms for multiplying and dividing rational numbers 10. (extension) exponents model repeated multiplication 11. (extension) properties of exponents 12. (extension) properties of scientific notation	Students will be able to: 9. use the distributive property to expand expressions 10. multiply rational numbers 11. divide rational numbers 12. write and solve numeric equations to model a real-world problem 13. describe a situation that could be modeled by an equation involving rational numbers 14. (extension) use exponent rules to evaluate an expression 15. (extension) find the square or cube root of a number 16. (extension) estimate a square root to the nearest tenth 17. (extension) convert between standard numeral and scientific notation 18. (extension) apply operations on numbers expressed in scientific notion to solve problems

Significant task 1: Multiplying Rational Numbers

Significant task 1 is grounded in investigations 3 and 4 of the Accentuate the Negative book. Students will extend multiplication rules to include fractions and negative numbers by looking at patterns and repeated addition. Students will also look at long strings of factors to discover how the number of negative signs impacts the final product. Students will justify why this happens in both small group and whole class discussions. In the second half of the investigation, students will discuss how the commutative property allows the strategic multiplication of numbers, allowing them to handle sets of multiple factors more easily, by cancelling before multiplying. This task will be guided by the teacher with pair-share and small group work used intermittently. Students will review the skills learned in 6^{th} grade for multiplying fractions and build on them, learning how to factor/simplify the fractions prior to multiplying. Finally, students will build on the ideas of repeated addition and their understanding of area models to re-write expressions using the distributive property.

This task directly addresses the following standards: 7.NS.2, 7. NS.3, 7.EE.1, 7.EE.2, 7.EE.3

Timeline: 10 days
Key vocabulary: product, factor, distributive property, commutative property, simplify, equivalent expressions, rational, integer
Resources: Accentuate the Negative Investigation 3 (multiplication), Investigation 4 (distributive property with area models), Passport Section 3.5 (multiplication)

Extension Task: Pre-algebra only

This extension task is grounded in applications of multiplication of rational numbers. Students will work in small groups, using their understanding of multiplication to evaluate positive exponents, including rational number bases. Students will examine patterns of exponents to extend this definition to negative exponents. Students will be presented with real-world problems involving very large and very small numbers. Students will apply their knowledge of exponents to scientific notation and be able to convert between scientific notation and standard numerals. Students will continue their work with exponents and discover the exponent rules for multiplication and division by expanding each expression and noticing patterns. Whole class discussion will focus on sense making around why the rules work and why positive exponents represent larger numbers.

Students will make connections between the areas and volumes of squares and cubes and use these to develop their understanding of square roots and cube roots. Students will compare rational and irrational numbers through their investigations of square roots and approximating square roots.

This task directly addresses the following standards: 8. NS. 1, 8. NS. 2, 8. EE. 1 – 8.EE. 4
Timeline: 7 days
Key vocabulary: squared, square root, cubed, cube root, terminate, repeat, rational, irrational, base, exponent, power, scientific notation, decimal expansion, standard numeral, radical
Resources: Rational vs. irrational Passport book section 6.6, Real Number system and square roots Passport book section 9.2, Scientific Notation Passport book section 6.8

Significant task 2: Dividing Rational Numbers

Significant task 2 is investigation 3 of the Accentuate the Negative book. Students will collaboratively develop division rules, including those about division with zero, by looking at patterns and making connections between multiplication and division. This task will extend students' work in 6^{th} grade with division of rational numbers to include negative dividends and divisors. Students will use division to represent situations that involve repeated subtraction. Students will use division to change fractions to decimals and decide if the resulting decimal is terminating or repeating. Whole class discussion will focus on connections between the division and multiplication of rational numbers.

This task directly addresses the following standards: 7.NS.2, 7. NS.3, 7.EE.3
Timeline: 5 days

Key vocabulary: quotient, terminate, repeat, reciprocal, dividend, divisor
Resources: Investigation 3 in Accentuate the Negative, Passport book section 3.6 p. #134

Common learning experiences:

Modeling with positive and negative signs
Clicker tasks
Rotating stations
Brainy/Zany problems to compare distributive property solutions

Common assessments including the end of unit summative assessment:

Area and perimeter problem involving square roots (pre-algebra only)
Number Trick Task (distributive property – pre-algebra only)
Common skills assessment at the end of significant task 2

Teacher notes:

- Process standards to highlight through instruction: students will reason abstractly and quantitatively, attend to precision, look for and express regularity in repeated reasoning.
- Use these skills in the context of evaluating expressions, order of operations, solving equations, exponents.
- Ask students to write and compare expressions for the perimeter of a rectangle.
- Teach students to simplify fractions before they multiply.
- Show distributive property in multiple ways, including as a model for the combination of areas of a rectangle, as repeated addition, and using arrows to indicate the distribution of the coefficient to each term.
- During significant task 2, multiplication of rational numbers should be reviewed, and intertwined with all operations once students are proficient with each operational in isolation.
- During both significant tasks students should move beyond working with integers to include all rational numbers. However, in terms of differentiation, students must first be proficient with their work with integers. Fractions can be used to motivate the development of algorithms beyond the models.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)

developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 3 Applications of Proportions (Integrated)	Length of the unit: 6 weeks
Purpose of the Unit: Students will expand on their work from 6th grade on ratios and rates and unit rates. Students will further their understanding of equivalent ratios to write and use proportions in real-world applications, including percent. Students will then apply their understanding of scale-factors (used to reason about and solve proportions) to create and interpret scale drawings. This unit lays the foundation for the upcoming unit on connecting between multiple representations, where students will be asked to identify unit rates and proportional relationships in table, graph, and equation form.	
Common Core State Standards Addressed in the unit: **7.RP.3. Use proportional relationships to solve multistep ratio and percent problems.** ***Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.)*** **7.G.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.** 7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ to ¼ miles per hour, equivalently 2 miles per hour.* 7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*	
Big Ideas: 7. Proportions maintain their relationships despite being scaled. 8. Proportions show equivalent forms of the same ratio. 9. Percent is a standard part-whole ratio where the whole is 100.	Essential Questions: 4. How do multiplicative relationships find an unknown quantity? 5. How can representing a relationship in an equivalent form help to make decisions?
Students will know: 13. a percent is a comparison out of 100. 14. all parts of a situation should combine to	Students will be able to: 19. compute unit rates 20. decide which unit rate is most

make 100%. 15. ratios must change by the same scale factor (multiplicative relationship) in order to be equivalent 16. a unit rate is a part to whole rate where the whole is 1 17. two unit rates are possible for each situation 18. multiple strategies to compute with percents, including: a. Proportions b. Benchmarks c. Multiplying decimals	appropriate for a situation 21. interchange between equivalent forms of a fraction, decimal, or percent 22. decide if a relationship is proportional 23. write and solve a proportion to find a missing value 24. solve problems involving percent 25. compute actual lengths/areas from scale drawings 26. reproduce a scale drawing at a different scale

Significant task 1: Unit Rates

Significant task 1 is grounded in the concept of unit rate and comparison. In the full class, students will review their work on ratios and rate from 6th grade to establish common vocabulary for part-to-part and part-to-whole ratios. In small groups, students will compute and compare unit rates of items from a grocery store to determine which is a better deal. They will have to decide which unit rate is the most useful in the context. Full class discussion will focus on the need for a comparable unit rate.

In this task students will:

d. compute the two forms of a unit rate and explain what each means

e. compare unit rates to determine which situation is faster, a better deal, etc.

This task directly targets the following standards: 7.RP.1.

Timeline: 4 days
Key vocabulary: rate, ratio, part-to-whole, part-to-part, unit rate, scale factor, multiplicative
Resources: TBD Unit Rate review, Best Buy, Walk-a-thon, Transition Kit

Significant task 2: Modeling proportional relationships

Significant task 2 extends students' work from significant task 1, pushing them to create equal ratios beyond the unit rate. In small groups, students will write proportions to model real-world situations. Students will then use a variety of strategies to solve proportions, including multiplying by a scale factor, simplifying one fraction and then scaling, and cross-multiplying.

Students will work with graphic organizers and pictorial models such as ratio tables and thinking blocks to solve multi-step ratio problems that cannot be solved using a single proportion. For example, students will explore the dimensions of a rectangle of given area when the dimensions are in a fixed proportion. Full class discussion will focus on comparing and contrasting the different methods and their validity.

In this task students will:

f. recognize when relationships are proportional

g. write and solve proportions using scale factors and cross-multiplication strategies

h. model and solve multi-step ratio/proportion problems using thinking blocks and/or ratio tables

This task directly targets the following standards: 7.RP.3
Timeline: 8 days
Key vocabulary: proportion, cross-multiplication, scale factor
Resources: Strip diagram paper from Megan Staples, Ratio table papers, Proportion papers

Significant task 3: Percent

Significant task 3 requires students to apply their knowledge of proportions and equivalent forms of fractions and decimals to solve multi-step percent problems. Students will investigate the uses of percent through several real-world contexts in small groups. Students will create an "order" from a restaurant menu and calculate tax, tip and discount. Full class discussion will focus on the comparison of different methods of calculating percents, and the reasoning behind each method.

During this task, students should be able to graduate to a higher level of complexity with percent work. Small group instruction will be used as students are ready to move on to progressively more challenging percent problems. Through this differentiation model all students should reach proficiency with calculating percents and working with percent of change. Some students will reach proficiency with mark-ups and discounts (calculating a final cost given a percent change). A possible extension could be to analyze different scenarios involving percentages to arrive at a "best deal".

In this task students will:

i. solve percent equations (What percent of 60 is 12?) using proportions

j. use 1%, 5%, and 10% to make other percentages

k. multiply by the decimal form of a percent

l. calculate percent of change

m. estimate percent

n. understand equivalent forms and non-equivalent forms (Ex: 1 - 10% and 50% does not always equal 60% Ex: 2 - 0.05p + p = 1.05p)

This task directly targets the following standards: 7.RP.3 and 7.EE.2
Timeline: 20 days
Key vocabulary: gratuity, interest, commission, percent, part, whole, benchmark
Resources: TBD Percent materials

Significant Task 4: Scale Drawings

Significant task 4 calls for students to apply their knowledge of proportions to create and interpret scale drawings. In small groups, students will look at a maps of New England to determine distances that they will have to travel on the Cape Cod trip. Student work will be collected and used in the performance assessment for unit 4b. They will then investigate the impact of a scale factor on the area and perimeter of a new shape. Full class discussion will focus on attending to precision in scale diagrams.

In this task students will:

o. reproduce a drawing at a different scale (larger or smaller)

p. find the scale when given two different-sized drawings

q. find the actual measurement when given a scale reproduction

r. calculate the area of the actual shape when given a scale reproduction

This task directly targets the following standards: 7.G.1
Timeline: 3 days
Key vocabulary: scale factor, perimeter, area, length, width, blueprint, enlarge, reduce
Resources: Scaling task, scale resources

Common learning experiences:

Station work for different ways to solve proportions
Restaurant menu task
Looking at coupons and discounts

Common assessments including the end of unit summative assessment:

Performance Assessment: Raking Leaves. In this end-of-unit assessment, students will work in small groups to find how much three people should be paid for raking leaves. Students will imagine that their grandmother has asked them to split $70 fairly among three people, each of whom arrived to rake the leaves at a different time. Students will determine the proportion of leaves that each person raked, and split the $70 proportionally to each leaf-raker. Teachers will be available to answer questions and to guide the student work. Students will write a letter to their grandmother detailing how much each person should be paid and why. The final product will be assessed using the department rubric for performance based assessments with the audience being defined as their grandmother.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and preserve in solving them, model with mathematics, use appropriate tools strategically,
- Some students may have the misconception that proportions can have an additive relationship instead of a multiplicative relationship. Teachers should show multiplying by a scale factor and emphasize that additive relationships do not create equivalent fractions.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 4a Connecting Tables, Graphs and Equations - Linear and Proportional Relationships (Math 7 only)	Length of the unit: 5 weeks

Purpose of the Unit:
Students will expand on their work from the grade 6 Variables and Patterns unit which studies the relationship between dependent and independent variables to explore linear relationships that model real-world problems. They will further their understanding of the connection between tables and graphs to include linear equations. Using tables, graphs, and equations, students will see the connection between various representations of proportional relationships.

Common Core State Standards Addressed in the unit:

7.RP.2: Recognize and represent proportional relationships between quantities.
a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
c. Represent proportional relationships by equations. *For example, if total cost t is*

***proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn*.**
d. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.

7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Big Ideas:	Essential Questions:
10. Relationships can be represented as tables, graphs, and equations. 11. Relationships with a constant rate of change can be modeled with a linear function.	6. How do the table, graph and equation tell the same story? 7. How can you represent a relationship in an algebraic rule?
Students will know:	**Students will be able to:**
19. proportional relationships in a graph start at the origin and are straight lines 20. proportional relationships in a table have equal ratios between data pairs 21. proportional relationships in equations are of the form y = mx where m is the unit rate or constant of proportionality 22. how to find unit rate in a table, situation, graph, and equation	27. understand rates of change and how they are represented in tables, equations and graphs. 28. translate information about linear relationships given in a table, a graph, or an equation, to one of the other forms 29. write equations for linear relationships and describe what information the variables and numbers represent in context

Significant task 1: Rate of Change

Significant task 1 is grounded in the idea of rate of change from investigation 1 of Moving Straight Ahead. In small groups, students will start by calculating a unit rate from student generated walking rates. They will then represent the data in table form, graph form, and equation form. Groups will then look at the tables, graphs and equations for sample students and situations, and relate this information to the three forms.

In this task, students will:

- explore the concept of patterns of change between the independent and dependent variables for linear relationships
- construct tables, graphs and equations to represent linear patterns of change

and to model problem situations
- translate information about linear relationships given in a table, a graph or an equation to one of the other forms
- identify if a given representation is proportional
- interpret information given in a table, graph, or equation and explain its meaning in context

This task directly targets the following standards: 7.RP.2, 7.EE.4

Timeline: 6 days

Key vocabulary: proportional relationships, graph, table, equation, (constant) rate of change, unit rate

Resources: Moving Straight Ahead – Investigation 1.1-1.2, ACE problems p. #3, 4, 7, 8, Algebra: Puzzles and Problems p. 96 – 103, On Core mathematics page 39-46, Common Core Transition Kit page 1-10

Significant task 2: Representing Proportional relationships

Significant task two focuses on the difference between proportional and non-proportional relationships. Students will work collaboratively to build on the representations that the developed in significant task 1 to compare proportional and non-proportional relations in the three forms. Non-examples will include situations with a non-zero y-intercept, allowing students to see how a change in y-intercept changes the tables, graphs and equations. The vocabulary term "y-intercept" will not be introduced, using instead the term "start point". Full class discussion will focus on reasoning behind the group's conclusions.

This task directly targets the following standards: 7.RP.2, 7.EE.4

Timeline: 4 days

Key vocabulary: proportional relationships, graph, table, equation, (constant) rate of change, unit rate

Resources: Moving Straight Ahead – Investigation 1.3, ACE problems p. #3, 4, 7, 8, Algebra: Puzzles and Problems p. 96 – 103, On Core mathematics page 39-46, Common Core Transition Kit page 1-10

Common learning experiences:

- Moving straight ahead, investigation 1
- Matching graphs, stories and equations packet

- Notes on proportionality
- Identifying proportional relationship worksheets

Common assessments including the end of unit summative assessment:

Unit summative assessment assessing skills developed in the unit.

A performance task assessing the big ideas of this unit as well as the big ideas in the next unit, equations, will be done at the conclusion of the equations unit.

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, look for and make use of structure, look for and express regularity in repeated reasoning
- When modeling real world problems students often forget to title and label their graph.
- Students need to get used to seeing proportions written in a table – vertically versus horizontally.
- Students struggle with create and using scale on graphs.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 4b Expressions and Equations (Math 7 only)	Length of the unit: 4 weeks

Purpose of the Unit:

Students will be able to recognize or write equivalent forms of expressions. Students will extend their knowledge of solving 1-step equations (from 6th grade) to include 2-step variable equations, and finally to multi-step variable equations. These equations will include those that require combining like-terms or the use of the distributive property. Students will develop the idea of inequality to solve and graph 1-step and 2-step inequalities.

Common Core State Standards Addressed in the unit:

7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form *px* + *q* = *r* and *p*(*x* + *q*) = *r*, where *p*, *q*, and *r* are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

b. Solve word problems leading to inequalities of the form *px* + *q* > *r* or *px* + *q* < *r*, where *p*, *q*, and *r* are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

Big Ideas:	Essential Questions:
12. Properties of equality and inverse operations are used to solve equations. 13. Expressions can be written in different looking but equivalent forms.	8. What's happening in the equation and how do you "undo" that? 9. How can you represent a relationship in an algebraic rule?
Students will know:	**Students will be able to:**
23. the properties of equality to solve equations 24. that a solution could be the answer to a problem or the value that makes an equation true	30. write expressions, equations, and inequalities to model problems 31. use the properties of equality to solve equations, by combining like terms or using the distributive property 32. evaluate the reasonableness of their answer, and then check the solution to an equation

	33. use the properties of inequality to solve inequalities 34. graph the solution set of an inequality 35. check a single solution to an inequality 36. interpret solutions in the context of a real-world problem

Significant task 1: Writing expressions and equations

Significant task 1 is grounded in the idea that expressions and equations can be used to model real-world situations. Students will work in small groups on open-ended tasks to write expressions to model a real-world problem. One such task will be "The Border Problem" where students are asked to write equations to model the border of a square. Students will compare their expressions and discuss how the expressions may look different but are equivalent. They will also write equations from data in table and make comparisons to where the changes in the data are occurring in the visual example. Full class discussion would focus on how forms can be different but the expressions are still equivalent, highlighting the reasoning.

In this task students will:

- write expressions and equations to model real-world situations
- recognize and write expressions in equivalent forms

This task directly targets the following standards: 7.EE.1, 7.EE.2

Timeline: 7 days
Key vocabulary: expressions, equations, variable, coefficients, constants, terms
Resources: Border task, Hexagon task, patterns packet, Fishy task

Significant task 2: Solving equations

Significant task 2 is grounded in using properties of equality to solve algebraic equations. Students will build on their knowledge of expressions and equations from 6th grade to solve one- and two-step equations. Much of this task will be discussed in whole class, with some questions discussed in small groups. During this task, the students use visual manipulatives such as balance pans or algebra tiles to model algebraic expressions. Students will move between the visual and algebraic representations to show how to combine like terms and to solve one- and two-step equations. Students will show their understanding of equality and inverse operations by carrying out procedures which preserve equality on both sides of the equation. At the end of the task, students will combine all of their knowledge to solve multi-step equations, which may include combining like terms, and using the distributive property.

Throughout the unit, students will model real-world problems, (such as salary problems with a commission) and solve these problems using the algebraic model. Students will also check their solutions in the original equation. The focus of this task is the development of procedural fluency with solving equations. Much of the task will be spent in guided individual practice. Teachers can use this class time to pull small groups based on formative assessment to give targeted instruction.

In this task, students will:

- understand the use of equality in solving one-step and two-step equations
- write equations from real-world and visual models
- move from visual models to algebraic representations to combine like terms
- use properties of equality to solve multi-step equations (including combining like terms, using distributive property)
- check solutions to equations

This task directly targets the following standards: 7.EE.1, 7.EE.4,

Timeline: 10 days

Key vocabulary: properties of equality, distributive property, like terms, solution, inverse operation

Resources: Say It With Symbols – Investigation 1.1, 1.2 & 1.4, and TBD

Significant task 3: Solving inequalities

Significant Task 3 is grounded in students writing, solving, and graphing solutions to inequalities. First, in whole class discussion, students will re-activate their prior knowledge of one-step equations (learned in 6^{th} grade) and how to graph their solutions. Next, students will be presented with word problems requiring two-step inequalities. Students will work on these word problems collaboratively in small groups. Students will write two-step inequalities to model these word problems. Finally, students will solve and graph the solutions for two-step inequalities and interpret the solution in the context of the problem. As with significant task 2, students will check a point in the solution set to ensure that the graph and the solution make sense. As with significant task 2, the focus of this task is the development of procedural fluency with solving equations. To that end, much of the task will be spent in guided individual practice. Teachers can use this class time to pull small groups based on formative assessment to give targeted instruction.

In this task, students will:

- write inequalities to model real-world problems
- solve one-step and two-step inequalities
- graph the solution set of the inequality

- check one point in the solution set to be sure the graph/solution makes sense
- interpret solution sets in the context of a real-world problem

This task directly targets the following standards: 7.EE.4 (b)

Timeline: 10 days

Key vocabulary: inequality, solution, greater than or less than, greater than or equal to, less than or equal to

Resources: The Shapes of Algebra – Investigation 2.2 & 2.3, Passport textbook 9.5-9.7, pizzazz worksheets (Kangaroo/Electrician)

Common learning experiences:

Balance pans, Algebra tiles, NCTM illuminations (nlvm.usu.edu)

Transition kit materials on writing percent equations in different forms

Common assessments including the end of unit summative assessment:

Performance Assessment: Cape Cod: How far can we go? In this end-of-unit assessment, students will work one full day collaboratively to determine what kind of day trip they can afford during the Cape Cod trip. After this day, students will be allowed individual time outside of class to complete the assessment. Students will use information about how much money they have to spend on the whole trip to build a budget. Students will use their knowledge of expressions to model how the money is spent (e.g. they have to pay a flat fee plus a fee per student for the cabins), and determine how much money is left for one day trip. Students will use their knowledge of solving two-step equations to determine the distance they can travel if the bus charges a flat fee plus a fee per mile. Teachers will be available to guide students and to answer questions about constraints (such as the number of students on the trip) The final product will be a proposal (to be given to the faculty planning the trip) for day trip to be taken while on the Cape Cod trip. This proposal will be supported by a budget showing that there will be enough money to fund this trip. The final product will be assessed using the department rubric for performance based assessments.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics, attend to precision
- Students need to be reminded to use the inverse operation on both sides of the equal sign.
- Students "go through the motions" of the check step and do not always think through what they are doing or what the equality tells them.
- Students struggle to solve equations that involve rational numbers. Teachers should use warm-ups to practice. Teachers should also formatively assess each of the pitfalls and then work with small groups based on the results during significant tasks 2 and 3.
- Students are used to arithmetic solutions such as 4 + 5 = x and need practice seeing algebraic solutions such as 4 + 5 = x + 2. Stress that a solution is any value that makes the equation true.
- Students forget when to change the inequality symbol when working with negative numbers. Sometimes when students see -7x=5, they subtract add 7 to both sides. Teachers should emphasize the use of inverse operations.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7 – Honors

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 4 Linear Relationships and Equations (Honors)	Length of the unit: 8 weeks
Purpose of the Unit: Students will expand on their work from the grade 6 Variables and Patterns unit which studies the relationship between dependent and independent variables to explore linear relationships that model real-world problems. They will further their understanding of the connection between tables and graphs to include linear equations. Using tables, graphs, and equations, students will see the connection between various representations of proportional relationships. Students will expand on the idea of equality from 1-step and 2-step variable equations and inequalities in grade 6 to multi-step variable equations and inequalities including those that have variables	

on both sides and require the use of the distributive property. All equations are limited to one variable in grade 7. This unit covers the 7th grade concepts and skills from the math 7 units 4A (Connecting Tables Equations and Graphs) and 4B (Expressions and Equations) as well as some of the concepts from the 8th grade unit 4 (Linear Relationships) and 5 (introduction to systems).

Common Core State Standards Addressed in the unit:

7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form *px* + *q* = *r* and *p*(*x* + *q*) = *r*, where *p*, *q*, and *r* are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

b. Solve word problems leading to inequalities of the form *px* + *q* > *r* or *px* + *q* < *r*, where *p*, *q*, and *r* are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

8.EE.7. Solve linear equations in one variable.

a. **Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers).**
b. **Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**

8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

8.F.4. Construct a function to model a linear relationship between two quantities.

Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

7.RP.2: Recognize and represent proportional relationships between quantities.
a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn*.
d. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.

Big Ideas:	Essential Questions:
14. Relationships can be represented as tables, graphs, and equations. 15. Properties of equality and inverse operations are used to solve equations. 16. Relationships with a constant rate of change can be modeled with a linear function.	10. How do the table, graph and equation tell the same story? 11. What's happening in the equation and how do you "undo" that? 12. How can you represent a relationship in an algebraic rule?
Students will know: 1. a proportional relationship in a graph starts at the origin and is a straight line 2. a proportional relationship in a table has equal ratios between data pairs 3. a proportional relationship in an equation is in the form y = mx where m is the unit rate or constant of proportionality 4. how to find unit rate in a table, situation, graph, and equation 5. Y-intercept is the "start point" 6. relationships with a constant rate of change can be represented in the form y = *mx* + *b* 7. the properties of equality to solve	Students will be able to: 37. identify a rate of change in a table, equation or graph 38. identify the y-intercept in a table, equation or graph 39. translate information about linear relationships given in a table, a graph, or an equation, to one of the other forms 40. write equations for linear relationships and describe what information the variables and numbers represent 41. use the properties of equality to solve multi-step, one-variable equations and inequalities, including combining like terms, distributive property and variables on both sides

equations and inequalities 8. when solving equations you can have one solution, multiple solutions, no solutions or infinite solutions	

Significant task 1: Rate of Change

Significant task 1 is grounded in the idea of rate of change from investigation 1 of Moving Straight Ahead. In small groups, students will start by calculating a unit rate from student generated walking rates. They will then represent the data in table form, graph form, and equation form. Groups will then look at the tables, graphs and equations for sample students and situations, and relate this information to the three forms. Groups will compare proportional and non-proportional relations in the three forms. Further in the investigation, the situation will change to include a different y-intercept, allowing students to see how a change in y-intercept changes the tables, graphs and equations. Full class discussion will focus on reasoning behind the group's conclusions.

In this task, students will:

- explore the concept of patterns of change between the independent and dependent variables for linear relationships
- construct tables, graphs and equations to represent linear patterns of change and to model problem situations
- translate information about linear relationships given in a table, a graph or an equation to one of the other forms
- identify if a given representation is proportional
- interpret information given in a table, graph, or equation and explain its meaning in context informally explore the meaning of y-intercepts and slope in a real-world situations

This task directly targets the following standards: 7.RP.2, 7.EE.4, 8.EE.5, 8.F.2, 8.F.4

Timeline: 8-9 days

Key vocabulary: proportional relationships, graph, table, equation, (constant) rate of change, unit rate

Resources: Moving Straight Ahead – Investigation 1.1-1.3, ACE problems p. #3, 4, 7, 8, Algebra: Puzzles and Problems p. 96 – 103, 7th grade On Core mathematics page 39-46, 8th grade On Core Mathematics pages 36-40, 7th grade Common Core Transition Kit page 1-10,
Passport 13.2, 13.3, 13.4, 13.5, 13.6

Significant task 2: Interpreting parts of a linear relationship

Significant task 2 allows students to examine real-world problems that model linear relationships. This case looks at students walking in a walk-a-thon to raise money. In the context of this scenario, students will work in small groups to determine rate of change (slope) and starting points (y-intercepts) of each participant. They will then have to identify these rates and numbers in the tables, equations and graphs for each participant and interpret their meanings. Students will come back together as a large group to share their findings focusing on the reasoning behind their solution method (why did they choose the strategy? Why does it work?). See specific note in Teacher note section for this task.

In this task, students will:

- translate information about linear relationships given in a table, a graph or an equation to one of the other forms
- find solutions to problems using a graph or a table
- explore the connections between linear equations and patterns in the tables and graphs to those relationships including rate of change and the y-intercept
- make connections in graphs and tables to parts of equations (slope and y-intercept)
- write equations for linear relationships and describe what information the variables and numbers represent

This task directly targets the following standards: 8.F.4

Timeline: 9 days
Key vocabulary: y-intercept, coefficient, rate of change, starting point
Resources: Moving Straight Ahead – Investigation 2, Passport 13.5, 13.6

Significant task 3: Solving Equations

Significant task 3 is grounded in investigation three, from Moving Straight Ahead, with a focus on using properties of equality to solve algebraic equations. Students will use visual representations (pouches and coins) to first combine like terms; then they will take the pouches and coins visual further by solving complex multi-step equations. Next, they will apply what they learned from the visual representations to solve these equations algebraically using properties of equality. Once students solve these equations algebraically, they will work together in small groups to determine if equations have one solution, no solution, or infinitely many solutions. To end the investigation, students will apply their knowledge of solving equations with variables on both sides to solve a system of equations problem algebraically.

In this task, students will:

- understand the use of equality in solving one-step and two-step equations
- write equations from visual models (pouches and coins)
- move from visual models to algebraic representations to combine like terms
- use properties of equality to solve multi-step equations (including combining like terms, using distributive property, and variables on both sides)
- check solutions to equations
- determine when equations have one solution, no solution, or infinitely many solutions

This task directly targets the following standards: 7.EE.1, 7.EE.4, 8.EE.7

Timeline: 6-8 days
Key vocabulary: properties of equality, distributive property, like terms, solution, systems of equations
Resources: Moving Straight Ahead – Investigation 3, Say it With Symbols – Investigation 1.1, 1.2, & 1.4, supplementary materials for identifying number of solutions to an equation (Passport textbook), 8th grade Coach lesson 37, 38, 40, 8th grade On Core Mathematics pages 69-72

Significant task 4: Inequalities

Significant Task 4 is grounded in the writing, solving, and graphing of solutions to inequalities. First, students will reactivate their prior knowledge (from 6th grade) of one-step inequalities and how to graph their solutions. Next, students will write two-step inequalities to model real world situations that involve a constraint rather than an equality. For instance, students will work in small groups to solve a problem where a person has a finite amount of money to spend on a product and wants to know how much she could buy. Finally, students will solve and graph the solutions for two-step inequalities and interpret the solution in the context of the problem. Small group discussion will focus on whether a solution set makes sense. Whole class discussion will focus on the mathematical conventions behind graphing an inequality in one variable.

In this task, students will:
- write inequalities to model real-world problems
- solve one-step and two-step inequalities
- graph the solution set of the inequality
- check one point in the solution set to be sure the graph/solution makes sense
- interpret solution sets in the context of a real-world problem

This task directly targets the following standards: 7.EE.4 (b)

Timeline: 6 days
Key vocabulary: inequality, solution
Resources: The Shapes of Algebra – Investigation 2.2 & 2.3, Passport textbook 9.5-9.7,

pizzazz worksheets (Kangaroo/Electrician)

Common learning experiences:

DJ company comparison activity – p. 36 #9 in Moving Straight Ahead ACE problems
Pizzazz worksheets
Use of balance scales
Virtual manipulatives application, this has a virtual manipulative for the balance skill: http://nlvm.usu.edu/
Patterns packet
Hexagon task

Before students work on significant task three, they should practice solving one- and two-step equations and inequalities using properties of equality. (This is prior knowledge).

Common assessments including the end of unit summative assessment:
Summative assessment

Performance Assessment: Cape Cod: How far can we go? In this end-of-unit assessment, students will work one full day collaboratively to determine what kind of day trip they can afford during the cape cod trip. After this day, students will be allowed individual time outside of class to complete the assessment. Students will use information about how much money they have to spend on the whole trip to build a budget. Students will use their knowledge of expressions to model how the money is spent (e.g. they have to pay a flat fee plus a fee per student for the cabins), and determine how much money is left for one day trip. Students will use their knowledge of solving two-step equations to determine the distance they can travel if the bus charges a flat fee plus a fee per mile. Teachers will be available to guide students and to answer questions about constraints (such as the number of students on the trip) The final product will be a proposal (to be given to the faculty planning the trip) for day trip to be taken while on the Cape Cod trip. This proposal will be supported by a budget showing that there will be enough money to fund this trip. The final product will be assessed using the department rubric for performance based assessments.

Teacher notes:

- Process standards to highlight through instruction: look for and express regularity in repeated reasoning, model with mathematics, and look for and make use of structure.
- When modeling real world problems students have difficulty interpreting the meaning of the rate of change and the y- intercept.
- When graphing real world problems students often forget to label the axis and title the graph.

- Students forget when to change the inequality symbol when working with negative numbers.
- When using the distributive property, students forget to distribute the second term (strongly suggest they use arrows).
- Students struggle to use the distributive property when integers are involved (strongly suggest that students re-write subtraction as "add the opposite."
- Problem 2.3 may take as long as 2-3 days because it is important for students to be given time to construct a table as they see fit. The context of this problem is selling t-shirts as part of the fundraiser and they need to explore cost and profit. Some students may choose to go up by increments of 1 t-shirt at a time, while other students may choose to go up by 5, 10, etc. t-shirts. It is important that students are given enough time to explore this investigation in small groups and share out different strategies.
- New and unfamiliar vocabulary words (y-intercept and coefficient) are introduced in this unit. Teachers may want to consider use of a word wall to help students become familiar and comfortable with this vocabulary.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 5 2D and 3D Geometry and Measurement (Integrated – with extensions)	Length of the unit: 4 weeks (Math 7)/5 weeks (Honors)

Purpose of the Unit:
In this integrated 7th grade unit on two and three-dimensional geometry, students will explore rectangles, circles, and triangles and their relationships to the three-dimensional shapes that can be created with them. Additionally, students will write and solve equations to determine unknown angle measures building on the last unit on equations. There will be an 8th grade extension for pre-algebra students focusing on volume of cylinders, cones and spheres.

Common Core State Standards Addressed in the unit:

7.G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

7.G.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Pre-Algebra Only
8.G.9: Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so*.

Big Ideas:	Essential Questions:
17. Angles within triangles or angles created by intersecting, parallel, or perpendicular lines have special relationships 18. Volume is the amount of space inside a three-dimensional object measured in unit cubes. 19. All formulas for volume are built upon the idea that the area of the base is multiplied by the number of layers in the object (the height). 20. The constant pi is defined as the ratio of the diameter of a circle to its circumference.	13. Will any three sides form a triangle? 14. How does knowing the measure of one angle help determine the measure of another angle? 15. What does volume measure? 16. Is the ratio of the diameter to the circumference the same for all circles?
Students will know: 25. formulas for area and	Students will be able to: 42. use the formulas for area and

circumference of a circle 26. the definition of angle sums and exterior angles of triangles 27. properties of vertical, complementary, supplementary, and adjacent angles 28. formulas for volume and surface area of rectangular and triangular prisms 29. (extension) know the formulas for the volume of cones, cylinders and spheres	circumference to solve problems 43. write and solve equations to find unknown angle measures 44. use a protractor to draw triangles 45. use the formulas for volume and surface area to solve problems involving rectangular and triangular prisms 46. determine which 3D shape a plane section comes from 47. predict what a cross-section of a 3D shape would look like 48. (extension) find the volume of cones, cylinders and spheres, as they arise in problems

Significant task 1: Circles

Significant task 1 is grounded in properties of circles and the relationships between pi, circumference, and area. Students will begin as a whole class by learning the vocabulary terms for the parts of a circle. Then students will investigate the relationships between diameter and the perimeter of the circle to discover pi and the circumference formula using an online applet in pairs or individually. Students will then work in groups to informally derive the formula for the area of a circle by cutting it into pieces and re-forming it in the approximate shape of a rectangle. Students will end the unit by using these formulas to solve real-world problems.

In this task, students will:

- learn vocabulary for the parts of a circle
- investigate the relationship between diameter and circumference (pi)
- make connections between perimeter and circumference
- informally derive the formula for the area of a circle
- use these formulas to calculate area and circumference to solve real-world problems

This task directly targets the following standards: 7.G.4

Timeline: 5 days

Key vocabulary: radius, diameter, center, circumference, area, pi

Resources: ACE problems from Inv. 5 Covering and Surrounding, Passport section 12.1 - p. 568 #1-4 identify parts, #6-9 find area and circumference, #10-13 find radius and diameter working backwards, #14-17 problem solving with area of shaded regions., 8

circles task, computer lab (circles applet), see common learning box for online links.

Significant task 2: Polygons

Significant task 2 focuses on geometric conditions and constructions of 2D shapes. Students will work in small groups to explore when a unique shape, no shape, or many shapes can be created given certain conditions. Students will individually measure and construct shapes and generalize their findings to rules for all triangles and angles. Students will then build on this work and their work from the expressions and equations unit to write and solve simple equations to find unknown angle measures.

In this task, students will:

- draw 2D geometric shapes freehand, with a protractor, with an angle ruler, or with technology given conditions
- use triangle properties, such as angle sum relationships and the triangle inequality, to determine if a triangle can be drawn given certain conditions
- decide when conditions give you a unique triangle, more than one triangle, or no triangle
- write and solve simple equations to find the measures of supplementary, complementary, vertical, and adjacent angles

Pre-algebra extension: definitions and example problems will include the angle sum and exterior angle of triangles and the angles created when parallel lines cut a transversal.
This task directly targets the following standards: 7.G.2, 7.G.5, (Pre-algebra only) 8.G.5

Timeline: 5 days

Key vocabulary: complementary, supplementary, adjacent, vertical, angle sum, exterior angle, parallel, perpendicular, transversal, right angle, acute angle, obtuse angle, isosceles, scalene, right triangle,

Resources: Transition kit activities

Significant task 3: Rectangular and triangular prisms – surface area and volume

Significant task 3 involves students applying their understanding of area of 2-dimensional shapes and linking this idea to the concept of volume. Students have developed the concept of volume and surface area of rectangular prisms in grade 6 and are now expanding to triangular prisms. All students will calculate the volume and surface area of triangular prisms and use these calculations to solve real-world problems. Pre-algebra students will also explore the volume of other right prisms. All students will investigate cross-sections of 3D solids by looking at clear models filled with water. Students will explore the concepts in small groups with full class discussion focused on constructing a viable argument based on quantitative reasoning for each problem.

In this task, students will:

- calculate the surface area of prisms
- calculate the volume of prisms
- solve real-world problems

- anticipate which 3D shape a cross-section was taken from
- draw a cross-section of a 3D shape

Pre-algebra only: students will:
- Calculate the volume of cones, spheres, and cylinders

This task directly targets the following standards: 7.G.3, 7.G.6, (pre-algebra only) 8.G.9

Timeline: 2 weeks

Key vocabulary: plane sections/cross-sections, two-dimensional, three-dimensional, area, volume, surface area, base (as used to find the 2D area), base (as used to calculate the volume), prisms, cubic units

Resources: Planes sections – 7th grade transition kit, clear plastic models filled with water, (pre-algebra only) filling and wrapping investigations 3, 4.

Common learning experiences:

Links:
Finding that pi is constant – similar to scaling task:
http://illuminations.nctm.org/LessonDetail.aspx?id=L697
Investigation of the relationship between radius, diameter, circumference and area:
http://illuminations.nctm.org/ActivityDetail.aspx?ID=116
Jeopardy game for circles:
http://exchange.smarttech.com/details.html?id=3e3db3e6-5e53-44bf-94a9-0e04b890a259
A Smart Board lesson showing the approximation of pi:
http://exchange.smarttech.com/details.html?id=2b739b92-4d4a-46f1-9bf7-03dd7aebb28b
Smartboard lessons on polygons:
http://exchange.smarttech.com/details.html?id=05b19b5e-bf7c-4d34-bdc8-9cc7f7d5f330
An introductory lesson about circle vocabulary, with formulas and videos.
http://exchange.smarttech.com/details.html?id=ed452828-38f2-4ba4-b698-261f1cf0abe0

Literature Connection: Cindy Neuschwander's "Sir Cumference and the Dragon of Pi"

Common assessments including the end of unit summative assessment:

Common summative unit assessment

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, use appropriate tools strategically, attend to precision
- Students will confuse the multiple meanings of the word base. For example, base is used to calculate the area of a 2D triangle (base x height). It is also used to describe the base of a 3D shape when calculating volume (also area of base x height).
- There is a lot of very specific vocabulary in this unit. Teachers need to attend to ways in which they will help students use the vocabulary fluently such as a word wall, vocab sheet etc…

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 6 Probability (Integrated Unit)	Length of the unit: 3 weeks

Purpose of the Unit: This unit develops students understanding of foundational probability. They will create models and play probability games to make comparisons between theoretical and experimental probability. They will use the probabilities they have found to make decisions about fairness and future outcomes. This unit builds on previous units with rational numbers, proportions, and percent, however this is the first exposure to the concept of probability.

Common Core State Standards Addressed in the unit:

7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. ***For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?***

7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
c. Design and use a simulation to generate frequencies for compound events. ***For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?***

7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

Big Ideas:	Essential Questions:
21. A situation (game) is fair if all players have an equally likely chance of winning 22. As you perform more trials, the experimental probability of a situation will converge with the theoretical probability. 23. Probabilities can be used to make predictions.	17. What makes a situation fair or unfair? 18. When will the theoretical and experimental probabilities be the same? 19. How can you represent a situation to find all possible outcomes? 20. Does the probability of one event affect the probability of another? How?
Students will know:	Students will be able to:
30. probability is a number between 0 and 1 and can be represented as a fraction, decimal, or percent 31. the probability of an event describes how likely it is to occur 32. that fairness implies equally likely outcomes 33. all possible outcomes of an event should add to 1 34. that the probability of a compound event is the product of the simple	49. find probabilities based on frequencies found in an experiment 50. find probabilities based on a theoretical model 51. compare experimental and theoretical probabilities and explain possible sources of discrepancies between them 52. make predictions based on probabilities

events that compose it 35. as you perform more trials the experimental probability will converge with the theoretical probability	53. represent sample space of simple and compound events using tree diagrams, organized lists, and area models

Significant task 1: Is it fair?

This task is grounded in Investigations 1 of "What Do You Expect?" By playing probability games students will explore the differences between experimental and theoretical probability and to simulate events. Students will develop the strategies of using an organized list, building tables and making tree diagrams to answer questions. They will use these models to determine theoretical probabilities and to make predictions about future events. The focus of this investigation is exploring the concept of "fairness" and the law of large numbers. Students should be working in small groups or pairs while playing and analyzing the games. Full class discussion should focus on the various strategies used by the groups or pairs.

In this task, students will:

- Describe the likelihood of an event using a fraction, decimal, or percent
- Find experimental probability based on frequencies from an experiment
- Find theoretical probabilities from an organized list, or tree diagram
- Brainstorm reasons for any differences between experimental and theoretical probability
- Use a simulation to find probabilities
- Make predictions about future events

This task directly targets the following Common Core Standards: 7.SP.5 – 7.SP.7

Timeline: 6 days
Key vocabulary: sample space, equally likely, frequency, outcomes, favorable outcomes, experimental probability, theoretical probability, simulation
Resources: Investigations 1 WDYE, How Likely Is It?

Significant task 2: Using Area Models to Model Compound Events

This task is grounded in Investigations 2 of "What Do You Expect?" By playing probability games students will continue to explore the differences between experimental and theoretical probability and to simulate events. Students will develop the area model to represent compound events. This is similar to the model used to develop multiplication in grade 3. Students will use these models to determine theoretical probabilities and to make predictions about future compound events. Students should continue working in small groups or pairs while playing and analyzing the games. Full class discussion should focus on the various strategies used by the groups or pairs.

In this task, students will:

- Describe the likelihood of a compound event using a fraction, decimal, or percent
- Find experimental probability based on frequencies from an experiment
- Find theoretical probabilities from an organized list, tree diagram, or area model
- Brainstorm reasons for any differences between experimental and theoretical probability
- Use a simulation to find compound probabilities
- Make predictions about future compound events

This task directly targets the following Common Core Standards: 7.SP.5 – 7.SP.8

Timeline: 6 days
Key vocabulary: sample space, equally likely, frequency, outcomes, favorable outcomes, experimental probability, theoretical probability, simulation
Resources: Investigations 2 WDYE

Common learning experiences:

Bill Nye the Science Guy (Probability) VHS tape
Pizzazz worksheets E49, E50
Mimio file on probability – developed from page 11 in WDYE

Common assessments including the end of unit summative assessment:

Unit Summative assessment: focus on representations of the various models.

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and preserve in solving them, model with mathematics, students will make use of structure.
- Students have trouble determining the total number of outcomes from a tree-diagram. They confuse the individual "branches" with the final outcomes.
- Students need not develop computational algorithms for compound events at this grade level. Focus should be on the visual representation to model the compound event.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7 (on level), Grade 6 (honors)

Purpose of the Course (from CCSS): In Grade 7, instructional time should focus on four critical areas: (1)
developing understanding of and applying proportional relationships; (2) developing

understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Name of the Unit: Unit 7 Samples and Populations (Integrated 6 Honors/Math 7)	Length of the unit: 4 weeks
Purpose of the Unit: This unit takes data representation skills developed in grade 6 and expands on the rigor, complexity and analysis in which the students solve problems comparing multiple distributions of data. Students also develop sampling techniques in order to generate samples of data that would be representative of a population and thus be able to generalize findings that describe that population and make predictions. This is the summative unit in grades 7 and in honors 6th grade. Honors 7th grade students (pre-algebra) have thus already completed this unit, and instead have an accelerated 8th grade unit focused on geometry (congruency, similarity and Pythagorean theorem).	
Common Core State Standards Addressed in the unit: **The unit also instructs the grade 6 standards for data analysis (CC.6.SP.1-5)** **CC.7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.** **CC.7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.** **CC.7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.** CC.7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	
Big Ideas:	Essential Questions:

24. There are strengths and weaknesses to different data representations and summary statistics. 25. In order to compare two sets of data you must have representations that are developed with the same parameters. 26. 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 does the distribution tell me? 2. How do I compare two sets of data? 3. What are the strengths and weaknesses of sampling techniques?
Students will know: 36. measures of center and spread: mean, median (quartile 2), mode, range, quartile 1, quartile 3, minimum, maximum, percentile and inter-quartile range 37. attributes and effects of outliers on measures of center and spread 38. attributes of representations of data: box plots, histograms, dot plots, bar graphs 39. types of sampling and their pros and cons: random, systematic, convenience and voluntary response 40. types of bias present in sampling: voluntary response, leading questions, and convenience 41. simple Probability and simulations 42. proportions and percent	Students will be able to: 54. describe a distribution in terms of shape, center and spread 55. create histograms and boxplots with and without technology 56. compare distributions of data using visual representations and summary statistics 57. analyze and describe the effect of an outlier on summary statistics and visual representations 58. evaluate sampling techniques for bias 59. conduct simulations to gather data to solve problems 60. conduct a study in which a hypothesis is developed, data is gathered, and then representations and analysis are used to form a conclusion

Significant task 1: Which Peanut Butter is Better?

This significant task is grounded in investigation 1 of the Samples and Population book. Students are introduced to a large data set from Consumer Reports on the attributes of 37 varieties of peanut butter. The students are presented with the task of identifying those attributes which would lead to the selection of the best peanut butter as measured by the consumer's overall quality ratings. Over the course of the week

students will be working in collaborative groups to create various visual representations including box plots and histograms both by hand and in with the graphing calculator. The focus is on taking the graphing skills developed in grade 6 and expanding students' capacity to compare distributions and explore the effects of outliers within the context of the peanut butter's attributes (regular/natural, creamy/chunky, salted/unsalted, name brand/store brand). By the end of the week, each group would have developed the necessary visual representations and summary descriptions of all of the attributes to create an argument to present to the class for the best type of peanut butter to choose. During the investigation students will also develop additional skills to create side by side comparison graphs, use the graphing calculator to construct box plots and histograms, and the correct number of categories to use when creating a histogram.

CCSS targeted in this task: CC.7.SP.1, CC.7.SP.4

Timeline: 6 days
Key vocabulary: box plot, histogram, outlier, mean, median (quartile 2), mode, range, quartile 1, quartile, minimum, maximum, percentile and inter-quartile range
Resources: CMP2 Samples and Populations Investigation 1

Significant task 2: What Sample is Best?

This significant task is grounded in investigation 2 & 3 of the Samples and Population book. This investigation has portions that would most likely be introduced as a whole class with then either turn and talk moments or small group collaboration. Throughout the first half of the investigation the context is various surveys (honesty, hours of sleep, movie watching etc.) while developing an understanding of different types of sampling and bias. Students are also applying their percent, proportion and graphing skills developed earlier in the year. In the second half of the investigation, students will be in collaborative groups conducting two simulations which will demonstrate that without some type of randomization in your survey/sampling design you will tend to over represent a particular group. This will lead them to the final problem in the investigation where they will collaboratively develop a randomized simulation design to determine the number of chocolate chips needed for a recipe in order for a bakery to confidently market "five giant chocolate chips in every cookie!"

CCSS targeted in this task: CC.7.SP.1, CC.7.SP.2, & CC.7.SP.4

Timeline: 6 days
Key vocabulary: random, systematic, convenience and voluntary response samples, sample, population, simulation
Resources: CMP2 Samples and Populations Investigation 2.1, 2.2, 2.3, & 3.2

Common learning experiences:

Extra practice for both tasks can be found in the CMP Common Core Transition Kit –

Investigation 5
Common assessments including the end of unit summative assessment: Mathematical Reflections for Investigation 2 & 3 after Significant task 2 (Pg. 46 & 61). **Performance Assessment: Research 101** In this end of year assessment students will be working collaborative to research and defend a question or issue of interest to them. Given a wide latitude of choice in topic, students will need to generate a question or series of questions that can be answered with data analysis of one variable (two variable study begin in grade 8), formulate a hypothesis, generate a sampling design that is sound, conduct analysis of the data including a visual representation and come to some conclusion to their question with reflection of their hypothesis. Teachers will serve as a general expert available to consult with student groups. Student will generate a final defense and presentation of their issue/questions and will have choice in presentation options (video, poster, report etc). The final product will be assessed using the department rubric for performance based assessments with the audience being defined as the students on their interdisciplinary team. (Cross curriculum possibility here)

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, and use appropriate tools strategically.
- When constructing and analyzing box plots students get confused about the length of the quartiles. Students think that if a quartile is longer it contains more data points instead of connecting that the length is a measure of the spread of the same number of data points in each quartile.
- For this unit, do not post the big ideas unless you post after the big idea is developed. Otherwise you will let the cat out of the bag so to speak.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 7 Honors (Combination of two Grade 8 Units)

Purpose of the Course (from CCSS): In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association
in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) **analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the**

Pythagorean Theorem.

Name of the Unit: Unit 7 Congruence, Similarity & Pythagorean Theorem (Honors)	Length of the unit: 4 weeks

Purpose of the Unit: In this accelerated Geometry unit, Pre-Algebra 7th grade students will develop the knowledge and skills related to most geometry standards for grade 8 in order for them to advance to Algebra 1 in grade 8. All other grade 8 knowledge and skills have been added as extensions within integrated Math 7/Pre-Algebra units or in the Linear Relationships Pre-Algebra unit. In this unit, students will explore mathematical functions that move objects in specified ways in the coordinate plane. Students will explore similarity and congruence by determining whether or not two shapes are similar or congruent. This is the first exposure students will have to transformations and similarity which will be extended when they take geometry in the high school. Students will also develop and formulate a proof of the Pythagorean Theorem, an informal proof of the converse of the Pythagorean Theorem, and apply the Pythagorean Theorem to solve problems.

Common Core State Standards Addressed in the unit:

8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

8.G.6. Explain a proof of the Pythagorean Theorem and its converse.

8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

8.G.1. Verify experimentally the properties of rotations, reflections, and translations:
a. Lines are taken to lines, and line segments to line segments of the same length.
b. Angles are taken to angles of the same measure.
c. Parallel lines are taken to parallel lines.

8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.

8.NS.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., √2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Big Ideas:	Essential Questions:
27. Transformations produce similar figures, congruent figures, and in application produce symmetry in design. 28. Formulas and theorems in mathematics are proven.	21. How are geometric transformations related to congruence, similarity, and symmetry? 22. How do you know if shapes are similar or congruent? 23. How do you know that a formula or theorem is valid?
Students will know:	Students will be able to:
43. the effects of transformations on congruent and similar figures 44. that a rotation is a turn 45. that a reflection is a flip 46. that a translation is a slide 47. that a dilation is zooming in and out of an object, or a stretch/shrink 48. Pythagorean Theorem 49. approximations of irrational numbers as rational numbers	61. perform rotations, reflections, translations, and dilations on and off the coordinate plane. 62. describe the effects of a transformation on a figure. 63. describe reflectional, and translational symmetry 64. describe reflections and translations with algebraic rules 65. use the Pythagorean Theorem to solve a variety of problems 66. prove the Pythagorean Theorem and informally prove the converse

Significant task 1: Transformational Symmetry

Significant task 1 is grounded in Investigations 1 and 2 of Kaleidoscopes, Hubcaps, and Mirrors. The students will examine three pictures and then describe what might earn the pictures a symmetry label. They will also examine a pinwheel, and discuss another type of symmetry, rotation symmetry. Working collaboratively, the students will explore and understand the important properties of symmetry and will recognize and describe reflections, rotation, and translation symmetry. It's important in this task to

highlight the mathematical process standard of constructing viable arguments. By having students work in smaller collaborative groups, they can develop arguments to support their strategy. Then as a whole class they can discuss the pros and cons of the various strategies.

In this task, students will:
Recognize and describe rotation symmetry, include the center of rotation and the angle of rotation

- find and describe reflection, rotation and translation symmetries in kaleidoscope designs
- design shapes that have specified symmetries
- identify a basic design element that can be used to replicate a design

Reflections:

- use the properties of reflections to perform line reflections
- find a line of reflection given a figure and its image
- find the reflection image of a figure given a line of reflection
- give precise mathematical directions for performing reflections in terms of the effect of the transformation on points of the original figure

Rotations:

- use the properties of rotations to find the rotation image of a figure
- find the center and angle of rotation given a figure and its rotation image
- find the rotation image of a figure given the center and angle of rotation
- examine and describe the symmetries of a design made from a figure and its rotation image
- give precise mathematical directions for performing rotations in terms of the effect of the transformation on points of the original figure
- draw conclusions about a figure, such as measures of sides and angles, based on what symmetry or symmetries the figure has

Translations:

- use properties of translations to examine whether a given figure has translation symmetry
- find the magnitude and direction of a translation given a figure and its translation image
- find a translation image given the magnitude or direction of a vector specifying the translation
- examine and describe the translation symmetries of a design
- give precise mathematical directions for the performing translations in terms of the effect of the transformation on points of the original figure

This task directly targets the following standards: 8.G.2, 8.G.4, 8.G.3

Timeline: 10 days
Key vocabulary: symmetry, reflection symmetry, line of symmetry, rotation symmetry,

basic design element, translations, translation symmetry, line of reflection, rotation
Resources: Kaleidoscopes, Hubcaps, and Mirrors Investigations 1 & 2, CMP Transition Kit Investigation 3: Transformations, On Core mathematics page 93-104, unit test and test prep pages 109-110, Transformation, Coach book pages 175-182, Passport page 474-476, passport sections 10.4(symmetry), 11.3(reflections), 11.4(rotations), 11.5(translations)

Significant task 2: Congruence and Similarity on the Coordinate Plane

Significant task 2 is grounded in Investigations 5 of Kaleidoscopes, Hubcaps, and Mirrors. The drawing window in many computer geometry programs is a coordinate grid. In this investigation, students take a design in a computer window and transform the coordinates of its points according to specific rules. Collaboratively, students will explore the transformations of the design in coordinate grids and write algebraic rules for transforming a point (x, y) from the design to its image under translations, rotations, and reflections. The students will also explore the results of combining transformations on the design. In whole class discussion, groups can share the various strategies they developed while discussing the various portions of the task.

In this task, students will:

- use algebraic rules to produce similar figures on a coordinate grid
- focus student attention on both lengths and angles as criteria for similarity
- contrast similar figures with non-similar figures
- understand the role multiplication plays in similarity relationships
- understand the effect on the image if a number is added to the *x*- and *y*-coordinates

This task directly targets the following standards: 8.G.4, 8.G. 5

Timeline: 5 days
Key vocabulary:
Resources: Stretching and Shrinking Investigations 2.1 and 2.2, KHM Investigations 5.1 and 5.2, Coach book lesson 26 Reflections, Rotations, and Translations, Common Core Transition Kit page 13 Investigation 3: Transformation, Coach pages 163-168, Passport section 8.2, pages 368-375, page 381 (#5-8,17-19), Common Core Coach page 120-123(dilations)

Significant task 3: Exploring the Pythagorean Theorem

Significant task 3 is grounded in Investigation 3 in Looking for Pythagoras. Students will investigate the relationship of the areas of squares on the sides of right triangles that they drew on grid paper. This will lead students to make a conjecture that the sum of the areas of the two smaller squares equal the area of the larger square. They will also

prove the Pythagorean Theorem using a visual puzzle. The students will develop the converse of the Pythagorean Theorem through exploration and will use this converse to determine if 3 side measures form a right triangle.

In this task, students will:

- deduce the Pythagorean Theorem through exploration and prove using a visual puzzle
- use Pythagorean Theorem to find unknown side lengths of right triangles
- gain historical appreciation of Pythagoras and his society
- use the Pythagorean Theorem to find the distance between two points
- relate areas of squares to the lengths of the sides
- deduce the converse of the Pythagorean Theorem through exploration

This task directly targets the following Common Core Standards: 8.G. 6 and 8.G.8

Timeline: 5 days
Key vocabulary: hypotenuse, legs, conjecture, theorem
Resources: Looking for Pythagoras Investigations 3.1, 3.3, 3.4, History Packet, A Pythagorean Puzzle

Common learning experiences:

- Brain Pop – Transformation (Significant Task 1)
- KHM Problem 3.1 (p. 49) - Identify corresponding sides & angles and notation (during Significant Task 1)
- Brain Pop – Similar Figures (Significant Task 3 – question #5!)

Common assessments including the end of unit summative assessment:

- KHM Mathematical Reflection 1, question 1
- KHM Unit Assessment (assessing knowledge, skill and application required for significant task 2 & 3 only)
- **Performance Task: Your Front Walkway** Students will need to determine whether a quote for a front walkway installation is reasonable. They will calculate the area and the total cost based on square footage, apply Connecticut state sales tax, and decide if the quote is something they would recommend. Their recommendations have to be justified with mathematics from the problem. Finding the area of this irregular shaped front walkway requires use of Pythagorean Theorem. Students will work in small groups for one period and then complete an individual recommendation on their own within one week. The final product will be a letter to the homeowner who should be a person of interest to the student. The performance task will be graded using the middle school

performance task rubric.

Teacher notes:

- Process standards to highlight through instruction: use appropriate tools strategically, reason abstractly and quantitatively, attend to precision.
- Teachers need to reinforce proper vocabulary to assist with student development
- Teachers need to instruct students in the proper use of protractors.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 1 Counting and Matching Numerals 0-5 with Comparing	Length of the unit: 4 weeks
Purpose of the Unit: This first unit of the course is also the first unit in a series designed to reinforce pre-school skills of counting and matching numbers 0-20, and comparing numbers 0-10. This unit is based on the numbers 0-5 while serving as a foundation for the next unit, which focuses on 6-11. While the standards listed may include numbers beyond five, this unit is designed to address the standards in context of the numbers 0-5. The priority standards below (those shown in bold font) will be completed by the end of the third unit and reinforced throughout the year. The supporting standards (shown in italics) are addressed in this unit, to the extent that the curriculum describes. For example, in this unit, K.CC.1 (count to 100 by ones and tens) the numbers 0-20 are highlighted.	
Common Core State Standards Addressed in the unit: **K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).** **K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.** **K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.** **K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.** **K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.** **K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)** K.CC.1: Count to 100 by ones and by tens. K.CC.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.7: Compare two numbers between 1 and 10 presented as written numerals. K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort	

the categories by count. (Limit category counts to be less than or equal to 10.)	
Big Ideas: 1. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted. 2. Numerals and operation symbol can be used to model problems. 3. One quantity is either greater than, less than or equal to the other.	Essential Questions: 1. Why do we count? 2. How are numerals and symbols used? 3. How can you tell if there are more or less of something?
Students will know: For the numerals 0-5: 1. last number name tells objects counted 2. number of objects is the same regardless of arrangement 3. number of objects is the same regardless of order 4. each successive number refers to a quantity that is one larger	Students will be able to: For the numerals 0-5: 1. count objects 2. say numbers in order 3. pair each object with one number 4. compare (greater than, less than, equal to) groups of objects 5. write numbers and represent number of objects with written numeral

Significant task 1: Math Meeting/Circle Time: *Number Rhymes and Games (numbers 0-5 and counting to 100)*

Children engage in counting, saying numbers in order, one-to-one correspondence, comparing numbers, writing numerals, and representing numbers of objects with written numerals through activities using rhymes or games as a springboard. As activities are introduced, students explore number concepts collaboratively, through stories or games, or by using manipulatives and/or visuals. During this time, student-to-student discourse should be promoted by such methods as acknowledging student contributions and asking other students to respond to the student's statement or by having students work in pairs and explain their reasoning to each other. Each activity below should be done at least once and may be adjusted and repeated based on student needs and interest. Additional Activities are listed in the *Common Learning Experiences* section.

Read Alouds/Literature Connections: During Math Meeting/ Circle Time, picture books focused on the numbers 0-10 will occasionally be read and discussed. These books may be read as a whole group and used as a springboard for lessons. (See Common Learning Experiences section for a list of suggested read-alouds.)

Oral Counting-BUZZ! Children play a circle game to allow children to focus on counting sequences of numbers. Players stand in a circle and count from a given number to the designated target number within the sequence, one number per student. When the target number comes up, that student says Buzz! (or claps) and sits down. The game continues in this way until there is one person standing. During this unit, the numbers 0-20 are highlighted.

Benny's Pennies: Children create a play from the Story *Bennies Pennies* to make the action in the story

more real. Real objects or pictures are available as props and children are organized in pairs. As the teacher reads the story for the second time, he or she stops at several points to have the student act it out, such as on page 1 to show, "*How many pennies does Benny have?"* and on page 9 to show, *"How many pennies and how many things does Benny have now?"* As described above, the introduction of this story during Math Meeting/Circle Time flows into the Direct Instruction portion of the math period.

Number Race 1: This game provides practice in writing the numbers from one to six. During the Math Meeting/Circle Time, students make predictions about which number they think will win the game and explain why. After playing once, students are asked if the same number will win every time, how can they find out, and to explain how they predicted which number will win. During small or whole group instruction to follow, students roll one number cube, count the dots on the top of the cube, and record the number on a game sheet. Students continue in this fashion until one row of the game sheet is completely filled with numbers. That number wins the race.

Looking at the Number Five: Students learn a finger play about five bees. In the direct instruction to follow, students are given ten pennies (representing rings) and a handprint workmat. Children estimate whether each number shown is more or less than five, then collect that number of pennies and place one on each finger of the workmat. Children compare the number of "rings" to the number of fingers on the workmat.

Five Little Monkeys: The book *Five Little Monkeys*, by Eileen Christelow is the springboard for learning a finger play to actively involve the children in this counting story. In the direct instruction to follow, a picture of the bed in the story is then used with unifix cubes to represent the action of the monkeys. Discussion throughout the lesson focuses on the number of monkeys on the bed, on the floor, and in the room.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.

Key vocabulary: zero, one, two, three, four, five, greater, more, less, same, equal, larger, smaller
Resources:

Math Trailblazers: Oral Counting –BUZZ! (M2L2), Benny's Pennies (M3L3), Number Race 1 (M3L3), Five is a Handy Number (M4 L1), Rings on my Fingers (M4 L1), Five Little Monkeys (M4 L1), Five on the Mat (M4 L1)

Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

Selected Read-Alouds, found in the Common Learning Experiences section

Significant task 2: Direct Instruction

Significant Task 2 is grounded in a series of five Lessons from the National Council of Teachers of Mathematics (NCTM Illuminations), *Let's Count to 5*. Focused on the numbers 0-5, these lessons are designed to teach students to identify and write the numerals, to represent numbers of objects with written numerals, and to compare numbers within that range. Lessons may be conducted whole-group, or in differentiated small groups. For example, some students need only work on each lesson for one or two days, while others will require more time and practice over a period of several days for each lesson. Students with similar needs should be grouped together to help ensure those needs are met.

A strong emphasis is placed on language in this task. A section called "Questions for Students" helps keep the focus on higher order thinking skills as students work. Students must explain their reasoning and use words to describe the numbers as well as their thinking about the numbers. For example, "Show me a set of 3 and a set of 4. Which group has more? How can you tell?"

A Summary of each lesson follows:

Focus on Two: Students construct groups of two objects, identify and write the numeral 2, and record a group of two on a personal recording chart. A nursery rhyme provides a context for using the number 2.

Three in a Set: Students construct groups of 3 objects, compare them with sets of two, write the numeral 3, and show a set of three on their recording chart.

One, Two, Three—Go: After reviewing the numbers 2 and 3, students construct and identify sets of one. They compare sets of one, two, and three objects and record a set of three in chart form.

Finding Four: Students explore the numeral 4, and compare sets of four to sets of one, two, and three.

Here's a Handful: Students construct sets of up to five items, write the numeral 5, identify sets of five, and record "5" on a chart. They also play a game that requires recognizing the numerals to 5.

Zero Our Hero: Students explore sets of zero items and practice writing the numerals 0 through 5. Students count back from five, construct and identify sets of up to five items, and record "0" on a chart.

Additionally, In the lessons, *Kindergarten Sorting Activity and Sorting Attribute Blocks,* students learn to classify objects into given categories, count the number of objects in each category, and sort the categories by count (Limit category count to be less than or equal to 10). (These lessons are to be repeated several times over the course of the year, using a variety of materials to sort).

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: zero, one, two, three, four, five, greater, more, less, same, equal, larger, smaller
Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
NCTM Illuminations: Let's Count to 5

Significant task 3: Workstations: *Counting Connections (0-5):*

Significant Task 3 involves daily experiences with reading and writing numerals, counting, representing numbers of objects with written numerals, and comparing numbers, using the numbers 0-5. Multiple experiences help students make connections between ways of representing numbers. The representations include visual (ten frames and dot patterns) and symbolic (numerals), as well as concrete representations of numbers as sets of objects. These ongoing activities are to be used on a continuing basis, with modifications to whether the activities are focused on the concrete, the visual, or the abstract as students' skills progress and they are ready for new challenges.

Through independent workstations, called *Counting Bags*, students are provided with differentiated opportunities to link numerals (abstract symbols) to sets of objects. A child can make four sets of the same size, four different size sets, or any combination in between, depending on the digit cards included in the workstation. The digit cards vary as teachers choose numbers that the students are just beginning to work with, or are having difficulty with. Some children will be ready to engage in problem solving as they work with different-sized sets. For example, students may be shown a picture of a group of students and asked to find the number of pencils needed for the group, or to find a set of objects that has more (or less) than the number the other students are working with.

Additional independent workstations, *Counting Boxes*, require students to count and record the number of objects in a collection. The number of objects varies from 4 to 30 so each child can work at his or her own a skill level to develop broader conceptual understanding of number. The particular numbers each student works with are selected by the teacher, based on the students' readiness. For example, if a child has been introduced to the numbers 0 through 5, but continues to have difficulty with 3 and 4, then the focus will be on the number 3 before moving on to 4 or 5. On the other hand, if a student has already gained a strong grasp of the numbers 0-5, larger numbers should become the focus. These workstations provide an opportunity for children to develop the concept of one-to-one correspondence and cardinality.

During this time, the students create pages for the numbers 0-5 of *Number Books* during small group instruction led by the teacher or paraprofessional. Each page focuses on one number, including a written numeral, a visual organizer (number dot patterns or ten frames) and a drawing. Children make connections between the different representations as they discuss the ten frame or dot pattern, practice writing each number, and draw a corresponding number of objects. During this unit, the only pages to be completed are those for the numbers 0-5. Each student will complete these pages for their number books. These books will be saved and expanded upon in the next unit, when pages for the numbers 6-10 are completed.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: zero, one, two, three, four, five, more, less, same
Resources:
Math Trailblazers Grade K Teacher Resource Book, pp.71-107
Selected Lessons from *On Core Mathematics, Houghton Mifflin Harcourt, 2012*, listed in the *Common Learning Experiences* section.

Common learning experiences:

- Read Alouds/Literature Connections:
  Crews, Donald, *Ten Black Dots*
  Carle, Eric, *The Very Hungry Caterpillar*
  Walsh, Ellen Stoll, *Mouse Count*

Wood, Audrey, *Ten Little Fish,*
Fleming, Denise, *Count!*
Baker Keith, *Quack and Count*
Dee, Ruby, *Two Ways to Count to Ten: A Liberian Folktale*
Kubler, Annie, *Ten Little Monkeys: Jumping on the Bed*
Bang, Molly, *Ten, Nine, Eight*
Marzollo, Jean, *I Spy Little Numbers*
Raffi, Five Little *Ducks (Songs to Read)*
Murphy, Stuart J., *More or Less*
Falwell, Cathryn, *A Feast for Ten*

- Additional Materials for Math Meeting/Circle Time, Direct Instruction, Workstations and Small Groups are described in the Windsor Binders (1) *Kindergarten Math* and (2) *Workstations and Small Group Activities* and to be used on an as-needed basis.

- Re-Teaching and Enrichment: An additional 4-5 days is devoted to re-teaching and enrichment. Enrichment may include application of skills in problem solving, and extension of the numbers to those found in the next unit. Several Lessons that may be used for this purpose are described in the Windsor Binders (1) Kindergarten Math and (2) Workstations and Small Group Activities and to be used on an as-needed basis.

- *Math Links: Counting to 5 (Optional):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/1__Counting_to_5
  1. Caterpillar Ordering: Choose *Order* and *1 to 5*.
  2. Count and Order : Match numbers and pictures
  3. Counting Arrays : Use an array like a five-frame and print out reports of success.
  4. Counting Objects to Graph: Color one square of the graph for each animal.
  5. Five-Frame Games: Use five-frames to think of numbers in relation to five. Choose *Game 1: How Many* or *Game 2: Build*.
  6. HM Counters: Move and count the counters one-by-one, on a two-number mat. Click the calculator to see the matching numeral.
  7. Numbers 0 - 5 : Can you count the bears in the forest?
  8. Numeral Formation Rhymes: Here are the rhymes we say to help us form numerals.

- Homework Calendars: Students complete 8 or more of the suggested activities at home per month. L:\Kindergarten\NEW! CCSS Homework Calendars

- On Core Mathematics Lessons and/or practice are optional, to be used as needed, for independent practice and/or small group instruction where appropriate: Lessons 7, 8, 9, 10, 22

Common assessments including the end of unit summative assessment:
Unit Assessment: Counting and Matching Numerals 0-5 with Comparing.

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, attend to precision, and look for and make use of structure.
- The math period is generally broken into 4 sections as follows:

  Daily Math Meeting/Circle Time (about 10 minutes) is an active time for students, to include calendar counting, counting to 100 days, ten-frame counting, review/practice of skills, and an introduction to the lesson of the day. When done well, the transition between the Morning Meeting/ Circle Time and Direct Instruction is seamless.

  Direct Instruction (about 15 minutes) is conducted in small groups and/or whole group, depending on each activity's format and the students' needs. In each unit, 4-5 days is devoted to re-teaching and enrichment. Enrichment may include application of skills in problem solving and extension of the numbers involved to those found in the next unit.

  Workstations (math center activities) and Small Group Activities (about 30 minutes): Students practice skills independently or in partnerships at workstations while the teacher and paraprofessional work with small groups to differentiate instruction. Workstations may also include computer-based activities.

  Lesson Wrap-Up at the end of the period (about 5 minutes) to discuss essential questions, lesson objectives, and student reflections.

- "Calendar counting" is limited to activities that involve counting up to 100. It is does not include topics from other content areas, such as the days of the week or months of the year.

- A counting caterpillar is an optional method of counting the number of schools days by ones and tens. Each day, a numbered segment of the caterpillar's body is added until it reaches 100 segments. If it is used, it must be done consistently (every day) within the classroom, to ensure that students receive the full benefit of the activity.

- During this unit students are also learning the routines involved, such as how to work in small groups, partnerships, and independently at workstations. Thus, more time is devoted to working with the numbers 0-5 than would otherwise be spent.

- Predictable misconception/trouble spot: Zero is introduced after other numbers so that students can compare those numbers to a group of zero items. By introducing it later, students are able to better comprehend the concept of zero.

- Targeted Learning: For students who are having difficulty, targeted instruction time can be focused on re-teaching the numbers and skills that have already been introduced. For those needing a challenge, the time can be used to extend the skills of this unit. For example, students may engage in problem solving by further applying their number skills to real life situations, such as drawing and writing the number of children at their table or by distributing a number of dominoes to each partner in preparation for playing a more than/less than game. Additionally, those students may be ready to work with larger numbers, using the same, but adapted activities as their classmates.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 2 Counting and Matching Numerals 6-10 with Comparing	Length of the unit: 4 weeks
Purpose of the Unit: This second unit in a series three, is designed to reinforce pre-school skills of counting and matching numbers 0-20, and comparing numbers 0-10. This unit is based on the numbers 6-10 and serves as a foundation for the next unit, which focuses on 11-20. The priority standards below (those shown in bold font) will be completed by the end of the third unit and reinforced throughout the year. The supporting standards (shown in italics) are addressed in this unit, to the extent that the curriculum describes. For example, in this unit, K.CC.1 (count to 100 by ones and tens) the numbers 0-50 are highlighted.	
Common Core State Standards Addressed in the unit: **K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).** **K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.** **K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.** **K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.** **K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.** **K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)** K.CC.1: Count to 100 by ones and by tens. K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.7: Compare two numbers between 1 and 10 presented as written numerals. K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort	

the categories by count. (Limit category counts to be less than or equal to 10.)	
Big Ideas: 4. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted. 5. Numerals and operation symbol can be used to model problems. 6. One quantity is either greater than, less than or equal to the other.	Essential Questions: 4. Why do we count? 5. How are numerals and symbols used? 6. How can you tell if there are more or less of something?
Students will know: For the numerals 6-10: 5. last number name tells objects counted 6. number of objects is the same regardless of arrangement 7. number of objects is the same regardless of order 8. each successive number refers to a quantity that is one larger	Students will be able to: For the numerals 6-10: 6. count objects 7. say numbers in order 8. pair each object with one number 9. compare (greater than, less than, equal to) groups of objects 10. write numbers and represent number of objects with written numeral

Significant task 1: Math Meeting/Circle Time: *Number Rhymes and Games (numbers 6-10 and counting to 100)*

Children continue to engage in counting, saying numbers in order, one-to-one correspondence, comparing numbers, writing numerals, and representing numbers of objects with written numerals through activities using rhymes or games as a springboard. As in the previous unit, students explore number concepts collaboratively through stories and/or games, and by using concrete or visual materials. During this time, student-to-student discourse should continue to be promoted by such methods as acknowledging student contributions and asking other students to respond to the student's statement or by having students work in partnerships and explain their reasoning to each other. Each Math Meeting/Circle Time activity may be adjusted and repeated based on student needs and interest. Examples of these activities follow. (Additional activities are listed in the Common Learning Experiences Section).

Read Alouds/Literature Connections: Teachers continue to occasionally read and discuss picture books focused on the numbers 0-10. These books may be read as a whole group and used as a springboard for lessons. (See Common Learning Experiences section for a list of suggested read-alouds.)

Count Around the Circle: Children play a circle game to allow children to focus on counting sequences of 8 to 10 numbers within 100. (During this unit, the numbers 0-50 are highlighted). Players stand in a circle and count from a given number to the designated target number within the sequence, one number per student. When the target number comes up, that student claps and sits down. The next student starts the sequence again. The game continues in this way until there is one person standing.

Count, Like Duck, Duck Goose without the Chase: A student walks around a circle of seated students,

counting within a given sequence, until told to stop. (In this unit, sequences may involve any numbers from 0-50, or further). The student sitting in that place at the circle then takes over from where the previous student left off.

Squeeze Game: Students take turns guessing a number (0-10) from clues, by interpreting such terms as bigger, smaller, more than, greater than etc.

Ten Frame Flash: Students identify how many dots they see when a ten frame card is flashed. To challenge, students are asked to identify one more or one less than the amount of dots.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: zero, one, two, three, four, five, greater, more, less, same, equal, larger, smaller
Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Selected Read-Alouds, found in the Common Learning Experiences section.

Significant task 2: Direct Instruction

Significant Task 2 is designed to teach students to identify and write the numerals 6-10, to represent numbers of objects with written numerals, and to compare numbers within that range. It is grounded in 4 series of lessons from Math Trailblazers and two sets of lessons from NCTM Illuminations.

A Summary of each set of lessons follows:

Math Trailblazers: Numbers Around Us

Children listen to the counting book, *A Feast for Ten*, by Cathryn Falwell, suggest objects in the room to count, and connect counting to the written symbol for the numerals 6-10.

Math Trailblazers: *We All Count*
Children observe how the author, Donald Crews, uses sets of 1 to 10 objects in the book, Ten Black Dots. Each child then creates a page for a class book by drawing a picture using some number of dots. Discussion is focused on the number of dots used for each picture.

Math Trailblazers: Number Dot Patterns
Children learn to recognize numbers displayed as dot patterns, such as those found on a pair of dice, and in ten frames and connect the dot arrangements to the written numeral.

Math Trailblazers: Number Comparisons
This is a collection of eight activities and games that provide opportunities for children to sort, compare and order quantities, using a variety of contexts and materials.

NCTM Illuminations: How Many Letters are in your Name?
Students count the number of letters in their names and their classmates' names, then write and order the numbers. The students compile a class book of their work. Here, class discussion is focused on the comparison of numbers of letters in each name.

NCTM Illuminations: Building Numbers Up to Ten
Students construct sets of numbers up to 10, write the numerals 0- 10, and count up to 10 using ten frames.

The above tasks are differentiated according to the students' prior and present knowledge of number and number concepts. Those students needing more time with smaller numbers are provided with additional experiences using more concrete materials (manipulatives) through small group lessons and/or workstations. Challenges for those who are ready are also provided in small groups (or partnerships), through problem solving and by using larger numbers as appropriate. Several options for additional differentiated lessons are provided in the Windsor Binders: (1) *Kindergarten Math* and (2*) Kindergarten Workstations and Small Group Activities.* These are listed in the Common Experiences section.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.MD.3

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: six, seven, eight, nine, ten, more, less, same
Resources: NCTM Illuminations: *Let's Count to 10*
Windsor Binders: (1) Kindergarten Math and (2) Kindergarten Workstations and Small Group Activities

Significant task 3: Workstations:: *Counting Connections, Count and Compare (6-10):*

Significant Task 3 continues daily experiences with reading and writing numerals, counting, representing numbers of objects with written numerals, and comparing numbers, using the numbers 6-10. Multiple experiences help students make connections between ways of representing numbers. The representations include visual (ten frames and dot patterns) and symbolic (numerals), as well as concrete representations of numbers as sets of objects. These ongoing activities are to be used on a continuing basis, with modifications to whether the activities are presented concretely, visually, and/or abstractly as students' skills progress and they are ready for new challenges.

Through the *Counting Bags workstations,* students continue to be provided with differentiated opportunities to link numerals (abstract symbols) to sets of objects. A child can make four sets of the same size, four different size sets, or any combination in between, depending on the digit cards included in the workstation. As in the previous unit, the digit cards vary as teachers choose numbers that the students are just beginning to work with, or are having difficulty with. Some children will be ready to engage in problem solving as they work with different-sized sets. For example, students may be shown a picture of a group of students and asked to find the number of pencils needed for the group, or to find a set of objects that has more (or less) than the number the other students are working with. These workstations are designed to be completed independently.

Students continue to work independently on *Counting Box* workstations. As in the previous unit, these workstations provide an opportunity for children to develop the concept of one-to-one correspondence and cardinality as students count and record the number of objects in a collection. Again, the particular numbers each student works with are selected by the teacher, based on the students' readiness. For example, although a child may have been introduced to the numbers 6-10 during direct instruction, he

or she may still be having difficulty with the number 5 when working independently. In this case, the teacher selects the number 5 as the focus of the number box before a counting box of 6 is presented. On the other hand, if a student has already gained a strong grasp of the numbers 6-10, larger numbers should become the focus. Counting boxes are appropriate for any number from 4 to 30.

The students continue to create pages (for the numbers 6-10) of *Number Books* during small group instruction led by the teacher or paraprofessional. Each page focuses on one number, including a written numeral, a visual organizer (number dot patterns or ten frames) and a drawing. Children make connections between the different representations as they discuss the ten frame or dot pattern, practice writing each number, and draw a corresponding number of objects. During this unit, the only pages to be completed are those for the numbers 6-10. Each student will complete these pages, and add them to their number books from the previous unit. In the next unit, the number books will be completed with pages for the numbers 11-19.

In addition, children engage in counting, saying numbers in order, one-to-one correspondence, comparing numbers, writing numerals, and representing numbers of objects with written numerals through the series of small group activities and workstations listed below. As activities are introduced, the concepts are differentiated according to whether the students need concrete and/or visual cues, as well as by the numbers the students are learning. Each of these workstations or activities should be done at least once and may be repeated/ adjusted based on student need and interest.

Dots- Fingers Games: In this set of activities, students match cards with written numerals to cards with number dot patterns and finger counting cards.

Starting with Ten Frames: This set focuses on building numbers to ten. First, students use counters on ten frame mats (concrete materials). Then students use ten frame cards (visual materials) to identify, sequence, and compare numbers.

Count to Tell the Number of Objects: Students put number cards in order, recognize when numbers are out of order, and use a number line to help them identify a number according to clues such as bigger, smaller, more than, and greater than.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: six, seven, eight, nine, ten, greater, more, less, same, equal, larger, smaller
Resources:
Math Trailblazers: Grade K Teacher Resource Book, pp.71-107
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Selected Read-Alouds, found in the Common Learning Experiences section
Selected Lessons from *On Core Mathematics, Houghton Mifflin Harcourt, 2012,* listed in the *Common Learning Experiences* section
Selected Websites found in Common Learning Experiences section

Common learning experiences:

- Read Alouds/Literature Connections:
  Crews, Donald, *Ten Black Dots*
  Carle, Eric, *The Very Hungry Caterpillar*
  Walsh, Ellen Stoll, *Mouse Count*
  Wood, Audrey, *Ten Little Fish,*
  Fleming, Denise, *Count!*
  Baker Keith, *Quack and Count*
  Dee, Ruby, *Two Ways to Count to Ten: A Liberian Folktale*
  Kubler, Annie, *Ten Little Monkeys: Jumping on the Bed*
  Bang, Molly, *Ten, Nine, Eight*
  Marzollo, Jean, *I Spy Little Numbers*
  Raffi, Five Little *Ducks (Songs to Read)*
  Murphy, Stuart J., *More or Less*
  Falwell, Cathryn, *A Feast for Ten*
- Additional Materials for Math Meeting/Circle Time, Direct Instruction, Workstations and Small Groups are described in the Windsor Binders (1) Kindergarten Math and (2) Workstations and Small Group Activities and to be used on an as-needed basis.

- Re-Teaching and Enrichment: An additional 4-5 days is devoted to re-teaching and enrichment. Enrichment may include application of skills in problem solving, and extension of the numbers to those found in the next unit. Several lessons that may be used for this purpose are described in the Windsor Binders (1) *Kindergarten Math* and (2) *Workstations and Small Group Activities* and to be used on an as-needed basis:

- *Math Links: Counting to 10 (Optional):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/2__Counting_to_10
  1. Caterpillar Ordering: Choose *Sequences* and *counting in ones*, or choose *Order* and *1 to 10*.
  2. Concentration : Play a card-matching game with different representations of the same number.
  3. Count to 10 : Match numerals with groups of objects.
  4. Find the Missing Number : Find the missing numeral in a sequence.
  5. Fishy Count :Choose the correct numeral for the number of fish.
  6. HM Counters : Move and count the counters one-by-one; Click the calculator to see the matching numeral.
  7. Numeral Formation Rhymes: Here are the rhymes we say to help us form numerals.
  8. Number Train : Make a train of ten boxcars.
  9. Spin A Number : Spin and count to win the game.
  10. Ten Frame Games : Use ten frames to think of numbers in relation to ten.
  11. What Number Is Next?: Numbers 1-10

- Homework Calendars: Students complete 8 or more of the suggested activities at home per month. L:\Kindergarten\NEW! CCSS Homework Calendars

- The following materials are optional, to be used as needed: *On Core Mathematics, Houghton Mifflin Harcourt, 2012, Lessons 11-15, 27-31, 40, 42*

Common assessments including the end of unit summative assessment:
Unit 2: Counting and Matching Numerals 6-10 with Comparing Assessment

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, attend to precision, and look for and make use of structure.
- Refer to Unit 1 for the structure of the first grade math period.
- Predictable misconceptions: It is common for students to have difficulty with the terms, more, less, greater than, and less than. It is helpful to use the terms interchangeably with familiar words, such as bigger and smaller as they learn the meanings of the terms.
- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching skills for the numbers 0-5. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. For example, one suggested lesson uses a show of fingers to represent numbers. Another has students arrange cards from 1 to 3 in increasing order from left to right. For students needing a challenge, the time can be used to extend skills for the numbers 6-10 or beyond. For example, students may engage in problem solving by further applying their number skills to real life situations, such as drawing and writing the number of children who are wearing sandals or by distributing a number of unifix cubes to each partner in preparation for playing a counting game. Additionally, those students may be ready to work with larger numbers, using the same, but adapted activities as their classmates.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 3 Counting and Matching Numerals 11-20	Length of the unit: 4 weeks

Purpose of the Unit: This unit, focused on the numbers 11-20, is the third in a series designed to extend pre-school skills of counting, and matching. This unit serves as a foundation for the learning beginning place value concepts sixth unit, *Teen Numbers and Counting to 100*. The priority standards below, (those shown in bold font) will be completed by the end of this unit. The supporting standards (shown in italics) are addressed in this unit, to the extent that the curriculum describes. For example, in this unit, K.CC.1 (count to 100 by ones and tens) the numbers 0-75 are highlighted.

Common Core State Standards Addressed in the unit:

K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.

K.CC.1: Count to 100 by ones and by tens.

K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Big Ideas:	Essential Questions:
7. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted. 8. Numerals and operation symbol can be used to model problems. 9. One quantity is either greater than, less than or equal to the other.	7. Why do we count? 8. How are numerals and symbols used? 9. How can you tell if there are more or less of something?
Students will know: For the numerals 11-20: 9. last number name tells objects counted 10. number of objects is the same regardless of arrangement 11. number of objects is the same regardless	Students will be able to: For the numerals 11-20: 11. count objects 12. say numbers in order 13. pair each object with one number 14. compare (greater than, less than, equal to)

of order 12. each successive number refers to a quantity that is one larger	groups of objects for 0-10 15. write numbers and represent number of objects with written numeral

Significant task 1: Math Meeting/Circle Time

In addition to the daily counting, children may continue to engage in some of the activities described in the first two units, now focused on the numbers 11-20, as follows: "*BUZZ!* " (see Unit 1), "*Count Around the Circle" (see Unit 2),* and "*Count Like Duck, Duck, Goose…"*(see Unit 2). These activities are adjusted and repeated according to student needs and interest, to include the numbers 0-75 or higher.

Read Alouds/Literature Connections: Teachers continue to occasionally read and discuss picture books focused on counting and number sense. These books may be read as a whole group and used as a springboard for lessons. (See Common Learning Experiences section for a list of suggested read-alouds.)

In addition to daily counting activities and review of skills, students are introduced to new routines and activities focused on connecting counting and writing numerals to the students' everyday lives. The following activities are to be included in the Math Meeting/Circle Time during this unit:

Daily Routines: Encourage students to count to 100 through daily routines, (e.g., "Let's see if 100 steps will take us all the way to the cafeteria" or by taking attendance on ten frames). *As* students arrive at school, they may drag a ten frame dot (or their name or picture) to a ten frame on the SMARTBoard for recording attendance. At Math Meeting/Circle Time, the attendance for the day may be counted together, by ones.)

Purposeful Number Writing: Children write numbers for a purpose. For example, they might record the number of counters they will need to collect for a game, or the number of students who are ordering a hot lunch. This recording can be done in a variety of ways, such as on small white boards, the SMARTBoard, on a clear plastic sleeve with a dry-erase marker, or on paper with a colored marker or crayon. By using the context of the children's lives and/or school day, the purpose of writing numbers becomes clearer for students.

Finish the Sequence: Students finish a sequence starting with a random number (within 100), such as 5. The children stop counting when the sign is held up (or a signal is made) and count on when the sign is put down.

Real Life Counting: Similar to *Purposeful Number Writing*, the teacher creates meaningful situations where children are asked to assign a number to each item in a group of items and provide the total amount. For example, students might determine how many pages are in a class book, or count how many spaces it takes to move across a game board from start to finish.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
Resources:

Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Selected Read-Alouds, found in the Common Learning Experiences section

Significant task 2: Direct Instruction: Let's Count to Twenty

Significant Task 2 is designed to teach students to identify and write the numerals 11-20, and to represent numbers of objects with written numerals within that range. A series of lessons from NCTM Illuminations set the groundwork for this unit, while Math Trailblazers provides further lessons. These lessons are described below:

NCTM Illuminations: *Let's Count to Twenty*
Students read numeral cards and construct groups of 11-20 objects using connecting cubes and ten frames . Children also decompose sets of given numbers in several ways and write the numerals 11-20. This series focuses on one number per day.

Math Trailblazers: *Modeling Numbers 11-19 and Counting to 20*
Students translate between dot patterns, ten frames, and numerals for the numbers 11-20. Children also practice counting on from a number other than one. For example, given the number 5 to start, they will count on, "6, 7, 8…"

Math Trailblazers: *Numbers Around Us*
The counting book, *A Feast for Ten,* by Cathryn Falwell serves as the foundation of this lesson. During a second reading of the book, children are asked to connect the number of items on each page to a set of (0-20) number cards. Then, focusing on each page and the corresponding number card, the students are invited to find that same number of things in the room. For example, they might suggest 5 crayons, 5 chairs around a table, or 5 students. This lesson may be extended over several days as other counting books are read.

As in the previous unit, a strong emphasis is placed on language in these lessons. A section called "Questions for Students" helps keep the focus on higher order thinking skills as students work. Students must explain their reasoning and use words to describe the numbers as well as their thinking about the numbers. For example, the teacher might ask, "How can you change a group of thirteen to a group of fourteen?" or "How can you change a group of 10 to a group of 13?"

During this unit, additional lessons may be conducted for differentiated instruction according to the students' present knowledge of number and number concepts. Those students needing more time with smaller numbers are provided with additional experiences using more concrete materials (manipulatives) through small group lessons and/or workstations. Challenges for those who are ready are also provided in small groups (or partnerships), through problem solving and by using larger numbers as appropriate. Several options for additional differentiated lessons are provided in the Windsor Binders: (1) *Kindergarten Math* and (2*) Kindergarten Workstations and Small Group Activities.* These are listed in the Common Experiences section.

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.

Key vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
Resources:
Math Trailblazers: Modeling Numbers 11-19 and Counting to 20; Numbers Around Us (Month 1 Lesson 2)
NCTM Illuminations: Let's Count to Twenty
Selected lessons from On Core Mathematics, Houghton Mifflin Harcourt, 2012, listed in Common Learning Experiences section

Significant task 3: Workstations and Small Group Activities: Counting and *Working with Numbers 11-20*

Significant Task 3 continues daily experiences with reading and writing numerals 11-20, counting, representing numbers of objects with written numerals, and comparing numbers through workstations and small group activities. As in the previous units, multiple experiences help students make connections between ways of representing numbers, including concrete, visual (ten frames and dot patterns), and symbolic (numeric) representations of numbers as sets of objects. During this time, concepts are differentiated according to these representations, as well as by the numbers the students are learning. Additional previously used activities may be adjusted and repeated according to student needs and interest. In addition, they are introduced to the new workstations and small group activities described below:

Counting Bags: In this unit, students continue the series of independent *Counting Bag* workstations for the numbers 11-20. Again, they are provided with differentiated opportunities to link numerals (abstract symbols) to sets of objects, by making four sets of the same size, four different size sets, or any combination in between, depending on the numeral cards the teacher chooses to include in a workstation. As in the previous unit, teachers choose numbers that the students are just beginning to work with, or may be having difficulty with.

Counting Boxes: Students continue to work independently on *Counting Box* workstations. As in the previous unit, these workstations provide an opportunity for children to develop the concept of one-to-one correspondence and cardinality as students count and record the number of objects in a collection. Again, the particular numbers each student works with are selected by the teacher, based on the students' readiness. For example, although a child may have been introduced to the numbers 11-20 during direct instruction, he or she may still be having difficulty with the number 9 or 13 when working independently. On the other hand, if a student has already gained a strong grasp of the numbers 11-20, larger numbers should become the focus. Counting boxes are appropriate for any number from 4 to 30.

Number Books: Students continue to create pages (for the numbers 11-20) of *Number Books* during small group instruction led by the teacher or paraprofessional. Each page focuses on one number, including a written numeral, a visual organizer (number dot patterns or ten frames) and a drawing. Children make connections between the different representations as they discuss the ten frame or dot pattern, practice writing each number, and draw a corresponding number of objects. During this unit, the only pages to be completed are those for 11-20. As each student completes these pages, they are added to their *previous pages* to create updated *Number Books*.

Race to Trace: Numeral writing practice using a game format. Students roll two dice and record the number of dots shown.

Fill the Frames: Children fill two ten frames with counters according to the roll of a die.

Number After BINGO: Students learn what "number after" means using a number line, then engage in a BINGO game that provides practices with locating each number that comes after 11-15 (or another given set of numbers as determined by the teacher).

Missing Number Game: Students learn to sequence numerals, recognize when a numeral is missing, and identify the missing numeral. Students use language to explain their reasoning, for instance, " I think ___ is missing because…"

This task directly targets the following Common Core Standards: K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
Resources:
Math Trailblazers *Grade K Teacher Resource Book*, pp.71-107
Selected Websites found in Common Learning Experiences section
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Selected lessons from On Core Mathematics, Houghton Mifflin Harcourt, 2012, listed in Common Learning Experiences section

Common Learning Experiences

- Additional Materials for Math Meeting/Circle Time, Direct Instruction, Workstations and Small Groups are described in the Windsor Binders (1) Kindergarten Math and (2) Workstations and Small Group Activities and to be used on an as-needed basis.

- Re-Teaching and Enrichment: An additional 4-5 days is devoted to re-teaching and enrichment. Enrichment may include application of skills in problem solving, and extension of the numbers to those found in the next unit. Several Lessons that may be used for this purpose are described in the Windsor Binders (1) Kindergarten Math and (2) Workstations and Small Group Activities and to be used on an as-needed basis:

- *Math Links: Counting to 20 (Optional):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/3__Counting_to_20
  1. HM Connecting Cubes or Counters :Use the Connecting Cubes or Counters for one-to-one correspondence and counting to twenty.
  2. Interactive Hundred Chart: Can you tell which numbers are covered?

- Read Alouds/Literature Connections:
  Crews, Donald, *Ten Black Dots*

Carle, Eric, *The Very Hungry Caterpillar*
Walsh, Ellen Stoll, *Mouse Count*
Wood, Audrey, *Ten Little Fish,*
Dee, Ruby, *Two Ways to Count to Ten: A Liberian Folktale*
Kubler, Annie, *Ten Little Monkeys: Jumping on the Bed*
Bang, Molly, *Ten, Nine, Eight*
Murphy, Stuart J., *More or Less*
Falwell, Cathryn, *A Feast for Ten*

- Homework Calendars: Students complete 8 or more of the suggested activities at home per month. L:\Kindergarten\NEW! CCSS Homework Calendars

- *On Core Mathematics, Houghton Mifflin Harcourt, 2012, lessons 16-21, 32, 41*

Common assessments including the end of unit summative assessment:
Unit 3: Counting and Matching Numerals 11-20 Assessment

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, attend to precision, and look for and make use of structure.

- Refer to unit 1 for the structure of the kindergarten math period.

- Predictable misconceptions/trouble spots: Children often have difficulty distinguishing between 13 and 30, and 15 and 50.

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching skills for the numbers 0-10. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. For example, one suggested lesson uses a show of fingers to represent numbers. Another has students arrange cards from 7 to 10 in increasing order from left to right. For students needing a challenge, the time can be used to extend skills for the numbers 11-20 or beyond. For example, students may engage in problem solving by further applying their number skills to real life situations, such as drawing and writing the number of children who need one more crayon than they already have. Additionally, those students may be ready to work with larger numbers, using the same, but adapted activities as their classmates.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to

other topics.

Name of the Unit: Unit 4 Fluency with Addition and Subtraction within 0-5	Length of the unit: 5 weeks
Purpose of the Unit: This unit is the first of two units to introduce addition and subtraction. The focus of this unit is fluency with addition and subtraction through 5. In this unit, students will be involved in problem-solving on a daily basis, as part of the Math Meeting/Circle Time, Direct Instruction, and/or Workstations and Small Group Activities. In this way, they will gain a deep understanding of addition and subtraction concepts.	
Common Core State Standards Addressed in the unit: **K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).** **K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)** **K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).** **K.OA.5: Fluently add and subtract within 5.** *K.CC.1: Count to 100 by ones and by tens.* *K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).* *K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.* *K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.* *K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.* *K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.* *K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.* *K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using*	

objects or drawings to represent the problem.	
Big Ideas: 10. Numerals and operation symbol can be used to model problems. 11. Addition is putting together or adding to and subtraction is taking apart or taking from. 12. Addition and subtraction are inverse operations; that is they undo each other.	Essential Questions: 10. How are numerals and symbols used? 11. What types of questions do adding and subtracting answer? 12. How are addition and subtraction the same or different?
Students will know: 13. last number name tells objects counted 14. number of objects is the same regardless of arrangement 15. number of objects is the same regardless of order 16. each successive number refers to a quantity that is one larger 17. addition as putting together and adding to, and subtraction as taking apart and taking from	Students will be able to: 16. count objects 17. say numbers in order 18. pair each object with one number 19. compare (greater than, less than, equal to) groups of objects for 0-10 20. write numbers and represent number of objects with written numeral (0-20) 21. represent addition and subtraction (0-5) through drawings/pictures and/or informal expressions/equations with fluency 22. communicate the operations of addition and subtraction (0-5) through acting out problems and/or oral explanation with fluency 23. decompose and compose numbers through drawings and explanations (for example 5 is the same as 2 + 3)

Significant task 1: Math Meeting/Circle Time:

Children continue to engage in the types of Math Meeting/Circle Time activities outlined in previous units, with appropriate levels of skill based on student needs as they pertain to the curriculum. For example, in this unit, counting to 100 activities may encompass all of the numbers from 0 to 100 while a purposeful number writing activity should continue to involve the numbers 0-20. The particular activities selected for the Math Meeting/Circle Time should vary from day to day, except where there are meaningful routines that actively involve the students.

Students are also introduced to new activities relating to addition and subtraction concepts (0-5). To help bring meaning to the operations, story characters or objects from read-alouds may provide the subject matter of story problems. During Math Meeting/Circle Time, a favorite book may serve as a springboard for the day's direct instruction. For example, in the story, *Freight Trains*, by Donald Crews, trains are spread across two pages. On the second reading, teachers may ask students to figure out the total number of cars shown. For subtraction, a teacher may cover one of the pages, tell the students the

total number of cars, then ask how many cars are on the covered page. On another page all of the wheels on just one side of the train are clearly shown. The teacher may ask, "How many wheels are on that train?" In this case, the story is read during the Math Meeting/Circle Time, which leads into the direct instruction involving the inherent addition/subtraction concepts.

In addition to using literature as a basis for problem solving, story problem content may be focused on situations that occur during the kindergarten day. For example, situations involving the sharing of manipulatives or snacks are common and lend themselves to addition and subtraction problems. Here, a teacher may ask one student from a partnership to gather up the counters the two players will need for a game. If a child will need one counter and her partner will also need one counter, how many counters should she get? It is challenging to take advantage of these opportunities for real-life problem solving. However, as students learn about addition and subtraction in this manner, they learn to view math as dynamic, and relevant to their lives. Activities such as the above may be used during Math Meeting/Circle Time to lead into the direct instruction of addition and subtraction concepts.

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

This task directly targets the following Common Core Standards: *K.CC.1, K.CC.2,K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.OA.2*

Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Math Trailblazers Grade K Teacher Resource Book, pp. 33-38

Significant Task 2: Direct Instruction
Direct instruction of addition and subtraction concepts should occur within contexts, such as thematic units, everyday classroom experiences, and planning for school events. In planning, it is important to consider different kinds of problems and to provide a range. The Math Trailblazers program classifies the various situations involving addition and subtraction as *join, separate*, *part-part-whole* and *compare.* Within these classifications, there eleven types of problems, depending on the unknown component. (Sample problems illustrating each of these situations are included in the Math Trailblazers resources, listed below.) By the end of the next unit (*Exploring Addition and Subtraction within 10*), students should be exposed to problems from each of these categories.

According to the Math Trailblazers program, certain types of problems can be more difficult to solve than others. In the United States, the two easiest types (result unknown for addition and take away/ result unknown for subtraction) have traditionally dominated elementary mathematics textbooks.

The suggested order of introduction follows:

1. Join- Result Unknown
2. Separate- Result Unknown
3. Part/Part/Whole- Whole Unknown
4. Join- Change Unknown
5. Compare- Difference Unknown
6. Compare- Compare Quantity Unknown
7. Compare- Referent Unknown
8. Part/Part/Whole- Part Unknown

9. Join- Start Unknown
10. Separate- Start Unknown
11. Separate- Change Unknown

Mastery of one problem type is not required to work on another type, but attention should be paid to the order in which problem types are introduced. At the same time, if a situation arises for which it is natural to use one of the later types, the teacher may do so, recognizing that students may be more challenged by these problems.

When solving story problems, students should have the opportunity to use and share their problem-solving strategies, with time built in for exploring multiple approaches. These may include using counting strategies, direct modeling with concrete objects, and working from facts they know (reasoning from known facts). To aid in problem-solving, manipulatives should be available in the classroom at all times, including counters, number lines and/or charts, and other concrete materials. It is expected that children will use different strategies, depending on their levels of conceptual development.

In addition to the lessons described in the previous section, the lessons listed below are found in the Windsor Binder *Kindergarten Math*. Each lesson may be adapted and repeated according to student needs and interests. Some may later be used as workstation activities.

Cards and Kids: Students learn about and model number sentences by acting them out. This activity should be extended to act out story problems that have the students as characters.

Addition/ Subtraction Pictures: A simple outdoor scene with a large tree and a pond is displayed on a chart, poster or SMARTBoard. The children draw the scene on construction paper while five counters are distributed to each student. Students then use the counters to model a story on the picture as the teacher tells it. Questioning includes such questions as, "How can you show how many ducks there are in all?" To vary the lesson, the counters may be used to show subtraction or how addition and subtraction are related. Different scenes may be used for additional lessons. (For more picture/scenario ideas, go to Glencoe Story Boards link, listed in the common Experiences section).

Bobbie Bear: Students decompose numbers less than or equal to 5 by using red and blue buttons, drawing pictures, and writing the number for each color of button once a number is decomposed.

Christina's Candies: Similar to Bobbie Bear, this lesson uses "lemon and chocolate candies" instead of "buttons".

One More, One Less and CCSS Activity 10: Addition and subtraction sentences are written to describe the number dot arrangements on dominoes. Students can also draw a picture and create a story about their number sentence.

CCSS Activity 3 : Children use 5 unifix cubes to model addition and subtraction story problems.

Shake Five and Spill: Students shake 5 two-color counters out of a cup and record how many of each color they have.

Part-Whole Mats: Part-Whole mats are used by the students to show the decomposition of numbers 0-

5.

Dot Card Addition: Students find pairs of numbers that equal a number (0-5) and record their work with a picture and/or number sentence.

This task directly targets the following Common Core Standards: K.OA.1; K.OA.3; K.OA.5

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: add, plus, altogether, join, equals, whole, part, minus, subtract, take away, more, fewer
Resources: Math Trailblazers Grade K Teacher Resource Book, pp. 33-38
Windsor Binders: (1) Kindergarten Math and (2) Kindergarten Workstations and Small Group Activities

Significant task 3: Significant task 3: Workstations and Small Group Activities

As described in the previous units, students may continue to engage in some of the familiar workstations that are adjusted and repeated according to student needs and interest. In addition, they are introduced to new workstations and small group activities, such as:

Make Five: Students use counters and number sentences to decompose the numbers 0-5

All Solutions: Given a list of three numbers, students choose two from each list that add to make 4 and write a corresponding number sentence.

Facts of Five: Children find and record sets of two cards that have a sum of (a given number, 0-5)

Five Squares: Students use square-inch tiles to practice and reinforce decomposing the numbers 0-5.

Sums of Five: Students match numeral or dot cards to counters on five frames, then state how many more they need to get to five.

Counting On Cup: Students use counters and a cup to create an addition sentence and record the results in a chart.

Make Five on the Five Frame: Students place two colors of counters on a five frame, finding as many solutions as possible. For example, 1 yellow counter and 4 red counters make 5 counters altogether.

This task directly targets the following Common Core Standards: K.CC.3; K.OA.1; K.OA.3; K.OA.5

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: add, plus, altogether, equals, whole, part, minus, subtract, take away
Resources: Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Math Trailblazers *Grade K Teacher Resource Book*, pp. 33-38

Read-Alouds/Literature Connections:
Walsh, Ellen Stoll, Mouse Count

Cruz, Donald, *Freight Trains*

Common learning experiences:

- Additional Materials for Math Meeting/Circle Time, Direct Instruction, Workstations and Small Groups are described in the Windsor Binders (1) *Kindergarten Math* and (2) *Workstations and Small Group* Activities and to be used on an as-needed basis.

- Re-Teaching and Enrichment: An additional 4-5 days is devoted to re-teaching and enrichment. Enrichment may include application of skills in problem solving, and extension of the numbers to those found in the next unit. Several Lessons that may be used for this purpose are described in the Windsor Binders (1) Kindergarten Math and (2) Workstations and Small Group Activities and to be used on an as-needed basis:

- Predictable misconceptions: It is common for students to confuse the (-) symbol and (+) symbol in equations and is not expected that students be able to master reading and writing equations in kindergarten. Rather, equations should be modeled and students should have opportunities to work toward reading and writing equations throughout the year. Additionally, students may come to think of the (=) symbol as meaning "the answer is…" rather than "the same as". It is important to communicate that the equals sign means "the same as" and to use it in a variety of situations. For example, (4 = 3 + 1), (2 + 2 = 3 + 1), (3 + 1 = 4).

- *Math Links: Addition and Subtraction within 5 (Optional):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/5__Addition_and_Subtaction_wit
  1. Build A Train: Add or subtract cars to build your train.
  2. Five-Frame Addition: Choose Game 4: "Add" to work with addition facts within a five-frame.
  3. HM Counters : Use a two-number or part-part-whole mat to partition up to 5 counters. Choose the calculator if you want to show the totals for each part.
  4. Glencoe Story Boards: Select from a wide variety of game boards, story boards, workmats, and manipulatives .

- Homework Calendars: Students complete 8 or more of the suggested activities at home per month. L:\Kindergarten\NEW! CCSS Homework Calendars

Common assessments including the end of unit summative assessment:
Unit 4 Fluency with Addition and Subtraction within 0-5 Assessment

Teacher notes:

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

- Refer to Unit 1 for the structure of the kindergarten math period.

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching concepts for the numbers 0-20. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. For example, one suggested lesson uses a show of fingers to represent numbers. Another has students arrange cards from 11-20 in increasing order from left to right. For students needing a challenge, the time can be used to lay the foundation for place value concepts for the numbers 11-20.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 5 Exploring Addition and Subtraction within 10	Length of the unit: 4 weeks
Purpose of the Unit: This unit is the second of two units to introduce addition and subtraction. The focus of this unit is exploring addition and subtraction within 10, building upon the skills learned in the previous unit, *Fluency with Addition and Subtraction within 0-5*.	
Common Core State Standards Addressed in the unit: **K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).** **K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)** **K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).** **K.OA.5: Fluently add and subtract within 5.** *K.CC.1: Count to 100 by ones and by tens.* *K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at*	

1).

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.

K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Big Ideas:	Essential Questions:
13. Numerals and operation symbol can be used to model problems. 14. Addition is putting together or adding to and subtraction is taking apart or taking from. 15. Addition and subtraction are inverse operations; that is they undo each other.	13. How are numerals and symbols used? 14. What type of questions does adding and subtracting answer? 15. How are addition and subtraction the same or different?
Students will know:	Students will be able to:
18. last number name tells objects counted 19. number of objects is the same regardless of arrangement 20. number of objects is the same regardless of order 21. each successive number refers to a quantity that is one larger 22. addition as putting together and adding to, and subtraction as taking apart and taking from	24. count objects 25. say numbers in order 26. pair each object with one number 27. compare (greater than, less than, equal to) groups of objects for 0-10 28. write numbers and represent number of objects with written numeral (0-20) 29. represent addition and subtraction (0-10) through drawings/pictures and/or informal expressions/equations with fluency for 0-5 only 30. communicate the operations of addition and subtraction (0-10) through acting out problems and/or oral explanation, with fluency for 0-5 only 31. decompose and compose numbers

	through drawings and explanations (for example 5 is the same as 2 + 3)

Significant task 1: Math Meeting/ Circle Time

Children continue to engage in the types of Math Meeting/Circle Time activities outlined in previous units, with appropriate levels of skill based on student needs as they pertain to the curriculum. As in the previous unit, students are also introduced to new activities relating to addition and subtraction concepts, now for the facts of 0-10. Again, story characters or objects from read-alouds, topics pertaining to the kindergarten day, and special events may provide the subject matter for learning addition and subtraction concepts. As always, the particular activities selected for the Math Meeting/Circle Time should vary from day to day, except where there are meaningful routines that actively involve the students.

There are several books that may be highlighted in this unit, including *There were Ten in the Bed,* by Annie Kubler. This story and lesson follows the format of Five Little Monkeys, described in the previous unit. Additional books for learning about addition and subtraction concepts are *Mouse Count, by* Ellen Stoll Walsh, and *Two Ways to Count to Ten: A Liberian Folktale, by* Ruby Dee.

This task directly targets the following Common Core Standards: K.OA.1, *K.CC.1, K.CC.2, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.OA.2*

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: add, plus, altogether, join, equals, whole, part, minus, subtract, take away, more, fewer
Resources: Math Trailblazers Grade K Teacher Resource Book, pp. 33-38
Windsor Binders: (1) Kindergarten Math and (2) Kindergarten Workstations and Small Group Activities
Selected Read-Alouds, listed in the Common Learning Experiences section

Significant task 2: Direct Instruction

Students continue to benefit from solving story problems as they explore addition and subtraction within 10. It is important to remember that when solving story problems, students should have the opportunity to use and share their problem-solving strategies, with time built in for exploring multiple approaches, as described in Unit 4. The first lessons lessons listed below are from Math Trailblazers. The final two lessons may be found in the Windsor Binder, *Kindergarten Math*. Each lesson may be adapted and repeated according to student needs and interests. For example, in the activity spider legs, a variety of additional partitions may be made. A student may work with partitioning 6 legs of an ant (instead of 8 legs of a spider) and listing the combinations. Once the skills of a lesson are taught, some of the following activities may also be used as workstations for students who would benefit from additional practice, or in small group lessons for students requiring support.

Dominoes and Number Cards: Students explore domino number dot patterns and use the part-part-whole relationship to count and place dominoes on a number line. The game, *Domino Path*, may then be

taught and repeated as needed for additional practice of matching the total number of dots on a domino to that number on the path.

Looking at the Number Ten: Children use manipulatives to explore the part-part-whole relationships of the number 10. Students use a data table to record the action in the story, *There Were Ten in the Bed,* and look for patterns in data.

Spider Legs: Children use manipulatives to find two-part partitions of the number eight. The class then generates a list of the various partitions found.

Hungry Bugs CCSS Activity 16: Children pretend to be hungry bugs, sharing ten cubes ("pieces of food") in partnerships. They record their number sentences in a data table.

Partitioning Seven, Eight, and Nine: Students explore the different ways they can place sets of 7 to 9 beans into three wagons. Students share their ideas and then record the combinations on the circus train data sheet. This activity may be modified as needed, to place the beans into two wagons instead of three.

Balloon Stories: Students use manipulatives to demonstrate the action and solve story problems about a balloon seller. The sample stories should be presented in small groups and modified as needed, depending on the students' abilities. For example, smaller numbers may be used, or students may be asked to start with a clear story mat for each problem.

Balancing Numbers: A balance is used to model a variety of problem-solving situations involving addition and subtraction.

Class Apartment Building: Students use self-adhesive notes to represent themselves in an apartment building. They create and solve addition and subtraction problems about classmates moving in and out of this imaginary apartment house.

Ant Number Stories: Children tell number stories and use thumbprint ants to illustrate their number stories.

Ladybug Doubles: Children make ladybugs that have the same number of on each side of their outer shells, thereby exploring the doubling of numbers 1 through 7.

Cards and Kids: Students learn about and model number sentences by acting them out. This activity should be extended to act out story problems that have the students as characters.

Addition/ Subtraction Pictures: A simple outdoor scene with a large tree and a pond is displayed on a chart, poster or SMARTBoard. The children draw the scene on construction paper while five counters are distributed to each student. Students then use the counters to model a story on the picture as the teacher tells it. Questioning includes such questions as, "How can you show how many ducks there are in all?" To vary the lesson, the counters may be used to show subtraction or how addition and subtraction are related. Different scenes may be used for additional lessons. (For more picture/scenario ideas, go to Glencoe Story Boards link, listed in the common Experiences section).

This task directly targets the following Common Core Standards: K.OA.1; K.OA.3; K.OA.5

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: add, plus, altogether, join, equals, whole, part, minus, subtract, take away, more, fewer

Resources: Math Trailblazers Grade K Teacher Resource Book, pp. 33-38
Resources: Math Trailblazers Grade K Teacher Resource Book, pp. 33-38
Windsor Binders: (1) Kindergarten Math and (2) Kindergarten Workstations and Small Group Activities

Significant task 3: Workstations and Small Group Activities

As described in the previous units, students may continue to engage in some of the familiar workstations and small group activities that are adjusted and repeated according to student needs and interest. In addition, they are introduced to new workstations and small group activities, such as:

Facts of Ten/Make 10: Students choose sets of two ten frame cards or two dot cards with a sum of ten.

Making Apple Ten Packs: Students find many ways to make a ten pack using red and yellow counters ("apples").

Bug Race Game: Children work in pairs to move "bugs" along a race course, based on the roll of one or two number cubes.

Domino Addition: Individually, or in partnerships, children look for dominoes with a sum of 0-10.

Unifix Towers: Students roll two dice and make a unifix cube tower to match the total, then draw a picture and/or write about their towers.

One More on the Ten Frame: Children place counters on a ten frame to show one more than the number card they drew from a stack of number cards.

Ten Frame Game of Fish: Students play a game of "Fish" where the object is to ask the other student(s) for a card that will add to his or hers to make a pair with a sum of ten.

Ten Frame Difference Challenge: Each student turns over a ten frame card and takes that many unifix cubes. The difference between the two numbers goes to the player with the largest number.

This task directly targets the following Common Core Standards: K.CC.3, K.OA.1, K.OA.3, K.OA.5

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: add, plus, altogether, join, equals, whole, part, minus, subtract, take away, more,
Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*
Math Trailblazers *Grade K Teacher Resource Book*, pp. 33-38

Read-Alouds/Literature Connections:
Walsh, Ellen Stoll, *Mouse Count*
Dee, Ruby, *Two Ways to Count to Ten: A Liberian Folktale*
Kubler, Annie *There Were Ten in the Bed*

Common learning experiences:

- Additional Materials for Math Meeting/Circle Time, Direct Instruction, Workstations and Small Groups are described in the Windsor Binders (1) *Kindergarten Math* and (2) *Workstations and Small Group Activities* and to be used on an as-needed basis.

- Re-Teaching and Enrichment: An additional 4-5 days is devoted to re-teaching and enrichment. Enrichment may include application of skills in problem solving, and extension of the numbers to those found in the next unit. Several Lessons that may be used for this purpose are described in the Windsor Binders (1) *Kindergarten Math* and (2) *Workstations and Small Group Activities* and to be used on an as-needed basis:

- Homework Calendars: Students complete 8 or more of the suggested activities at home per month. L:\Kindergarten\NEW! CCSS Homework Calendars

- *Math Links: Addition and Subtraction within 10 (Optional):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/6__Addition_and_Subtraction_wi
  1. Build A Train: Add or subtract cars to build your train. Add or subtract cars to build your train. Choose the calculator if you want to show the totals for each part.
  2. HM Counters : Use a two-number or part-part-whole mat to partition up to 10 counters. Choose the calculator if you want to show the totals for each part.
  3. Ten Frame Game. Use ten frames to help you count and add.
  4. Glencoe Story Boards: Select from a wide variety of game boards, story boards, workmats, and manipulatives

Common assessments including the end of unit summative assessment:
Unit 5 Exploring Addition and Subtraction within 10 Assessment

Teacher notes:

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

- Refer to Unit 1 for the structure of the kindergarten math period.

- Predictable misconceptions: It is common for students to confuse the (-) symbol and (+) symbol in equations and is not expected that students be able to master reading and writing equations in kindergarten. Rather, equations should be modeled and students should have opportunities to work toward reading and writing equations throughout the year. Additionally, students may come to think of the (=) symbol as meaning “the answer is…” rather than “the same as”. It is

important to communicate that the equals sign means “the same as” and to use it in a variety of situations. For example, (4 = 3 + 1), (2 + 2 = 3 + 1), (3 + 1 = 4).

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching concepts for the numbers 0-20 and addition and subtraction of the numbers 0-5. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. For example, one suggested lesson uses a show of fingers to represent numbers. Another has students arrange cards from 11-20 in increasing order from left to right. For students needing a challenge, the time can be used to lay the foundation for place value concepts for the numbers 11-20.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 6 Teen Numbers (11-19) and Counting to 100	Length of the unit: 4 weeks

Purpose of the Unit:

This unit is designed to provide opportunities for students to further develop skills from the previous units, while gaining foundations for place value by extending their work with the numbers 11-19 and counting to 100. In this unit, counting to 100 activities include counting forward beginning from any given number within the 0-100 sequence (instead of having to begin at 1).

Common Core State Standards Addressed in the unit:

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)

K.CC.1: Count to 100 by ones and by tens.

K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Big Ideas:	Essential Questions:
16. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted. 17. Numerals and operation symbols can be used to model problems. 18. Place value is based on groups of ten.	16. Why do we count? 17. How are numerals and symbols used? 18. What type of questions does adding and subtracting answer? 19. What are different ways to count?
Students will know:	Students will be able to:
23. last number name tells objects counted 24. number of objects is the same regardless of arrangement 25. number of objects is the same regardless of order 26. each successive number refers to a quantity that is one larger 27. addition as putting together and adding to, and subtraction as taking apart and taking from 28. numbers can be decomposed to represent place value	32. count objects 33. say numbers in order 34. pair each object with one number 35. compare (greater than, less than, equal to) groups of objects for 0-10 36. write numbers and represent number of objects with written numeral (0-20) 37. represent addition and subtraction (0-5) through drawings/pictures and/or informal expressions/equations 38. communicate the operations of addition and subtraction (0-5) through acting out problems and/or oral explanation 39. decompose and compose numbers through drawings and explanations (for example 15 is the same as 10+5)

Significant task 1: Math Meeting/ Circle Time

In this unit, students continue to engage in some of the activities used during Math Meeting/ Circle Time in previous units, with the purpose being to further develop addition, subtraction, and counting skills. The particular activities are chosen by the teacher from among the activities described in previous units. New activities, such as *Finish the Sequence,* (described in the common Learning Experiences section) may also be chosen to practice these skills.

Additionally, the Standard K.NBT.1 (*Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by*

a drawing or equation [e.g., 18 = 10 +]; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.) provides a new focus for this unit.

Daily routines, such as counting the number of students ordering a hot lunch, often lend themselves to counting teen numbers as described in the lessons from the *Direct Instruction section*. An attendance taking routine using ten frames on a SMARTBoard is another option. Prior to the Math Meeting/ Circle Time each day, perhaps as the students arrive at school, each child may drag a ten frame dot (or their name or picture) to a ten frame for recording attendance on the SMARTBoard. At Math Meeting/Circle Time, the attendance for the day is then counted together, paying special attention to whether there are ten ones and some further ones in the number of students who are present, and/or by using the counting on method described in the *Direct Instruction* section.

This task directly targets the following Common Core Standards: K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.OA.1, *K.CC.1, K.CC.2, K.CC.5, K.NBT.1*

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: ten, one/ones, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen
Resources:
Windsor Binders: (1) Kindergarten Math and (2) Kindergarten Workstations and Small Group Activities
Selected Read-Alouds, listed in the Common Learning Experiences section

Significant task 2: Direct Instruction

Adaptable Activities: As with the teaching of addition and subtraction concepts, direct instruction to develop a foundation for place value should occur within contexts, such as thematic units, everyday classroom experiences, and planning for school events. The adaptable activities listed below are based on this premise, and should be used over the course of this unit as the context for teaching, re-teaching, and reinforcing the concept of composing and decomposing teen numbers into ten ones and some further ones. Additional lessons are also included to extend the students' work with the numbers 11-19.

Purposeful Number Writing: Students are provided with opportunities to write numbers for a purpose. For example, they might have a question on a clipboard, and record the number of "yes" or "no" responses from their classmates. This activity may include two sets of ten frames for recording the responses. Discussion then focuses on the composition of the number of "yes" or "no" responses into a ten and some further ones, or using a counting on method for determining the numbers. Another lesson may focus on a different survey question having two possible responses.

Real Life Counting: The teacher creates situations where children are asked to count the number of items in a group of 11-19 things. Students then group those items into a set of ten and some further ones. For example, students might count how many snacks are needed for the class. Ten snacks might fit on a plate, with the further ones set aside on a napkin. Another situation might be to have students count how many counters are on a game board when a game is finished, then move the counters to a a set of ten frames. Inventories of 11-19 class supplies, such as pencils or envelopes, may also be taken, with each group of ten bundled or clipped together and the further ones left loose.

Determining Quantities: Children are provided with opportunities to look at a group of items to determine the quantity (e.g., children determine how many stories they see posted on their bulletin

board; children are encouraged to look ahead in a game to determine how many spots they need to move to win.)

Teens on the Ten Frame: Each student is given number cards (11-19), a blank ten frame work mat, and counters. Working with a partner, students are asked to place the set of number cards in order from 11-19. The students then use their counters to represent each number on the ten frames, record their work in a *Teens on the Ten Frame* book, and discuss their work. During this time the teacher guides discussion according to the students' needs and based upon this unit's Essential Questions. The *Teens on the Ten Frames* book has a page for each number, two blank ten frames, and the statement, "(11, 12, 13, 14, 15, 16, 17, 18, or 19) is one group of ten and ___ more." This lesson and book may be completed over a period of several days. Groups may be differentiated according to their pace and the numbers they are working on.

Tens and Ones with Unifix Cubes: Students are given unifix cubes and number cards. In partnerships, students take turns picking a number card and showing the number using trains of 10 and single unifix cubes. They are prompted to use a math talk sentence (My number is. 10 + ___ = ___) to describe their number to their partners. Students then record their work with a picture and number sentence and repeat with other number cards.

CCSS Activity 2 (How Many Dots): Children translate between dot patterns, ten frames, and numbers for the numbers 11-19. Using ten frame flash cards, students are first shown ten dots and asked to write down the number (10). Students are then shown the same card together with the card showing one dot. Children are told this number is the same as 10 + 1 and that they can count up to find 10 + 1. The teacher models counting up from 10 to 11, pointing at the dot as he or she counts. A few more pairs of cards are shown (10 card plus 2, 3, 4, 5, 6, 7, 8, 9). Students count up and write each number shown. As each number is discussed, the teacher writes an equation (10 + 2, for example) on the board. For more practice, students complete a page in which they count the number of dots in ten frames and write each number.

CCSS Activity 4 *(Show Numbers 11-19)*: In this lesson, students estimate the number of beans (or other items) in a jar using ten as a referent, then use the items to review the idea that the numbers 11 to 19 are 10 ones plus 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones. A jar of 10 items, and 7 loose items are shown. Students are asked how many items there are and encouraged to count on from 10 instead of 1 (11, 12, 13, 14, 15, 16, 17). This is repeated with a few other numbers, while for each example, the teacher writes 10 + the number on the board. Students are then asked how they might show a number, such as 14. (Jar of 10 items plus 4 loose items). This is repeated with other numbers of items. Then, for more practice using the concepts, children complete a page where they see jars of 10 beans and some loose beans along with number sentences to complete.

This task directly targets the following Common Core Standards: K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, *K.CC.1, K.CC.5, K.NBT.1*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: ten, one/ones, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen
Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

(3) *Math Protocols*
Selected Read-Alouds, listed in the Common Learning Experiences section

Significant task 3: Workstations and Small Group Activities

In this unit, students continue to work with workstations and small group activities to further develop addition, subtraction, and counting skills. These activities are now adjusted to include the concepts of this unit. The particular activities are chosen by the teacher from among the workstations and small group activities described in previous units. New activities, such as *Missing Number Game,* (described in the common Learning Experiences section) may also be chosen to practice these skills.

In addition, the activities below are designed to reinforce the new concepts of this unit, to help students gain a foundation for place value concepts.

Tens and ones with Unifix Cubes (See *Direct Instruction* section for procedure) *:* This activity may be used in differentiated workstations for extra practice once the skills are introduced. Students may focus on a small set of numbers, composed of the numbers they need to work with. For example, one group of students may work on the lower teen numbers (11-14) while another group uses cards for the numbers 15-19. For additional reinforcement where needed, students may build each number with counters on a ten frame workmat.

Fill the Frames: Students work with a partner and take turns to roll a die and count out a matching number of counters. Using a double ten frame workmat, the students place one counter in each space on the top frame of his or her workmat and state the number of counters on the workmat. The students continue to take turns rolling the die and placing counters on their ten frames until they both have filled all twenty spaces. Players then remove their counters and play again.

This task directly targets the following Common Core Standards: K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.OA.1, *K.CC.1, K.CC.2, K.CC.5, K.NBT.1*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: ten, one/ones, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen
Resources: Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

Common learning experiences:

- *Finish the Sequence:* Students finish a sequence starting with a random number (within 100), such as 5. The children stop counting when the sign is held up (or a signal is made) and count on when the sign is put down. This activity may be used for any sequence within 100.

- *Missing Number Game:* Students are given a set of number cards (0-20) and work with a partner to arrange the set of cards in order. Students then take turns to close their eyes while the partner removes one card and guesses the missing number. The students are prompted to use the math talk sentence, “I think ___ is missing because…”

- Additional Materials for Math Meeting/Circle Time, Direct Instruction, Workstations and Small Groups are described in the Windsor Binders (1) *Kindergarten Math* and (2) *Workstations and Small Group Activities* and to be used on an as-needed basis.

- Homework Calendars: Students complete 8 or more of the suggested activities at home per month. L:\Kindergarten\NEW! CCSS Homework Calendars

- *Math Links (Teen Numbers and Counting to 100):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/7a__Teen_Numbers__11-19_
  1. HM Connecting Cubes or Counters :Use the Connecting Cubes or counters and a ten-frame mat to show teen numbers as ten ones and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.
  2. Interactive Hundred Chart: Can you tell which numbers are covered?
  3. Splat Square 100 Chart: Interactive 100 chart splats paintballs with optional sound effects

- Read Alouds/Literature Connections:
  Braybrooks, Ann, *One Hundred and One Dalmations*
  Murphy, Stuart, *100 Days of Cool*
  Pinczes, Elinor, One Hundred Hungry Ants
  Slate, Joseph, *Miss Bindergarten Celebrates the 100th Day of Kindergarten*
  Walsh, Ellen Stoll, *Mouse Count*
  Dee, Ruby, *Two Ways to Count to Ten: A Liberian Folktale*
  Kubler, Annie, *Ten Little Monkeys: Jumping on the Bed*
  Bang, Molly, *Ten, Nine, Eight*
  Murphy, Stuart J., *More or Less*
  Falwell, Cathryn, *A Feast for Ten*

Common assessments including the end of unit summative assessment:
Unit 6 Teen Numbers (11-19) and Counting to 100 Assessment

Teacher notes:

- Process standards to highlight through instruction: model with mathematics, use appropriate tools strategically, look for and make use of structure, look for and express regularity in repeated reasoning.

- Refer to Unit 1 for the structure of the kindergarten math period.

- Differentiation: As students develop their skills in mathematics, they progress from having a concrete understanding of the concepts (where they depend upon manipulatives, such as counters or other items), to having an understanding of the visual representations (e.g., ten frame cards), to finally having a full grasp of abstract representations (e.g., equations). To

differentiate instruction, it is important to keep this continuum in mind, and to provide opportunities that are at the students' level of development. For example, if a lesson uses ten frame cards in general, some students will need to be provided with ten frame mats and counters so that they can actually build the number shown on a ten frame card. On the other hand, some students will be able to use ten frame cards with ease, and even generate and interpret number sentences on their own, such as 10 + 4 = 14.

- Predictable misconceptions: When referring to a group of ten ones, it is expected that kindergarten students often need to physically count each object in the group to determine that there are ten, even if the objects are organized into a ten frame (e.g. dots) or a ten train of connecting cubes. As students learn to instantly recognize that there are ten objects (e.g., dots in a ten frame), they are learning that there are "ten dots" or "ten ones," rather than "one ten".

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching early number skills for 0-20 and fluency of addition and subtraction facts within 0-5. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. For students ready for a challenge, the time can be used for grouping by tens and counting larger quantities within 100. If fluency of facts with 0-5 is mastered, then students should work toward the first grade skill of fluency within 0-10.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 7 Identify and Describe 2-D and 3-D Shapes	Length of the unit: 3 weeks
Purpose of the Unit: This unit is the first of two units on 2-D and 3-D shapes. In this first unit students will identify and describe shapes. In the next unit, students will also compare, analyze and compose shapes.	
Common Core State Standards Addressed in the unit: **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.**	

K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

K.G.2: Correctly name shapes regardless of their orientations or overall size.

K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").

Big Ideas:	Essential Questions:
19. Characteristics allow us to name and categorize shapes. 20. Two-dimensional shapes are flat – they have no height and cannot be filled/ have no volume. 21. Three-dimensional shapes have a height and therefore volume – they can be filled.	20. How are shapes the same and how are shapes different? 21. What makes a shape two-dimensional? 22. What makes a shape three-dimensional?
Students will know: a. names for shapes: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres b. terms/positions for shapes*: vertices or "corners", above, below, beside, in front of, behind,* and *next to*	Students will be able to: 1. say the names for shapes and describe relative positions 2. analyze/describe shapes by naming attributes of the shapes (ex: side lengths of the same size)

Significant task 1: Math Meeting/ Circle Time

Math Meeting / Circle Time continues to include routines for counting (such as attendance and/or lunch count on ten frames), activities to practice counting sequences within 100, problem solving, and occasional read-alouds pertaining to shapes. Calendar counting may include such activities as students using the calendar to determine how many days until (or since) a special event and explaining their strategies. Another option may be to have students record their responses to a survey question with two possible answers on a two-column table, with class discussion focusing on describing and interpreting the data.

Differentiation may occur at this time, through the tasks that particular students are assigned. For example, the whole group may be split into two smaller groups, each participating in a game of "BUZZ!" for counting sequences. One group may be working with sequences within 0-50 while another works within 50-100, depending on the students' needs. Thoughtful questioning may also be used to

accommodate individual needs during Math Meeting/Circle Time.

Additionally, opportunities are to be provided for students to apply new vocabulary about shapes and their place in space during the Math Meeting/ Circle Time of this unit. This may occur through discussion of read-alouds (See Common Learning Experiences section for a list of suggested read-alouds.), or review of the previous day's lesson. For example, after a lesson to teach the names of squares and/or rectangles, the teacher may ask students to think of a shape that has 4 corners, then turn and talk with a partner about examples of objects that have that shape. These examples may be found on the page of a picture book, in a collection of pattern blocks, pictures collected by students, photos taken on a shapes walk, or otherwise visible within the classroom.

This task directly targets the following Common Core Standards: K.G.1, K.G.4, K.G.5, *K.MD.3, K.G.2, K.G.3*

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: *above, below, beside, in front of, behind, next to, under, on, between, left, right,* squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, sides, corners, round
Resources: Selected read-alouds (See Common Experiences section)

Significant task 2: Direct Instruction

The foundation of Significant Task 2 is a set of lessons from the Math Trailblazers Program focused on two-dimensional and three-dimensional shapes. In general, the lessons are conducted whole-group, with students working in partnerships and/or flexible small groups to apply and practice the skills of each lesson.

The set begins with *Location, Location, Location,* which focuses on using terms such as *above, below, beside, in front of, behind,* and *next to*, to describe the locations of students relative to themselves and to other objects. In one activity, students play a version of *Simon Says*, using key vocabulary words in context. In another, students form a line and are asked questions about the relationship between objects in the room. For example, students might be asked, "Who is standing *next to* the door?"

Before the lesson, Exploring Two-Dimensional Shapes, a book about two-dimensional shapes, such as *Alphabet City*, by Stephen Johnson is read to the students, to introduce the idea that shapes are found in everyday surroundings. Students then look around the classroom for their own examples. As with the previous lesson, the teacher has the children focus on the properties or characteristics of the shapes. For example, the teacher may ask students to compare the shape of a window and a book, or the classroom door and a tabletop. As an option, the class may make their own shapes book by photographing shapes found in the classroom or outside.

The *Shapes on the Geoboard* lesson allows children to further identify and describe two-dimensional shapes and discuss their properties. In this lesson, students work in partnerships to make shapes on geoboards with rubber bands ("geobands") As the lesson begins, the teacher constructs a triangle on a virtual geoboard (see Common Learning Experiences section) and asks, "Why is this a triangle?" Students are then challenged to make triangles on their geoboards. Once the students are finished, students are asked to show their triangles to the class, and discuss their properties. Questions such as, "Are they both triangles?" about two triangles that do not look alike provide opportunities for students to carefully consider each shape's properties. This process is repeated with squares and rectangles.

Exploring Clay: After seeing how to roll a ball of clay out into a long rope (or "snake"), students are asked how they could use the ropes to make a shape that has three sides. Children then use the clay to make different shapes and designs out of shapes. If a student has difficulty starting with a triangle, the teacher may have the student start with a circle, a shape that may be more familiar and uses just one clay rope.

The next lesson, *Three-Dimensional Shapes*, has students identify and classify three-dimensional shapes, (focusing on cubes, cones, cylinders, and spheres) after exploring them in a variety of ways and sorting them according to their attributes. Before the activity, a collection of boxes and containers are collected from students. Students offer suggestions as to ways to sort the objects, such as by shape, size, contents, or the ability to be closed. These suggestions are written on cards so that children can physically separate the objects, grouping them around the titles. During a second activity, the teacher sorts the items by shape and introduces a set of geometric solids into the mix by asking, "Where should we put this?" and "Why?" for each shape. Here, it is important for children to focus on the properties of the shapes as they decide ways to sort them. (At this time, children may use informal names of the shapes, such as box or ball. A mathematical name is introduced only after the children show an understanding of the shape's properties). Flat sides, corners, and round sides are some of the properties children might mention.

This task directly targets the following Common Core Standards: K.G.1, K.G.4, K.G.5, *K.MD.3, K.G.2, K.G.3*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: *above, below, beside, in front of, behind, next to, under, on, between, left, right,* squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, sides, corners, round
Resources: Math Trailblazers pp. 159-165, 195-196, 354-356, 416-417
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities* (3) *Math Protocols*

Significant task 3: Workstations and Small Group Activities

As described in the previous units, students may continue to engage in some of the familiar workstations and small group activities that are adjusted and repeated according to student needs and interest. In addition, they are introduced to new workstations and small group activities, such as:

Shape Collage: Children cut geometric shapes out of construction paper and glue them onto a paper plate to make a picture or collage. Depending on individual abilities, differentiation may include using pre-cut shapes, cutting out shapes that have been drawn for the students, or using patterns for tracing prior to cutting.

Shape Spy Glass: Students make spy glasses for "spying" shapes by wrapping construction paper around paper towel tubes. Students may then use the spyglasses to find objects in the classroom that are squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, or spheres.

Build Sasha's House: In this game, students draw shapes that are house parts (according to the roll of a die and a number/shape chart) to create a drawing of Sasha's house The book, *The Maid and the Mouse and the Odd-shaped House,* by Paul O. Zelinsky may be read during Math Meeting/Circle Time prior to this activity.

Pattern Block Pictures: Students use pattern blocks to create pictures and designs and describe the relative positions of the pattern blocks using terms such as *above, below, beside, in front of, behind,* and *next to*.

This task directly targets the following Common Core Standards: K.G.1, K.G.4, K.G.5, *K.MD.3, K.G.2, K.G.3*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: *above, below, beside, in front of, behind, next to, under, on, between, left, right,* squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, sides, corners, round
Resources: Windsor Binder: *Kindergarten Workstations and Small Group Activities*

Common learning experiences:

Math Links: Shapes:
http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/4__Shapes
1. Glencoe Virtual Manipulatives: Choose: *Manipulatives: Attribute Blocks*, *Attribute Buttons*, *Geoboard/Bands* , or *Pattern Blocks*
2.NLVM Geoboard: Use virtual manipulatives to form shapes of various sizes and orientations
3. NLVM Pattern Blocks Use six common shapes for making designs and problem solving.
4. Shapes Puzzle :Arrange the shapes to form a mystery picture.

- Literature Connections:
  Dodds, Dayle Ann, *The Shape of Things*
  Elhert, Lois, *Color Zoo*
  Murphy, Stuart J., *Circus Shapes*
  Pluckrose, Henry, *Shape*
  Hoban, Tana, *Shapes, Shapes, Shapes*
  Thong, Roseanne, *Round is a Mooncake*
  Johnson, Stephen, *Alphabet City*

Common assessments including the end of unit summative assessment:
Unit 7 Identify and Describe 2-D and 3-D Shapes Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, look for and make use of structure.
- Refer to Unit 1 for the structure of the kindergarten math period.
- Differentiation: As students develop their familiarity with shapes, they move from requiring

direct experience with a concrete object having a particular shape, to being able to recognize visual representations, such as pictures of objects that have those shapes, and drawings of the shapes. For a child with beginning skills and vocabulary, it is important to continue to provide opportunities to interact with concrete materials, even as other students move toward working more directly with visual representations. Additionally, instruction may involve fewer shapes for students needing support, and additional shapes, such as the rhombus and trapezoid for students who are ready for a challenge. These principles may be applied to any of the significant tasks in this unit.

- Predictable misconceptions: Triangles and squares are often shown to students primarily resting on the base. As a result, students may not recognize them as the same shape when they are turned to rest on a corner. The geoboard and other handheld models provide good opportunities for exploring the idea that a triangle is a triangle no matter what its orientation. For example, the teacher may construct a triangle with a horizontal base, then, after turning the geoboard one-quarter turn, ask, "Is it still a triangle?" Why?"

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching early number skills for 0-20, fluency of addition and subtraction facts within 0-5, and exploration of addition and subtraction within 10. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. For students ready for a challenge, the time can be used to teach additional shapes and their properties.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 8 Compare, Analyze, and Compose 2-D and 3-D Shapes	Length of the unit: 3 weeks
Purpose of the Unit: This unit is the second of two units on 2-D and 3-D shapes. In the first unit students identified and described shapes. In this unit, students will also compare, analyze and compose shapes.	
Common Core State Standards Addressed in the unit: **K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.** **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.**	

K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.2: Correctly name shapes regardless of their orientations or overall size.

K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").

K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Big Ideas:	Essential Questions:
22. Characteristics allow us to name and categorize shapes. 23. Two-dimensional shapes are flat – they have no height and cannot be filled/ have no volume. 24. Three-dimensional shapes have a height and therefore volume – they can be filled.	23. How are shapes the same and how are shapes different? 24. What makes a shape two-dimensional? 25. What makes a shape three-dimensional?
Students will know: 1. names for shapes: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres 2. terms/positions for shapes*: vertices or "corners", above, below, beside, in front of, behind,* and *next to*	Students will be able to: 3. say the names for shapes and describe relative positions 4. analyze/describe shapes by naming attributes of the shapes (ex: side lengths of the same size) 5. compare/describe different shapes using attributes of the given shapes 6. build and draw a given shape with given attributes

Significant task 1: Math Meeting/ Circle Time

Math Meeting / Circle Time continues to include routines for counting (such as attendance and/or lunch count on ten frames), activities to practice counting sequences within 100, problem solving, and occasional read-alouds pertaining to shapes. Calendar counting may include such activities as students using the calendar to determine how many days until (or since) a special event and explaining their strategies. Another option may be to have students record their responses to a survey question with two possible answers on a two-column table, with class discussion focusing on describing and interpreting the data.

Additionally, opportunities are to be provided for students to apply new vocabulary about shapes and their place in space during the Math Meeting/ Circle Time of this unit. This may occur through discussion of read-alouds (See Common Learning Experiences section for a list of suggested read-alouds.), or review of the previous day's lesson. For example, after a lesson to teach students to compose shapes out of clay, students may be asked to sort their shapes according to their attributes.

This task directly targets the following Common Core Standards: K.MD.2, K.G.1, K.G.4, K.G.5, *K.G.2, K.G.3, K.G.6,*

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: *above, below, beside, in front of, behind, next to, under, on, between, left, right,* squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, sides, corners, round
Resources: Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

Significant task 2: Direct Instruction

The following lessons provide many opportunities for students to compare, analyze, and compose 2-D and 3-D shapes:

Same or Different: Students are asked to find another solid they think is the same shape as (or a different shape than) a solid held up by the teacher. In a subsequent activity, one child is asked to feel a shape that is hidden in a paper bag, and describe it to the other students, without looking at it. The class is then asked to decide if they can find a similar shape among the ones remaining. This activity may be repeated as needed during the unit, until students are able to compare and analyze 3-D shapes.

Composing Cracker Shapes: Students compose two-dimensional shapes by "eating" crackers into various shapes. For example, beginning with a square cracker, the students are asked, "What makes it a square?" Then the students are challenged to eat the square crackers into triangles or circles.

Shapes on the Geoboard: The teacher makes a square on one geoboard and a non-square rectangle on another. Students are then asked to compare the two shapes, looking for similarities and differences. It is acknowledged that a square is a special kind of rectangle. Students are then asked to make triangles, squares, and rectangles on a geoboard and to record their shapes on paper. (Although most young children will not be able to draw an accurate representation, many can capture some of the important features of the shape.) Students are also asked, "Can you make a circle on the geoboard?" and then, "Why not?" "What other shape(s) cannot be made?"

Connecting Three-Dimensional and Two-Dimensional Shapes: In this activity, children are provided with opportunities to see the relationship between three-dimensional and two-dimensional shapes by focusing on the construction of three-dimensional shapes. A document camera or overhead projector is used to create images of the faces of a cone, a cylinder, and a sphere. Each time, the students are asked which shape would cast a shadow like the one on the screen, and to explain their reasoning.

This task directly targets the following Common Core Standards: K.MD.2, K.G.1, K.G.4, K.G.5, *K.G.2, K.G.3, K.G.6,*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: *above, below, beside, in front of, behind, next to, under, on, between, left, right,* squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, sides, corners, round squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
Resources:
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities* (3) *Math Protocols*

Significant task 3: Workstations and Small Group Activities

As described in the previous units, students may continue to engage in some of the familiar workstations and small group activities that are adjusted and repeated according to student needs and interest. In addition, they are introduced to new workstations and small group activities, such as:

Pattern Block Barrier Game: Working in partnerships, students sit side by side with a divider standing between them. One player places one pattern block in each space of a 3 X 1 grid without letting the partner see his or her work, then tells the partner how to place pattern blocks to match the grid. The divider is then removed to see how closely the two grids match. To differentiate, players may be given only a few shapes of pattern blocks to use, or students may be challenged by including the rhombus and the trapezoid.

Pattern Block Pictures: Students use pattern blocks to create pictures and designs and describe them using positional language and the names of the shapes.

Position Words Game: The students are provided with a 3 x 3 grid in which to record their responses to directions given by the teacher. Each direction includes the name of a shape, as well as a positional word. This activity is flexible, so that different directions may be given to each small group, based on the vocabulary that the group is learning and/or practicing.

Shapes on the Geoboard: Students use rubber bands to make different shapes on their geoboards, then choose one of those shapes to record on dot paper and to write about.

Exploring Pattern Block Shapes: Children suggest ways to sort pattern blocks, such as by the number of sides, number of corners, or shapes. Labels are made for the categories. Shapes are held in various positions to see, for example, that a square remains a square, even if it rests on one of its corners.

Shape Sort: Students work in partnerships to sort shape cards into the following groups: squares, triangles, hexagons, and rectangles. Students then draw a picture to show how they sorted the shape cards.

This task directly targets the following Common Core Standards: K.MD.2, K.G.1, K.G.4, K.G.5, *K.G.2, K.G.3, K.G.6,*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: *above, below, beside, in front of, behind, next to, under, on, between, left, right,* squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, sides, corners,

round
Resources: Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

Common learning experiences:

Math Links (Working with Shapes):

- http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Pre-K_-_Kindergarten/Mathematics/Math_Links/Kindergarten/8__Working_with_Shapes
  1. Glencoe Virtual Manipulatives : Choose: Manipulatives: Geoboard/Bands or Pattern Blocks; Form larger shapes from simple shapes. For example, join two triangles to make a rectangle or square. Compare the heights of two rectangles and describe one rectangle as taller/shorter.
  2. NLVM Geoboard: Another Geoboard option. See above for suggestions.
  3. Longer/Shorter : Compare lengths of shapes.
  4. Shapes Puzzle : Arrange the shapes to form a mystery picture.

- Literature Connections:
  Dodds, Dayle Ann, *The Shape of Things*
  Elhert, Lois, *Color Zoo*
  Murphy, Stuart J., *Circus Shapes*
  Pluckrose, Henry, *Shape*
  Hoban, Tana, *Shapes, Shapes, Shapes*
  Thong, Roseanne, *Round is a Mooncake*
  Johnson, Stephen, *Alphabet City*

Common assessments including the end of unit summative assessment:
Unit 8 Compare, Analyze, and Compose 2-D and 3-D Shapes Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, look for and make use of structure.

- Refer to Unit 1 for the structure of the kindergarten math period.

- Differentiation: As students develop their familiarity with shapes, they move from requiring direct experience with a concrete object having a particular shape, to being able to recognize visual representations, such as pictures of objects that have those shapes, and drawings of the shapes. For a child with beginning skills and vocabulary, it is important to continue to provide opportunities to interact with concrete materials, even as other students move toward working more directly with visual representations. Additionally, instruction may involve fewer shapes for students needing support, and additional shapes, such as the rhombus and trapezoid for

students who are ready for a challenge. These principles may be applied to any of the significant tasks in this unit.

- Predictable misconceptions: Triangles and squares are often shown to students primarily resting on the base. As a result, students may not recognize them as the same shape when they are turned to rest on a corner. The geoboard and other handheld models provide good opportunities for exploring the idea that a triangle is a triangle no matter what its orientation. For example, the teacher may construct a triangle with a horizontal base, then, after turning the geoboard one-quarter turn, ask, "Is it still a triangle?" Why?"

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching early number skills for 0-20, fluency of addition and subtraction facts within 0-5, and exploration of addition and subtraction within 10. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. Additionally, further time may need to be devoted to teaching some students the names of shapes and their properties. For students ready for a challenge, the time can be used to teach additional shapes and their properties, such as the rhombus and trapezoid, and to compare, analyze and compose these shapes.

Windsor Public Schools
Curriculum Map for the Elementary Level
Kindergarten Mathematics

Purpose of the Course (from CCSS): In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Name of the Unit: Unit 9: Measurement by Direct Comparison	Length of the unit: 4 weeks

Purpose of the Unit: This is the final unit of the year and reinforces all of the units preceding it. In this unit students classify objects into categories and compare objects having measurable attributes in common.

Common Core State Standards Addressed in the unit:

K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Big Ideas: 25. Measurements can be quantified using standard measures or common objects. 26. When comparing two objects you need to use a common or standard unit of measure.	Essential Questions: 26. Why do we measure objects? 27. How can we measure objects? 28. How can we compare objects using measurements?
Students will know: 29. measurement is quantitative data 30. length measures distance or heights 31. mass measures weight 32. when comparing two objects you need to use a standard measure or common objects	Students will be able to: 40. collect measurement data to describe heights, distance, or weights 41. compare two objects using a standard or common unit of measure

Significant task 1: Math Meeting/ Circle Time

Math Meeting / Circle Time continues to include routines for counting (such as attendance and/or lunch count on ten frames), activities to practice counting sequences within 100, problem solving, and shapes. Calendar counting may include such activities as students using the calendar to determine how many days until (or since) a special event and explaining their strategies. Another option may be to have students graph their responses to a survey question. For example, after reading a book about trains, such as *Trains,* by Gail Gibbons, and prior to the direct instruction of the lesson *Building Cube Trains,* students complete a survey about whether or not they have traveled on a train by writing their names on self-adhesive notes and placing them above the "yes" or "no" column heading of a graph. Class discussion then focuses on describing and interpreting the data.

Additionally, opportunities are provided for students to apply new vocabulary about measurement by direct comparison during the Math Meeting/ Circle Time of this unit. This may occur through discussion of read-alouds (See Common Learning Experiences section for a list of suggested read-alouds.), or review of the previous day's lesson. For example, the day after a lesson to teach students to compare lengths, students may be asked to sort objects into such categories as *longer than (10 connected cubes)* and *shorter than (10 connected cubes)* during Math Meeting/ Circle Time.

This task directly targets the following Common Core Standards: K.MD.2, *K.MD.1, K.MD.3*

Timeline: Daily, throughout the duration of the unit for about ten minutes each day.
Key vocabulary: biggest, close to, compare, heavy, height, light, longer, longer than, longest, measure, same, shorter than, shortest, size, smallest, taller, weigh, weight
Resources:
Math Trailblazers, pp. 163-168, 219-226, 261-262, 291, 323-325, 521-523, 435-436, 503-504, 523-526
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

Significant task 2: Direct Instruction

The following lessons provide many opportunities for students to classify objects into categories and compare objects having measurable attributes in common.

As Tall as a ___: In this lesson, the students compare their heights to a cutout of an object (or character). A cutout of a large pencil is provided for the activity, but can be substituted for another object or character. Before the activity, the teacher prepares a representation of the object that is about as tall as the average height of the children in the class, so that some children will fall into each of three categories (*shorter than, same height as, taller than).* Children first estimate whether they are shorter than, taller than, or about the same height as the object. The results are then sorted, recorded on a graph, and interpreted by the students.

Height Comparisons (How Tall is that Box?): After a Book is read (See Common Experiences section) to set the stage, the students are led to talk about comparisons in the book. Next, they are led to focus on taller/shorter comparisons in the children's families. The children use their own language to describe the differences they see. Ten to twelve similarly shaped objects, such as boxes or bottles, are then lined up for comparison. The teacher works with the students, who use a variety of strategies, to place the objects in order from shortest to tallest.

What is Tall? What is Short?: Children compare their heights to the heights of other objects and complete the pages of two books: (1) *What is Tall?,* and (2) "*What is Short?"* On each page the students compare themselves to one object, complete two sentences about these comparisons, and draw corresponding pictures.

Longer, Shorter, or the Same: Lengths of ribbon or yarn are used for comparing lengths in this lesson. Students first predict which piece of yarn will be longer, then compare the two to find out. Students learn to match the ends of the ribbon in order to accurately compare their lengths. The process is repeated for several pieces of yarn as two, then three pieces are compared at a time. Students sort and label the lengths, using labels for *longer, shorter, the same, longest* and *shortest.*

Length Comparisons (Longer, Shorter, or Close To)
Children compare the lengths of objects to a train made of six connecting cubes, using the terms longer, shorter, and close to the same length. They are asked to find two objects that are longer, two objects that are shorter, and two objects that are close to the same length.

Teddy Bear Line-Up (Measuring Stuffed animals) Prior to this lesson, students are asked to bring a favorite stuffed animal from home and to make a 30-link chain of connecting links. Each chain is made of alternating 10 of one color with 10 of another color, to facilitate counting by tens. Students are then shown how to measure an object with the chain stretched so there is no slack. As they measure several objects with the chain, they are encouraged to use the 10-link increments to count by tens. Children then work in partnerships to measure their stuffed animals, record the measurements, and "break" the chains to the correct lengths. Finally, children work in small groups to arrange their chain lengths in order from shortest to longest.

Weighing In (A Weight Sort): Students compare, sort and order an assortment of objects according to their weight, initially by hand and later by using a two-pan balance. As the lesson begins, the class suggests ways to sort the objects, such as by size, material, or shape. It is then suggested the objects be sorted by weight into the categories of *light* and *heavy*. Next, the objects within the *heavy* category are

arranged in order from lightest to heaviest as children estimate which object is heavier by holding one object in each hand. Once the order is established, the two-pan balance is introduced and demonstrated. A group of students then uses the balance to compare and order the heavy objects by weight. This process is repeated with a new group of students comparing on the balance the objects that were categorized as *light*.

Cube Trains (Train Travel Graph and *Building Cube Trains)* : In this lesson, students complete a survey about whether or not they have traveled on a train by writing their names on a self-adhesive notes and placing them above the "yes" or "no" column heading of a graph. Class discussion then focuses on describing and interpreting the data. The next part uses a book about trains (that has been previously read to the students) to show pictures of trains with more than one car. Children are asked to build cube trains that show how many cars they see on each train. After completing several trains, the students are led to compare their lengths.

Comparing the Weights of Toy Vehicles: In this lesson, students explore the relationship between weight and size as they compare the weights of toy vehicles. An important concept for this activity is that one cannot determine an object's weight by its size. For example, a small steel vehicle may be heavier and weigh more than a large plastic bus. To enrich this lesson, connecting cubes, instead of another vehicle, may be used on one side of the balance. Students then work to determine how many cubes will balance each vehicle and discuss their findings.

What is Heavy? What is Light? Children make comparison between their weights and the weights of other objects to complete the pages of two books: (1) *What is Heavy?,* and (2) "*What is Light?* On each page the students compare themselves to an object, complete two sentences describing the comparisons, draw corresponding pictures.

This task directly targets the following Common Core Standards: K.MD.2, *K.MD.1, K.MD.3*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: biggest, close to, compare, heavy, height, light, longer, longer than, longest, measure, same, shorter than, shortest, size, smallest, taller, weigh, weight
Resources:
Math Trailblazers, pp. 163-168, 219-226, 261-262, 291, 323-325, 521-523, 435-436, 503-504, 523-526
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities* (3) *Math Protocols*

Significant task 3: Workstations and Small Group Activities

As described in the previous units, students may continue to engage in some of the familiar workstations and small group activities that are adjusted and repeated according to student needs and interest. In addition, they are introduced to new workstations and small group activities, such as:

Vehicle Sort: Students sort and classify toy vehicles according to variables they suggest, such as color, purpose, or size. After discussion of these variables, the 15-20 vehicles are placed at a workstation or used in small groups for sorting.

Longer or Shorter?: Students measure objects by comparing them to a train of 10 cubes (a "10 train")

and sort them into two groups: (1) Things that are longer than my 10 train and (2) things that are shorter than my 10 train.

Grab and Measure: This activity may be used for students needing further practice with vocabulary and/or determining whether an object is longer or shorter. Each student grabs a handful of connecting cubes of one color, and a handful of another color. Trains of each color are made and compared by length. Given a sheet showing two empty trains, side by side, students color in the number of cubes in each train, then circle the longer (or shorter) train. A variation of this activity is to construct several trains, then put them in order from shortest to longest.

This task directly targets the following Common Core Standards: K.MD.2, *K.MD.1, K.MD.3*

Timeline: Together, direct instruction and workstations take place daily during the unit for about 50 minutes a day.
Key vocabulary: biggest, close to, compare, heavy, height, light, longer, longer than, longest, measure, same, shorter than, shortest, size, smallest, taller, weigh, weight
Resources:
Math Trailblazers, pp. 163-168, 219-226, 261-262, 291, 323-325, 521-523, 435-436, 503-504, 523-526
Windsor Binders: (1) *Kindergarten Math* and (2) *Kindergarten Workstations and Small Group Activities*

Common learning experiences:
On Core Mathematics lessons 70-72

- *Math Links (Measurement):*
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/PreK__Kindergarten/Mathematics/Math_Links/Kindergarten/9__Measurement
  1. Longer/Shorter: Compare objects to see which is longer or shorter.
  2. Measuring Up: Describe measurable attributes with Clifford.

- Literature Connections:
  Amato, William, *Math in the Car*
  Bailey, Donna, *Planes*
  Crews, Donald, *Freight Train*
  Crews, Donald, *School Bus*
  Peet, Bill, *The Caboose Who Got Loose*
  Gibbons, Gail, *Trains*
  Rockwell, Anne, *Cars*
  Rockwell, Anne,*Trains*
  Rockwell, Anne,*Trucks*
  Murphy, Stuart J., *Best Bug Parade*
  Hill, Sandi, *Barnyard Math with Farmer Fred*
  Hoban, Tana, *Is it Larger? Is it Smaller?*
  Kellogg, Steven, *Much Bigger Than Marvin*
  Murphy, Stuart J*., Bug Dance*

Common assessments including the end of unit summative assessment:

Unit 9: Measurement by Direct Comparison Assessment

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, creating a viable argument and critiquing the reasoning of others.

- Refer to Unit 1 for the structure of the kindergarten math period.

- Predictable misconceptions: Students often have difficulty understanding that objects must be matched up at one end in order to measure length. They may think that an object is longer when in fact, neither end of the objects are in line with each other.

- Targeted Learning: During this unit Targeted Instruction time can be focused on re-teaching early number skills for 0-20, fluency of addition and subtraction facts within 0-5, and exploration of addition and subtraction within 10. The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills. Additionally, further time may need to be devoted to teaching some students the names of shapes and their properties, and to compose, compare, and analyze shapes. For students ready for a challenge, the time can be used to teach children to compare lengths using non-standard units of measure.

Grade: First Grade **Unit 1**	**Genre: Fiction and Fairy Tales** **Theme: Building a Reading Community and Retelling stories.**
Big Ideas	**Essential Questions**
▪ Readers read and discuss books ▪ All stories have certain elements ▪ Authors write with a purpose	▪ What is a reading community? ▪ How is every story the same? ▪ Why do authors write stories?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will *know* and be able to *do*:**
1. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)	▪ Ask questions ▪ Answer questions ▪ Gather additional information ▪ It is important to listen ▪ What to do when they do not understand what someone has said
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)	▪ Why it is important to remember
3. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)	▪ Describe people, place, things, events ▪ What make a detail relevant ▪ Express ideas and feelings clearly
Comprehension Standards addressed in this unit: **(Reading for Literature/Information Skills)**	**The students will *know* and be able to *do*:**
1. Read grade level prose with accuracy and understanding. (1.RL.10)	▪ Understand and use rituals and routines of Reader's Workshop ▪ Practice and demonstrate an understanding of the classroom routines for a successful reader's workshop. ▪ Practice and demonstrate an understanding of the classroom rituals explicitly taught for reader's workshop.
2. Retell stories, including key details and demonstrate understanding of their central message or lesson	▪ Understand and identify the major characteristics of fiction texts in order to retell stories using story elements; including characters, setting, problem, solution and key details in sequence. ▪ Understand and identify the major characteristics of fairy tales. ▪ Illustrate and add details in a story to describe its characters, setting and events. ▪ Describe characters, settings, and major events in a story, using key details. ▪ Identify the elements of the fairy tale genre ▪ Identify who is telling the story at various points in a text. ▪ Identify the author's purpose, message or lesson for writing the story orally or in written form. ▪
Reading Foundation Standards addressed in this unit: **(Print Concepts, Phonological Awareness, Phonics, Fluency, Vocabulary)**	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of the organization and basic features of print. (1.RF1)	▪ Recognize the features of a sentence. ▪ Scan pages from top to bottom and left to right. ▪ Recognize high frequency words in continuous texts ▪ Understand that print conveys meaning

2. Demonstrate understanding of spoken words, syllables and sounds. (1.RF.2)	▪ Orally produce single-syllable words by blending sounds, including cvc and consonant blends. (teacher says "/c/-/a/-/t/", student blends the sounds to say "cat") ▪ Segment spoken single-syllable words into their complete sequence of individual sounds. (teacher says "bug", student segments "/b/-/u/-/g/") ▪ Distinguish long from short vowel sounds in spoken single-syllable words. (bit/bite) ▪ Isolate and pronounce the initial, medial vowel, and final sounds in spoken single-syllable words. (Teacher says a word; "dig", student identifies that /g/ is the final sound. Repeat with beginning and medial parts of the word.)
3. Know and apply grade-level phonics and word analysis skills in decoding words. 4. (1.RF.3)	▪ Decode regularly spelled one-syllable words. (cvc and vcc words-sit, dog, cat, bell, hill, mess) ▪ Know the spelling-sound correspondences for common consonant digraphs. (two letters that represent one sound—ch, th, sh, wh) ▪ Read words with inflectional endings (-s, -es, -ed, -ing)
5. Read with sufficient accuracy and fluency to support comprehension. (1.RF.4)	▪ Master the reading High Frequency Words with automaticity. (refer to grade level goal for Fall in Language Arts binder) ▪ Read independent-leveled text orally with accuracy, appropriate rate and expression in a manner that sounds like natural speech while attending to punctuation. ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Significant Tasks

Significant Task 1 – Rituals and Routines (10-15 days)
Big Idea: We are a reading community
Essential Question: What is a reading community?

Teacher provides direct and explicit instruction in the rituals and routines of Reader's Workshop. (See Reader's Workshop Lessons – 1st grade) Students will demonstrate knowledge through asking and answering questions, role playing and creating charts that describe expectations for workshop. Students should begin working with partners and reading independently right away. Build on Kindergarten expectations to help facilitate a smooth transition. Teachers formally assess student success through anecdotal notes

Vocabulary: community, who, what, when, where, why, ritual, routine

Significant Task 2 – Understanding Story Elements (7-10 days)
Big Idea: All stories have certain elements
Essential Question: What do all stories have in common?

Using familiar fairy tales introduced during the rituals and routines, develop whole class understanding of common story elements including characters, setting and plot events. Using familiar texts, with the whole class model drawing a picture of a character and writing 3-5 sentences about the character. Teachers continue model thinking about the setting in a shared story, draw a picture and write 3-5 sentences about the setting. Continue to model how readers think about the plot events and draw/write them in sequence. Guided practice should include student participation in writing sentences and suggesting elements of the pictures. With partners and independently, students complete similar tasks with "just right" books when appropriate. Students receive additional instruction in cohesive ties as a way to connect the ideas/events in stories.

Using the familiar stories read throughout the unit, create a matrix where the teacher models making comparisons between common story elements. Teachers compare elements of fairy tales and stories. (See comparison lesson series) Students create a my story elements book for their "just right" book or student create a comparison matrix for several independent reading books or books read aloud.

Vocabulary: characters, setting, plot events, sequence, first, next, then, last, finally

Significant Task 3 – Author's Write with Purpose (5-7 days)
Big Idea: Writes write with a purpose
Essential Question: Why do authors write stories?

The teacher will spend several days reading aloud various stories highlighting the stories purpose. Through guided practice students work together with the teacher to identify the purpose of a particular text.

Grade: First Grade **Unit 2**	**Genre: Nonfiction** **Theme: Main Idea and Key Details**
Big Ideas	**Essential Questions**
▪ Nonfiction texts have main ideas and key details ▪ Readers use text features purposeful	▪ How do authors write nonfiction? ▪ How do we use text features?

Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will *know* and be able to *do*:**
1. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)	▪ It is important to listen ▪ The definition of a question ▪ The definition of an answer ▪ What to do when they do not understand what someone has said ▪ Ask questions ▪ Answer questions ▪ Question words ▪ Gather additional information ▪ Solve problems independently
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)	▪ Why it is important to remember
3. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)	▪ Describe people, place, things, events ▪ What make a detail relevant ▪ Express ideas and feelings clearly
Comprehension Standards addressed in this unit: **(Reading for Literature/Information Skills)**	**The students will *know* and be able to *do*:**
1. Know and use various nonfiction text features to locate key facts or information in a text. (1.RI.5)	▪ Identify nonfiction text features and their purpose (table of contents, glossary, bold words, pictures/captions, labels, maps, diagrams, charts, graphs, index, and headings). ▪ Compare and contrast fiction verses nonfiction by identifying basic similarities and differences between two texts on the same topic.
2. Identify the main topic and retell the key details in a text. (1.RI.2)	▪ Activate prior knowledge by determining their schema about a topic before reading (KWL chart). ▪ Notice, acquire and identify new information while reading a text. ▪ Revisit initial understandings (schema) about a topic to add new knowledge and adjust any misunderstandings. (KWL chart)
3. Ask and answer questions about key details in a	▪ Ask and answer questions, e.g. “who”, “what”,

text. (1.RI.1)	"when", "where", "why" and "how" questions about key details in a nonfiction text. ▪ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Reading Foundation Standards addressed in this unit: **(Print Concepts, Phonological Awareness, Phonics, Fluency, Vocabulary)**	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of the organization and basic features of print. (1.RF.1)	*Continue from unit 1 as needed. ▪ *Recognize the features of a sentence.* ▪ *Scan pages from top to bottom and left to right.* ▪ *Recognize high frequency words in continuous texts* ▪ *Understand that print conveys meaning*
2. Demonstrate understanding of spoken words, syllables and sounds. (1.RF.2)	*Continue from unit 1 as needed. ▪ *Orally produce single-syllable words by blending sounds, including cvc and consonant blends. (teacher says "/c/-/a/-/t/", student blends the sounds to say "cat")* ▪ *Segment spoken single-syllable words into their complete sequence of individual sounds. (teacher says "bug", student segments "/b/-/u/-/g/")* ▪ *Distinguish long from short vowel sounds in spoken single-syllable words. (bit/bite)* ▪ *Isolate and pronounce the initial, medial vowel, and final sounds in spoken single-syllable words. (Teacher says a word; "dig", student identifies that /g/ is the final sound. Repeat with beginning and medial parts of the word.)*
3. Know and apply grade-level phonics and word analysis skills in decoding words. (1.RF.3)	▪ Know and decode final –e words for representing a long vowel sound. ▪ Know and decode common vowel team conventions for representing long vowel sounds (ai, ay, ee, ea, oa, oe). ▪ Know and decode vowel dipthongs (oi, oy, ow, ou).
4. Read with sufficient accuracy and fluency to support comprehension. (1.RF.4)	▪ Master High Frequency Words with automaticity. (refer to grade level goal for Fall in Language Arts binder) ▪ Read independent-leveled text orally with accuracy, appropriate rate and expression in a manner that sounds like natural speech while attending to punctuation. ▪ Use context to confirm or self-correct word recognition and understanding, rereading as

	necessary.

Significant Tasks

Significant Task 1 (7-10 days)
Big Idea: Readers use text features purposefully
Essential Question: How do text features help readers?

Teacher introduces each nonfiction text feature and its purpose to students through whole class mini lessons. Through guided practice, students work with the teacher and each other to identify text features in shared reading. Students identify the text feature in their independent reading and record in reader's notebook/post-it. After all text features have been introduced and practiced, students will apply/identify all text features through a scavenger hunt. After having read or read aloud a fiction and nonfiction book about the same topic, compare and contrast a fiction vs. nonfiction book using a graphic organizer.

-an example: fiction book-Stellaluna, nonfiction about bats

Vocabulary: (all text features, science content-based vocabulary)

Significant Task 2 (5-7 days)
Big Idea: Readers look for main ideas and key details
Essentials: How do readers read nonfiction texts?

Students write on sticky notes their schema (what they already know or think they know) about a topic and place it on a large class file folder. (teacher makes a schema file folder on chart paper and puts the topic on the tab) The teacher will model how to identify the main idea by identifying what the story is mostly about and identify key details (facts) that support the main idea. Teacher will model and provide students with a main idea/key details graphic organizer.
Using a different colored sticky note students revisit initial schema chart and clarify understanding. Students add new information learned after reading. Through independent practice students will also activate their schema and identify main idea and details of "just right" books. Students participate in an informal conversation about a text read together or independently using a graphic organizer as a resource when needed.

Vocabulary: schema, main idea, details

Grade: First Grade **Unit 3**	**Genre: Biography** **Theme: Main Idea and Compare/Contrast**
Big Ideas	**Essential Questions**
▪ Readers learn important information ▪ Readers develop new ideas from texts ▪ Readers use what they know to learn and confirm new learning	▪ What do readers learn while reading a Biography? ▪ Why are the characteristics of a genre important? ▪ How do readers compare texts?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will *know* and be able to *do*:**
1. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.SL.5)	▪ Drawings and graphics enhance understanding
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (1.L.4)	▪ Unknown words can often be solved using prior knowledge ▪ Strategies for solving unknown words ▪ Determine or clarify meaning of unknown words
Comprehension Standards addressed in this unit: **(Reading for Literature/Information Skills)**	**The students will *know* and be able to *do*:**
1. Read prose an poetry of appropriate complexity for grade. (1.RI.10)	▪ Define and identify the characteristics of a biography. ▪ Define a biography as a story of a real person's life who has accomplished something of interest ▪ Identify the elements/characteristics of a biography.
2. Identify the main topic and identify key details of a biography. (1.RI.2)	▪ Determine why a biography was written about a person.
3. Identify basic similarities in and differences between two individuals (ex. events in their lives that shaped them, ideas they had or interests) from biographies. (1.RI.9)	▪ Compare and contrast the lives of two different people after reading their Biography.
Reading Foundation Standards addressed in this unit: **(Print Concepts, Phonological Awareness, Phonics, Fluency, Vocabulary)**	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of the organization and basic features of print. (1.RF.1)	*Continue from unit 1 as needed. ▪ *Recognize the features of a sentence.* ▪ *Scan pages from top to bottom and left to right.* ▪ *Recognize high frequency words in continuous texts* ▪ *Understand that print conveys meaning*
2. Demonstrate understanding of spoken words, syllables and sounds. (1.RF.2)	*Continue from unit 1 as needed. ▪ *Orally produce single-syllable words by blending sounds, including cvc and consonant blends. (teacher says "/c/-/a/-/t/", student blends the sounds to say "cat")* ▪ *Segment spoken single-syllable words into their complete sequence of individual sounds. (teacher says "bug", student segments "/b/-/u/-/g/")* ▪ *Distinguish long from short vowel sounds in spoken single-syllable words. (bit/bite)* ▪ *Isolate and pronounce the initial, medial vowel, and final sounds in spoken single-syllable words.*

	(Teacher says a word; "dig", student identifies that /g/ is the final sound. Repeat with beginning and medial parts of the word.)
3. Know and apply grade-level phonics and word analysis skills in decoding words. (1.RF.3)	▪ Know and decode words with r-control vowels (er, ir, ur, or, ar). ▪ Know and decode words with beginning and ending blends (l, r, s blends)
4. Read with sufficient accuracy and fluency to support comprehension. (1.RF.4)	▪ Master the reading High Frequency Words with automaticity. (refer to grade level goal for Winter in Language Arts binder) ▪ Read independent-leveled text orally with accuracy, appropriate rate and expression in a manner that sounds like natural speech while attending to punctuation. ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ▪ Read grade-level text with purpose and understanding.

Significant Tasks

Significant Task 1 – Important people and biographies (5-7 days)

Big Idea: Readers learn important information
Essential Question: What do readers learn from biographies?

The unit begins by exploring how subjects are selected for a biography. Through whole class read alouds, the teacher reads both print text and electronic versions of biographies. The teacher models noticing important information about the subjects in the biography. Guided practice and independent practice consist of collaboratively identifying the important details about the subject in the text being read aloud. This is done to show students a biography is about a person who has accomplished something important. Teachers continue with whole class instruction on the characteristics of a biography: one subject/person, organized chronologically, setting, style, tone. As a whole class and through guided practice teachers model how understanding and using texts features find and use important information. Teachers conduct an informal assessment of student understanding of biographies through teacher conferences.

Vocabulary: biography, subject, important/key, characteristics, chronological, setting, style, tone

Significant Task 2 – The Main Idea (5-7 days)

Big Idea: Readers learn important information
Essential Question: What do readers learn from biographies?

Students review nonfiction text features as appropriate to biographies (table of contents, headings, title, pictures/captions, map). The teacher models how to identify the main accomplishment of a person with supporting details. (use graphic organizers resource below) Depending on the biography, teachers may introduce a cause and effect graphic organizer as another structure to represent a main idea and key detail structure. Through guided practice students complete various main idea and key details graphic organizers (choice/participation) together to highlight the main accomplishment of various biographical subjects along with any supporting or key details. The teacher makes clear connections between how the main accomplishment is supported by key details in the text. Students complete a biography book report using a differentiated graphic organizer; (based on independent reading level) using evidence from the text to support written responses.

Vocabulary: accomplishment, main idea, key,

Significant Task 3 – Making Comparisons to Draw Conclusions (w/opinion writing) (7-10 Days)

Big Idea: Readers learn novel ideas
Essential Question: What do readers learn from reading biographies?

Teacher will read at least two different biographies about people who have had like circumstances. These biographies should reflect grade level or above texts. Use text dependent questions to model comprehension of texts.

-two presidents
-two scientists
-two actors/actresses
-two athletes

The teacher will provide instruction in how to complete and use a graphic organizer (venn diagram or T-chart) to chart the similarities and differences of the two people. The teacher will model making comparisons and drawing conclusions. For example, if both athletes practiced for many hours to become good at their sport, the conclusion might be to get good at a sport you have to practice a lot. However, if two presidents were from different political parties, a conclusion might be that it doesn't matter what your political party is, you can still be president. This pushes students to use specific evidence from the text to draw conclusions and develop opinions. Use both whole class and For guided practice students work with partners to draw novel comparisons and conclusions about texts they are reading together. Assessment: Students can write an opinion piece, using the compare and contrast format, comparing themselves to Ruby Bridges. Students draw at least two conclusions. (ex. both first graders, go to school by herself and go to school with a class…what do the students think about this is the conclusion they will draw)

Vocabulary: compare, contrast, graphic organizer, conclusion, idea, novel

Grade: First Grade **Unit 4**	**Genre: Poetry** **Theme: Visualizing using descriptive language and identifying key details**
Big Ideas	**Essential Questions**
▪ Poetry communicates stories, images, feelings, and ideas. ▪ Poetry has distinct and unique features that distinguish it from other genres. ▪ Poems use descriptive language and specific word choice ▪ Poets write to communicates stories and ideas. ▪ Readers read poems closely for meaning	▪ What is poetry? ▪ How do poems differ from other genres? ▪ How do poems communicate stories, images, feelings, and ideas? ▪ Why do authors write poems? ▪ How do readers approach poetry?
(Speaking & Listening/Language Standard)	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (1.L.5)	▪ The difference between figurative and literal language ▪ Identify figurative language in text ▪ Explain why an author would use specific language
2. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)	▪ Understand the difference between people, place, things, and events ▪ Describe people, places, things and events ▪ Use relevant details ▪ Express ideas and feelings clearly
Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will *know* and be able to *do*:**
1. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1.RL.2)	▪ Define poetry as a unique way to communicate about and describe: stories, images, feelings and ideas. ▪ Identify the characteristics of the elements in poetry. ▪ Identify the author's purpose.
2. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	▪ Visualize a poem using descriptive language.
Reading Foundation Standards addressed in this unit: (Print Concepts, Phonological Awareness, Phonics, Fluency, Vocabulary)	**The students will *know* and be able to *do*:**
1. Demonstrate understanding of the organization and basic features of print. (1.RF.1)	*Continue from unit 1 as needed. ▪ *Recognize the features of a sentence.* ▪ *Scan pages from top to bottom and left to right.* ▪ *Recognize high frequency words in continuous texts* ▪ *Understand that print conveys meaning*
2. Demonstrate understanding of spoken words, syllables and sounds. (1.RF.2)	*Continue from unit 1 as needed. ▪ *Orally produce single-syllable words by blending sounds, including cvc and consonant blends. (teacher says "/c/-/a/-/t/", student blends the sounds to say "cat")* ▪ *Segment spoken single-syllable words into their complete sequence of individual sounds. (teacher says "bug", student segments "/b/-/u/-/g/")* ▪ *Distinguish long from short vowel sounds in spoken single-syllable words. (bit/bite)* ▪ *Isolate and pronounce the initial, medial vowel, and final sounds in spoken single-syllable*

	words. (Teacher says a word; "dig", student identifies that /g/ is the final sound. Repeat with beginning and medial parts of the word.)
3. Know and apply grade-level phonics and word analysis skills in decoding words. (1.RF.3)	▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
4. Read with sufficient accuracy and fluency to support comprehension. (1.RF.4)	▪ Master the reading High Frequency Words with automaticity. (refer to grade level goal for Winter in Language Arts binder) ▪ Read independent-leveled text orally with accuracy, appropriate rate and expression in a manner that sounds like natural speech while attending to punctuation. ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ▪ Read grade-level text with purpose and understanding.

Significant Tasks

Significant Task 1 – What is Poetry? (3-5 days)
Big Idea: Poetry communicates stories, images, feelings and ideas.
Essential Question: What is poetry?

Students develop understanding about poetry through the reflective question, "What is poetry?" Chart student schema on paper. Students can think-pair-share ideas. Teacher reads aloud 3 different examples (mentor examples to refer back to throughout the unit) of various types of poems listed on chart paper or Smartboard. After sharing examples, chart students adjusted schema and create a class definition of poetry for future lessons. Teach mini lessons on the various elements of a poem (rhyme and sound, rhythm, shape, figurative language (ex. Similes), meaning and emotion. Students complete a "what is poetry?" assessment.

--see attached lessons for ideas on some of the various elements of a poem.

Vocabulary: poetry, schema, communicate, stories, ideas, feelings, rhyme, sound, rhythm, shape

Significant Task 2 – Using Visualization (7-10 days)
Big Idea: Readers read poems closely
Essential Question: How do readers approach poetry?

Teach students that authors use descriptive language purposefully in all writing but especially in poetry. Use several days to provide whole class, small group and individual opportunities to demonstrate understanding of how visualization and examining word choice enhance understanding of poetry. Teacher reads a very general poem without specific details or descriptive language included (ex. About an animal) Students visualize and draw a picture to match the words of the poem. Students share and compare their pictures (note: they will all be different because of the lack of descriptive words in the poem) Teacher re-reads the same poem but adding describing words and specific details. Students visualize and draw a "new" picture of the animal described in the poem. Students share and compare their "new" pictures (note: they should look very similar due to descriptive language) Students can highlight the descriptive language (on the SmartBoard or chart paper and on individual copies) that helped them visualize the animal in the poem. Discuss how and why their pictures changed. (the use of descriptive words) Students are provided with poems at their independent level to identify the descriptive words or phrases and visualize/draw a picture. Students can share in whole group or with a partner their pictures and why they chose the details they did.

Vocabulary: descriptive, visualize, stanza, rhyming
Assessment: Read aloud The New Kid on the Block by Jack Prelutsky omitting the last stanza. Students draw a picture of how they visualize the character's appearance and write why they think the character looks this way based on the describing words in the poem. Then, read the last stanza and students create a new picture how they visualize the character's appearance based on the new information and details

Significant Task 3 – The Poem's Purpose – (5-7 days)
Big Idea: Authors write poems to communicate ideas, stories, feelings and events.
Essential Question: Why do authors write poems?

Teacher tells students, "authors always have a purpose for what they have written". "Everyone wants a piece of the PIE" (see attached sheet)—this stands for Persuade, Inform, or Entertain. Read various types of poetry that exemplifies the author's purpose to persuade, entertain or inform the reader. (ex. Persuade-Sick-Shel Silverstein, Inform-Is it Living? I'd like to know!—see attached) As a teacher use multiple poems to model identifying the author's purpose through the stories or images they choose to highlight in their poetry. Use guided practice to have work collaboratively with partners and the teacher to identify the author's purpose. Students should also practice this skill with their "just right" texts.

Vocabulary: purpose, persuade, inform, entertain

Grade: 1st **Time: 3-4 weeks**	**Genre: Informational Texts** **Theme: Forces and Motion**
Big Ideas	**Essential Questions**
The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.	What makes objects move the way they do?
Standards addressed in this unit: **(Speaking & Listening/Language)**	**The students will know and be able to do:**
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. (1.SL.1)	▪ Folllow agreed upon rules for discussions ▪ Build on others' talk in conversations ▪ Respond to the comments of others ▪ Ask questions to clear up confusion
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)	▪ Listen carefully ▪ Use question words accurately ▪ Ask and answer questions ▪ Identify key details
Comprehension Standards addressed in this unit: **(Reading for Information Skills/Writing)**	***The students will know and be able to do:***
1. Ask and answer questions about key details in a text. (1RIT.1)	▪ Know questions words (who, what, when, where, why, how) ▪ Answers come from the texts observations and experiments ▪ Ask and answer questions about texts ▪ Refer to text for explicit examples
2. Use the illustrations and details in a text to describe its key ideas. (1.RIT.7)	▪ Illustrations share important information ▪ Use information from illustrations and words
Science Standards addressed in this unit:	***The students will know and be able to do:***
1.1.a. An object's position can be described by locating it relative to another object or the background.	▪ An object's **relative position** can be described by comparing it to the position of another stationary object. One object can be *in front of, behind, next o, inside of, above or below* another object. ▪ The sun's position in the daytime sky can be described relative to stationary objects on Earth. For example, the sun can be "just above the treetops," "high or low in the sky," or "on the other side of the school." ▪ The description of an object's position from one observer's **point of view** may be different from that reported from a different observer's viewpoint. For example, a box of crayons between two students is near Susan's left hand but near John's right hand. ▪ When an observer changes position, different words may be needed to describe an object's position. For example, when I am sitting on the bench the sun is "behind" me; when I move to the slide, the sun is "in front of" me. ▪ The same object when viewed from close up appears larger than it does when viewed from far away (although the actual size of the object does not change.) For example, a beach ball held in one's arms appears larger than it does when viewed from across the playground. ▪ An object's position can be described using words ("near the door"), numbers (10 centimeters away from the door) or labeled diagrams.

	▪ Changes in the sun's position throughout the day can be measured by observing changes in shadows outdoors. ▪ Shadows occur when light is blocked by an object. An object's shadow appears opposite the light source. Shadow lengths depend on the position of the light source ▪ Compare and contrast the relative positions of objects using words (in front of, behind, next to, inside of, above or below) and numbers (by measuring its distance from another object).
1.1.b. An object's motion can be described by tracing and measuring its position over time.	▪ Things **move** in many ways, such as spinning, rolling, sliding, bouncing, flying or sailing. ▪ Motion can be caused by a push or a pull. A push or pull is called a force. Pushes and pulls can start motion, stop motion, speed it up, slow it down or change its direction. ▪ An object is in **motion** when its position is changing. Because the sun's position changes relative to objects on Earth throughout the day, it appears to be moving across the sky. ▪ Apply direct and indirect pushes and pulls to cause objects to move (change position) in different ways (e.g., straight line, forward and backward, zigzag, in a circle). ▪ Classify objects by the way they move (e.g., spinning, rolling, bouncing). ▪ Conduct simple experiments and evaluate different ways to change the speed and direction of an object's motion. ▪ Observe, record and predict the sun's position at different times of day (morning, noon, afternoon or night). ▪ Conduct simple investigations of shadows and analyze how shadows change as the relative position of the sun (or an artificial light source) changes.
Standards addressed by this unit: (Foundation standards)	***The students will know and be able to do:***
1. Know and apply grade level phonics and word analysis skills in decoding words. (3.RFS.3)	▪ Identify and know the meaning of the most common prefixes and derivational suffixes.
2. Read with sufficient accuracy and fluency to support comprehension. (3.RFS.4)	▪ Read and demonstrate understanding of grade level texts (see district benchmarks)

Significant Tasks
Significant Task 1 (5-7 days) Big Idea: The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons. Essential Question: What makes objects move the way they do? Through whole class direct instruction students are introduced to prepositional phrases as content-based vocabulary. As small groups students pretend to be human props to demonstrate the relative position of an object. Students are moved to various positions around the classroom and are asked to compare their location relative to another classmate, another

person wearing the same color, etc. For example, I am in front of my best friend. Students work with partners to observe, record and predict the sun's position at different times of day (morning, noon, afternoon or night). Students conduct simple investigations of shadows and analyze how shadows change as the relative position of the sun (or an artificial light source) changes.

Students select various points around the classroom and building to observe and describe the sun. Students visit with adult supervision, the assigned sports. Students write about how their observations at various points of the day and create illustrations to support their observations.

Significant Task 2 (5-7 days)
Big Idea: The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.
Essential Question: What makes objects move the way they do?

Students participate in various experiences to test how object respond to force and to describe its' motion using content appropriate vocabulary. Students work in small groups to travel between various stations testing, observing, and recording experiences. Through guided practice students conduct simple experiments and evaluate different ways to change the speed and direction of an object's motion.

Vocabulary: position, motion, shadow, push, pull, force

Grade: First Grade **Time: May**	**Genre: Fiction** **Theme: Author Study**
Big Ideas	**Essential Questions**
▪ Readers engage in text in multiple ways ▪ Authors share what they think about the world	▪ Why are character traits important to a story? ▪ Why is the author's message important? ▪ How do readers compare and contrast stories?

Comprehension Standards addressed in this unit: (Reading for Literature/Information Skills)	**The students will *know* and be able to *do*:**
1. Describe characters, settings, and major events in a story, using key details. (1.RL.3)	▪ Identify character traits using evidence from the text. ▪ Summarize the key events of a story in sequence. ▪ Identify the setting of a story using evidence from the text.
2. Compare and contrast the adventures and experiences of characters in stories. (1.RL.9)	▪ Compare and contrast story elements and character traits using multiple books by the same author.
3. Ask and answer questions about key details in a text. (1.RL.1)	▪ Ask and answer questions identifying the central message, character's feelings and motivations, problem and solution. ▪ Infer character's feelings and motivations through reading their dialogue ▪ Hypothesize about how a character could have behaved differently.
4. Students will demonstrate an understanding of the central message or lesson in a story. (1.RL.2)	▪ Identify the author's purpose, message or lesson for writing the story orally or in written form.
Reading Foundation Standards addressed in this unit: (Print Concepts, Phonological Awareness, Phonics, Fluency, Vocabulary)	
1. Know and apply grade-level phonics and word analysis skills in decoding words.	▪ Recognize and read grade-appropriate irregularly spelled words.
2. Read with sufficient accuracy and fluency to support comprehension.	▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Significant Tasks

Significant Task 1 - Studying the characters, setting and events – (5-7 days)
Big Idea: Readers engage in text in multiple ways
Essential Question: Why do readers study characters?

The teacher selects an author for students to study closely as readers. Teachers select an author who is heavy in character development. Build student understanding that students study authors to see what they have to say about life. Also, build student understanding through mini lesson instruction that authors use characters to teach the reader and to help share the author's message. Utilize read aloud time to read several texts aloud by the selected author. Begin by studying characters closely. Notice what the characters say and do. Through mini lesson instruction introduce students to different character traits. Provide students with a list of traits. Utilize words from your word wall, previous vocabulary lesson, etc. to introduce new traits to students utilize this as an additional opportunity to build vocabulary. Model for students how readers draw conclusions and notice the character traits based on this evidence from the text through read aloud time. Guided practice consists of student participation in identifying various character traits and evidence from the text to support conclusions. Students work in just right

texts independently and with partners to identify character traits and utilize supporting evidence to support conclusions. After studying characters, model how readers notice the setting (in some stories the setting may not be emphasized). When the setting impacts the character, use mini lesson instruction to demonstrate how authors purposefully choose the setting to teach us about the character. Complete the study of the author through closely modeling for students how readers notice the events in the story and what characters feel, do, or motivation in these important events. Through mini lesson instruction summarize the major events in the story and impact on the character. Work with students through guided practice to identify the major events in the story and to retell them in sequence. During independent reading students summarize the major events of the story and identify character traits, feelings, and motivation through use of key details from the story.

Vocabulary: development, traits, close, summarize, impact

Significant Task 2 – Comparing and Contrasting (3-5 days)
Big Idea: Readers engage in texts in many ways
Essential Question: Why do readers compare characters?

Utilize whole class mini lesson instruction to compare characters from the texts read aloud by the author being studied. Examine how the author writes about characters that are the same and about characters that are very different. Read closely to examine character traits to help draw these conclusions. Model during read aloud drawing conclusions about characters. Use key details from the text as support and record on a class criteria chart. In whole class and student partnerships, discuss how the author uses characters to teach us something. Model that readers looks closely for patterns in characters if you read a lot of stories by the same author. Model reading closely to look for the patterns of characters between an author's texts. Consistently use text evidence to support conclusions and traits attributed to characters. Create a whole class character matrix to compare various characters. For guided practice, students work with partners and adult guidance to contribute information to the class matrix. Working in student partnership or independently, students will create a character matrix for authors they are reading about in their "just right" books.

Vocabulary: evidence, pattern, compare, conclusions

Significant Task 3 – Author's message
Big Idea: Authors share what they think about the world
Essential Question: Why is the author's message important?

Review with students how authors write stories to share with us what they think about the world. Re-read key parts from the texts read aloud to support students' understanding of what the text is about. Model for students that readers read stories closely, paying attention to characters and events to determine the author's message. Model during read aloud how readers notice what characters feel, say, and think. Model how readers also infer character motivations. Additionally, notice and model how readers hypothesize how the character could have behaved differently. Consistently notice key details from the text as support for decisions. Record these findings to help determine what the author is trying to say. With partners and independently students practice these skills using their "just right: texts. Assess student understanding in small group or individual conferences.

Vocabulary: message, hypothesize, motivation

Launching the Writers Workshop/Small Moments

Grade: First Grade **Time: September/October**	**Genre:** **Theme: Launching Writing Workshop/Small Moments**
Big Ideas	**Essential Questions**
Writers write independently for longer periods of time (to build stamina) Writers revise their writing Writers work with partners to enhance their writing Writers publish their writing	How do writers build stamina during writer's workshop? How do writers make their writing better? How do writers work with a partner? How do partners help improve your writing? How do writers publish their work?

Standards addressed in this unit:	**The students will know and be able to do: (Independently)**
1. (W.1.3) Write narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 2. (W.1.5) With guidance and support from adults, focus on the topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 3. (W.1.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	▪ Routines of Writing Workshop o Come to carpet o Exhibit appropriate mini lesson behaviors o Work with an established writing partner o Turn and talk about their writing o Choose a topic to write about o Sketch a topic selected o Write about a selected topic ▪ Carry on independently o Quick sketch drawings o Start a new piece of writing ▪ Use supplies independently ▪ Stretch and Write Words o Stretch words out hear individual letter sounds o Apply word wall words quickly ▪ Spell Really Hard Words o Apply knowledge of letter sounds to writing ▪ Use Writing Tools ▪ Write-in-Process/Long Term Projects o Work on writing over multiple days o Revise writing o Write story over several pages ▪ Spell words the best way they can ▪ Revise and edit writing o Re-read story to see if it makes sense o Act out a story with a partner o Add details to writing o Publish writing pieces

Significant Tasks

Significant Task 1 – Launching Writer's Workshop (10-15 days)
Essential Question: What do writers do?
How do writers build stamina during writer's workshop?
Big Idea: Writers write independently for longer periods of time (to build stamina)

Introduce students to the routines of writer's workshop. Explicitly model and practice a few major classroom expectations at this time, more are introduced later in the unit. Develop a class rubric that measures success with the routines and expectations. Emphasize throughout the unit that everyone's a writer, so begin writing on day one. This includes the teacher modeling writing before the class and with the class. Students will need guidance in what they can write about. Develop student understanding that their own life is the best source of ideas. Model how students can label, write, draw and/or sketch during independent writing. Model how writers stretch words like a rubber band, saying it really slowly. Also, model the concept of "when we're done, we've just begun" to build stamina. This strategy is used to encourage the writer to start a new piece of writing as soon as they finish. Follow this instruction with additional routines like where to store their papers and where to find materials or any additional routines necessary. The Writer's Workshop class rubric will be used to assess progress during the workshop.

Vocabulary: rituals, routines, writer, stamina

Significant Task 2 – Writers share their writing with others.
Essential Question: How do writers work with a partner?
How do partners help improve your writing?
Big Idea: Writers work with partners to enhance their writing.

Model for students how writing partners plan stories out loud to each other, listening to make sure their stories make sense and use specific vocabulary. Students practice writing the exact words spoken. Writers share their stories by telling the story orally, then reading all they have written, touching the words as they read them. Partners practice sharing their writing by sitting hip-to-hip, holding the booklet between them. Teach students what to say when sharing their writing and how partners should respond. Partners will help each other revise their writing by reading a small part of the writer's text aloud, then acting out that part as well. This will help students realize what details need to be added to their writing. Add to class WW rubric a section about working with partners.

Vocabulary: oral, acting, details

Significant Task 3 – Revising and lifting the level of student work towards a published piece.
Essential Question: How do writers make their writing better?
Big Idea: Writers revise their writing

Model how writers add dialogue to their stories by rereading and thinking back to the actual words someone said. Students then go back into their stories to add in these exact words. Teach students how to quickly apply word wall words that they can't spell to limit interruptions. While revising, students practice asking questions like, "Does this make sense?" "Is this clear?" and if it doesn't, or it's not, they need to revise for clarity. The teacher models how to add details to students' stories, starting with the question, "What happened next?" Teach when writing endings to your stories you don't have to stray far from what's actually happening in your story. Students will usually get a better ending by staying close-in to the moment and remembering back to the next thing that happened or

how they thought or felt during that moment. Students practice revising many of their favorite stories by rereading using their reading finger, adding missing words, adding detail and editing for end punctuation. Students and teachers use revising/editing rubric to assess writing as they prepare to publish. Students work to completion and publish a small moment. Once published small moments are shared with small groups of peers. Vocabulary: dialogue, interrupt, resources, revise, clarity

Grade: One **Time: November/December (3-4 Weeks)**	**Genre: Writing** **Theme: Informational Books**
Big Ideas	**Essential Questions**
• Writers revise their writing into categories so it can be read more easily. • Writers revise their writing by elaborating to begin writing longer books. • Writers revise their writing in preparing to publish.	• How do writers sort information to help them revise their writing? • How do writers revise and elaborate their writing? (Adding pictures and labels) • How do writers revise their writing in preparing to publish?

Standards addressed in this unit: Writing, Speaking and Listening, & Language	**The students will know and be able to do: (Independently)**
1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) 2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) 3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) 4. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions) (W.1.7) 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions. (W.1.8) 6. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5) 7. With guidance and support from adults, demonstrate understandings of figurative language, word relationships and nuances in word meanings. (L.1.5)	▪ Pick a topic that they know all about ▪ Generate details about that topic ▪ Divide book into categories using the same book making a table of contents ▪ Write about those categories using same book ▪ Write a lot more than one sentence on a page ▪ Revise their writing by answering questions their partners have about their writing. ▪ Revise by adding pictures and labels to their books ▪ Revise by looking at previous work and group under the appropriate heading that will become their table of contents. ▪ Revise their writing in preparation for publishing by thinking about what their audience might want to know more about or if there are any confusing. ▪ Revise their writing in preparation for publishing by working with a partner to reread their pages and ask, "Does this information go with this chapter?" ▪ Revise their pictures in preparation for publishing by adding more specific details and labels. ▪ Revise their writing in preparation for publishing by rereading and editing their work

Significant Task 1: Informing Others 3-5 days

Big Idea: Writers revise their writing into categories so it can be read more easily.
Essential Question: How do writers sort information to help them revise their writing?

Students have read aloud and read with partners many informational texts. Students receive direction instruction in the characteristics/elements of the informational genre (table of contents, chapter titles, and diagrams, etc…). Students practice choosing topics about which they know a lot. Using their fingers as a visual to plan and determine the topic and if they know enough to teach others students test their knowledge about various topics to write about. Students tell everything they know about this topic to their writing partner and then write. Students are reminded through mini lesson instruction that the purpose of their writing is to teach others about their special topic.

During this unit students will refer to informational rough drafts they have in their writing folders. They will work on revising as they learn new strategies. For example, after learning about categories, students go back to their writing folders and revise by physically cutting and pasting information into categories. Students continue to use their "Tiny Topic" notepads to add additional topics they have experienced and/or want to learn more about. To foster independence in their writing the teacher will start an anchor chart on elaboration strategies to serve as a resource. Student progress is assessed through works in progress.

Vocabulary: plan, ideas, text features, diagrams, table of contents, glossary, chapter titles, headings

Significant Task 2: Adding more details by elaborating (3 days)
Big Idea: Writers revise their writing by elaborating to begin writing longer books.
Essential Question: How do writers revise and elaborate their writing? (Adding pictures and labels)

Students are challenged to expand their writing and write more. Students receive direct instruction in how writers can focus on the important part of a picture so that the reader has a closer view. Students will make comparison and discuss as a whole class how elaborating in nonfiction is similar and different to elaborating in with fictional texts. Students receive instruction in how to add diagrams with labels to show the parts, draw action lines and arrows to show direction and captions to explain the pictures. Students receive additional instruction in how elaboration of nonfiction can occur in the form of a Fun Fact or Question and Answer page in the back of their informational book. Students will look for examples of these elements in the informational texts with their writing partners. Students will practice using one or more of these techniques during independent writing.

Vocabulary: caption, expand, elaboration

Significant Task 3: Finishing up our stories (3-5 days)
Big Idea: Writers revise their writing in preparing to publish
Essential Question: How do writers revise their writing in preparing to publish?

Students are challenged to elaborate by rereading a page and thinking, "Can I add an example?" Students use their best piece of writing being prepared for publishing. Students reread and incorporate previous learned elaboration strategies and include a specific example. To further revise their writing, students work with writing partners and ask each other "What parts do I need to make better?" and/or "Does it make sense? Students reread writing and edit by asking themselves, "Are all my word wall words spelled correctly?" "Are there finger spaces between my words?" "Did I use punctuation?" Teacher will teach students to use carets and arrows to revise their work. Students work independently, with peers and adults to publish at least one informational book.

Vocabulary: example, elaborate, edit, punctuation

Resources

- Pre-made booklets with a table of contents page and a line for chapter title on the top of each page
- Mentor texts-Informational texts
- Tiny Topic notepads



Grade: 1 Time: January/February	Genre: Realistic Fiction Theme: Writing
Big Ideas	**Essential Questions**
• Writers write realistic fiction stories using everything they know about writing • Writers revise and edit their writing	• How do writers write realistic fiction? • How do writers make their writing better?

Standards addressed in this unit: Writing and Speaking & Listening	The students will know and be able to do: (Independently)
• Write narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3) • With guidance and support from adults, focus on the topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) • Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (S.L.1.4) • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (S.L.1.5)	▪ Imagine characters that they want to include in stories (may be characters like them or people they know) ▪ Choose topics that present a problem for the characters ▪ Write stories with problems and solutions ▪ Work with writing partners to make sure problems and solutions are realistic ▪ Imagine different kinds of problems characters might have (use books they already know, change them around and make them their own) ▪ Write stories about what they know (create a character that is like them-use character's name, or he, she, they, and their) ▪ Use everything they have learned from previous lessons to create stories that include different kinds of punctuation, easy to read handwriting, and use of new words ▪ Revise realistic fiction writing by stretching out important parts (by adding dialogue and small actions, describing the setting and add emotions to other characters in the story)

Significant Tasks
Significant Task 1: Writers draw on everything they know to write realistic fiction stories (5 days) *Big Ideas: Writers write realistic fiction stories using everything they know about writing* *Essential Questions: How do writers write realistic fiction?* The teacher reads several brief realistic fiction books to help students understand the rhythm and structure of stories. While reading these stories create a chart for students to refer back to while writing, focusing on the characters, problem and solution. The students will develop their own realistic fiction stories by creating a character, drafting a problem and solution. Students begin the process by selecting a planning strategy from a repertoire of possible ways to plan and then plan for five or ten minutes by thinking of a character who has a problem and solution. The students write the starts of their stories on paper. They will then think of another possible story and write the start of that story repeating this process several times. This will allow students to work independently and progressing at their own pace.

Vocabulary: problem, solution, character, realistic fiction

Significant Task 2: Developing/elaborating on characters (3-5 days)
Big Ideas: Writers use everything they know
Essential Questions: How do writers write realistic fiction?

The teacher will model how to create an interesting character. The teacher and students work together to develop at least one class character during storytelling through the use of shared writing. This work is shared as a model, helping students to create their own fictional character based on themselves or a character they know. Students can talk and act out the character with a partner about what their character is like and how the character goes about doing things. The students will generate several story ideas and write a couple of different first pages to each of these stories. The students will create several mini-books by quickly sketching each part of the story.

Vocabulary: ideas, generate, sketch

Significant Task 3: Problem/solution
Big Ideas: Writers use everything they know
Essential Questions: How do writers write realistic fiction?

The teacher refers back to mentor texts and charts from previous lessons to remind students that the character always faces a problem. The teacher models for students how to generate different ideas for problems from familiar situations in their own lives. Once students have a plan for their story they can rehearse with a partner to help them think about their story before they write. Students may then go back and elaborate their sketches or immediately begin to write their stories. Students will become story tellers by working with peers to help bring life and add dialogue, (aligning with Common Core Speaking and Listening Standard 1.4) to their stories. The partnership can be an ongoing structure throughout the unit to help with drafting, elaborating and revision.

Vocabulary: storyteller, situation, dialogue

Common Formative Assessment
Prior to the unit teacher will conduct an "on-demand" assessment of the student's abilities to write fiction. Students have been introduced to narrative writing in previous lessons. This will be a baseline to inform further instruction.

Grade: 1 Time: March (4 weeks)	Genre: Writing Theme: Poetry
Big Ideas	**Essential Questions**
• Poets write about meaningful topics; things that matter to them: special people and places, strong feelings, and things they love. • Poets write about ordinary things in the world and see them in a different way. • Poets pay attention to the words they write. They use precise words and phrases to create images in their poems. • Poets read and reread their poems to be sure they sound just right.	• How do poets choose what they will write about? • How do poets choose the words they use in their poems? • How do poets revise their poetry?

Standards addressed in this unit: Writing, Reading, Speaking & Listening, and Language	The students will know and be able to do: (Independently)
• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL 1.5) • With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in words meanings. (Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings (L.1.5). • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4.)	▪ Write in a variety of poetic forms that may include: ▪ acrostic ▪ haiku ▪ simile poems ▪ All About Me poems ▪ riddles ▪ rhyming (couplet) ▪ shape poems, etc. ▪ like a favorite poet (e.g. Jack Prelutsky, Valerie Worth, Eloise Greenfield, Bobbi Katz, Shel Silverstein, Dr. Seuss) ▪ Use descriptive sensory language to describe an object using the 5 senses ▪ Use figurative language to compare unlike objects (similes and metaphors) ▪ Revise poetry with partners ▪ Publish their favorite poem(s)

Significant Tasks

Significant Task 1 – Introducing the genre of poetry and discussing why a poet chose to write about a topic (2 days)

Big Idea: Poets write about meaningful topics; things that matter to them: special people and places, strong feelings, and things they love.

Poets write about ordinary things in the world and see them in a different way.

Essential Question: *How do poets choose what they will write about?*

The teacher will refer to anchor charts from prior writing units to identify how topics were chosen for other genres. For example, in the Small Moments unit we learned that "Writers think about special people,

places, big / important feelings, and things they love". Teacher explains to students that this can be true about poetry as well. Students refer to their previous topic lists found in their tiny topics notebooks to begin to generate lists of special people, special places, times they have had strong feelings, and things they love to use as topics for their own poetry. Student work is assessed through small group and individual teacher conferences.

Vocabulary: poetry, special, strong, topic

Significant Task 2 – Introducing Poetry Word Choice (3-5 days)
Big Idea: Poets pay attention to the words they write. They use precise words and phrases to create images in their poems.
Essential Question: How do poets choose the words they use in their poems?

Teachers introduce workstations that will immerse students into the genre of poetry. These stations will provide opportunity for students to explore and write their own poetry. These workstations could include:
Five Senses Station – Students practice using descriptive sensory language about objects provided.
Comparison Station – Students compare objects by using phrases including "…is like a…" or '…reminds me of…" or " (-- is as ….as a ….)
Singing Voices Station – Students might sing songs and write new ones.
Poetry Station – Students write poems including shape poems/ all about me/ rhyming couplets / acrostic / etc. They could also cut up poems to play with the line breaks, or read familiar poems with feeling, drama, and rhythm.

Vocabulary: drama, rhythm, sensory, descriptive

Significant Task 3 – Using our poetry partners to help make our poems even better! (3-5 days)
Big Idea: Poets read and reread their poems.
Essential Question: How do poets revise their writing?

Teachers will model asking probing questions to help the poet focus their poems. Questions could include: "What is the big / strong feeling in this poem? Or "What are you trying to show us?" or "Have you thought of using this word instead?" Students will meet with a partner to reread their poems. Partners will use the probing questions modeled by the teacher. Partners will help one another revise their writing and choose the best words for their poems.

Students will choose their favorite poem(s) to publish and celebrate. (Use the revising checklist posted in the classroom.) Students will consider what they need to do to make their poem its best. They will consider whether they have created clear images with precise language to create imagery. They will evaluate their handwriting to be sure people can read what they have written. They know that it is important that each word is readable.

Vocabulary: precise, clear, imagery

Common Formative Assessment:
Students will practice reading and rereading at least one poem that they have written to the group. They will ask themselves questions like: 'How do I want my voice to sound? Should I speed up here? Slow down there?' They will practice making their voices match the feelings and meaning behind their poem.

Grade: First Grade **Time: April/May (3-4 weeks)**	**Genre: Writing** **Theme: How-To Books**
Big Ideas	**Essential Questions**
• Writers choose a topic that interests them • Writers rehearse topics with partners • Writers write how-to books to teach others about a topic. • Writers use specific words to help the readers follow the directions. • Writers revise their how-to text	• How do writers choose topics? • How do writers rehearse topics with partners? • How do writers write how-to books? • How do writers write so readers can follow the directions? • How do writers revise their how-to books?

Standards addressed in this unit: Writing, Language and Speaking & Listening	**The students will know and be able to do: (Independently)**
• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) • Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions) (W.1.7) • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8) • Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) • Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups. (SL.1.1) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)	▪ Choose a topic that interests them while thinking about their audience ▪ Rehearse and talk with a partner about their topic ▪ Revise adding any missing steps ▪ Use time order words (first, then, next, afterward, before, finally, and at last) ▪ Use action words to elaborate ▪ Use describing words to ensure clarity ▪ Revise and edit focusing on punctuation ▪ Elaborate instructions for clarity ▪ Publish a how-to book

• Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)	

Significant Tasks

Significant Task 1: Thinking of topics, rehearsing and writing how-to books (5 days)
Big Idea: Writers choose a topic that interests them
Writers rehearse topics with partners
Essential Question: How do writers choose topics?
How do writers rehearse topics with partners?

The teacher launches the unit by reading aloud a variety of procedural (how-to) texts. Students will generate a list of how-to topics that interest them. They are given an opportunity to rehearse and talk through their topic with their peers. Additionally, with a partner, students can practice going through the steps they have planned in order to teach a reader. Students are encouraged to use time order and precise words to convey actions. After rehearsing, students now write the directions they orally shared with their partner using pictures, specific action words or describing words, and time order words so the readers know exactly what to do. Students will then read their how-to books to their partners to see if they can follow the directions.

Vocabulary: how-to, rehearse, topics, generate

Significant Task 2: Write in a way that readers can read the text and follow the directions. (5 days)
Big Idea: Writers write how- to books to teach about a topic
Writers use specific words to help the readers follow directions
Essential Question: How do writers write how-to books?
How do writers write so readers can follow the directions?

The teacher shows/reads examples of several types of how-to books to use as a guide for revising and adding features of nonfiction to their own writing. The teacher and students work together to create a chart of features found in mentor texts (ex. nonfiction features, materials page, persuasive components, and entertaining conclusion) that students can use to lift their level of writing. First, students should envision the steps of their book in their mind. Keeping their audience in mind, students should write their steps as thoroughly and precisely as they can. The teacher chooses a piece of writing that lacks clarity to read to the class while acting out what the writer has said. The purpose is to help students revise their writing by adding all the crucial steps and bits of information necessary to follow the directions written. Students will read their writing to a partner while the partner pantomimes to help the writer identify missing steps. Students will independently revise their writing adding and/or clarifying any missing steps. Students share with teacher in small groups and/or individual conferences, the revisions made to make the their writing more clear to the reader. Use a previously created book to assess student revision work.

Vocabulary: envision, pantomime, revise, clarify

Significant Task 3: Writers revise and edit their how-to books (3 days)
Big Idea: Writers revise their how-to texts
Essential Questions: How do writers revise their how-to books?

The teacher models how to use different forms of punctuation, specific language and how to elaborate using explicit instructions. The teacher guides the students in using specific words and actions by creating a class chart for reference. Students continue to revise and edit their writing checking for these components. Students choose one book to publish.

Vocabulary: revision, elaborate, publish

Unit Resources: How to Make a Bird Feeder by Liyala Tuckfield (Rigby)
The Pumpkin Book *("How to Carve a Pumpkin")* by Gail Gibbons
How to Make a Hot Dog by Joy Cowley
How to Make Salsa by Jamie Lucero

Common Formative Assessment:
As an assessment students will become "Teacher for a Day", demonstrating the task they wrote about and reading their texts to others. A variety of digital tools can be used to publish writing by allowing writers to create a how-to video.

Grade: First Grade **Time: June (2-3 Weeks)**	**Genre: Non-Fiction** **Theme: Informational Writing about science (Sunshine and Shadows)**
Big Ideas	**Essential Questions**
• Scientists write to learn about the world around us • Scientist experiment to answer questions • Writers write informational books to teach others about what they have learned • Writers publish informational/experiment books	• How do scientists learn to write about the world around them? • How does a scientist write to answer questions from an experiment? • How to writers write informational books to share information? • How do writers put all their learning together to publish books?

Standards addressed in this unit: Writing, Speaking & Listening, & Language	**The students will know and be able to do: (Independently)**
• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) • Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions) (W.1.7) • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8) • Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups. (SL.1.1) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1) • Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)	▪ Sketch experiments using labels and captions ▪ Plan an informational/experiment book by using the important things they learned ▪ Use precise vocabulary ▪ Adding captions to add more detail ▪ Record observations and thoughts ▪ Write step by step ▪ Label parts using scientific language and appropriate vocabulary ▪ Use mentor science texts as a resource/reference ▪ Ask questions about what we're learning ▪ Make hypothesis ▪ Record observations ▪ Write a conclusion based on observations ▪ Work with a partner to clarify ▪ Write a procedural how-to text to teach others ▪ Edit their writing

Significant Tasks

Significant Task 1- **Learning scientific vocabulary terms to be used in informational writing about science (3-5 days)**
Big Idea: Scientists write to learn about the world around us.
Essential Questions: How do scientists learn to write about the world around them?

Along with their students, teachers will discuss and create a scientific vocabulary wall relating to the Sunshine and Shadow Science Unit. When possible, vocabulary words are accompanied by a picture. Terms include such scientific vocabulary words as: hypothesis, observation, etc. Students will sketch and label diagrams using scientific language (ie. light source, object, surface, shadow, translucent, opaque and silhouette).
Following this introduction to the science unit of study, teachers will make available unit materials and resources so that students can investigate, use tools, observe, and ask questions relevant to the Sunshine and Shadows Science unit. Students will begin sketching with labels and captions and move to where scientists draw the set-up of an experiment. They will then label their drawing using precise vocabulary from their word wall and adding captions that explain the process in greater detail.

Vocabulary: light, source, object, hypothesis, observation

Significant Task 2- **Writing about an experiment like a scientist (3-5 days)**
Big Idea: Scientists experiment to answer questions
Essential Questions: How does a scientist write to answer questions from an experiment?

Once students have had an introduction to scientific vocabulary and the concept of sketching and labeling, teachers will think aloud and generate questions based on how light penetrates objects or creates a shadow. Using specific objects including a glass of water, plastic wrap, wax paper, a book, and light sources such as flashlights, students will record their questions using prompts and their hypotheses about the experiment. With partners, students will complete the experiment, recording observations; writing big ideas and conclusions. (See scientific recording sheet template in science kit or create your own.) The teacher and students will collaboratively write the steps of how to do the light penetrating experiment using temporal (sequence) words to organize thinking. Discuss the important and not important parts, revising to make sure the steps match.

Vocabulary: shadow, experiment, conclusions

Significant Task 3- **Writing an informational book**
Big Idea: Writers write informational books to teach others about what they have learned
Writers publish informational/experiment books
Essential Questions: How to writers write informational books to share information?
How do writers put all their learning together to publish books?

On a subsequent day, students will then design their own variation of the experiment from their unanswered and/or lingering questions. (This could be as simple as a change in one variable- different light source, different tested material.) Students record/sketch and label their observations using specific language and prompts (I notice…I see…This reminds me of….I wonder….) to elaborate their observations creating a how-to-text following the steps of the scientific process. Finally, students/partnerships then engage in revision by adding size, color, and texture vocabulary to their written observations.

Vocabulary: linger, variable, scientific process

Unit resources: Sunshine and Shadows Science Kit

Windsor Public Schools
7th Grade English/Language Arts

Purpose of the Course: To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Students read closely sophisticated and complex 7th grade level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit**:** **Building a Reading and Writing Life (Unit 1)**	Length of the unit: 3 weeks (August-September)
Purpose of the Unit: To establish routines for Reader's and Writer's workshop, develop positive student relationships, and learn about individual student reading and writing interests, abilities and behaviors.	

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Big Ideas:	Essential Questions:
All reading workshops follow the same basic routines.	- What routines provide a structure to our community?
Everyone has a role to play within a community	- How does a community work best?
Good readers and writers exhibit certain behaviors	- What are the habits of good readers and

There are six traits found in all good writing	writers? - What does good writing in all modes look like?
Students will know: -specific routines and expectations for workshops - they will recognize their role in a diverse and respectful learning community - literacy is a skill that is developed through the use of close reading - The following routines provide a structure for reader's workshop: warm up, read aloud, mini lesson, independent reading, and closure. - The six traits found in all good writing are: organization, ideas, fluency, conventions, word choice, and voice.	Students will be able to: - Participate in basic routines within the workshop - Communicate effectively and respectfully with members of the learning community - Select and closely read texts independently - Communicate their ideas in writing

Significant task 1: (R) **Close Reading**

Students practice close reading using their independent reading book and various self-selected graphic organizer. Students learn double-entry journal as new format for taking notes during close reading of independent and shared reading.

Timeline: 1-2 days
Key vocabulary: contradictory, surprising, significant, thought provoking, repetition, pattern
Resources: close reading graphic organizer, double entry diary/journal

Significant task 2: (W) **Initial Writing Assignment(s)** (Choice of: parent letter, "Guess Who," Name Reflection, Bio Poems, Ten Things, Writing Territories, Heart Map)

Students build writing stamina, workshop routines, and team-building skills in students in order to create a safe learning community. Students use teacher modeled work as an exemplar for independent work for writing responses. Students develop rapport with teacher through individual teacher conferences and through sharing student work reveal strengths, challenges, and goals as a writer. Students regularly share their work with their peers and receive and give feedback about specific elements.

Timeline: 1 week
Key vocabulary: reflection, territories, free write
Resources: Atwell binder, Guess Who cards, "My Name" chapter from *House on Mango Street*

Significant task 3: (R) **Summer Reading Book Talks**

Students give book talks to whole class from a summer reading selection. Student learn about their peers' favorite books and why and take note when appropriate. During book talks students share basic plot information and personal conclusions developed throughout the reading that would be of interest to their new reading community. Student audience members develop a list of potential books they would like to read in their reader's notebook as a "future reading list" based on peer book talks.

Timeline: 2 days
Key vocabulary: potential, influence, talk, speech
Resources: book talk graphic organizer, book talk rubric

Common learning experiences:

- Mini-lesson on close reading
- Research on name etymology
- Book recommendations from peers

Common assessments including the end of unit summative assessment: ** Unit is designed to establish routines and relationships so a summative assessment is not necessary.

- Close Reading response (define & explain importance)
- Book Talk
- Routine Behavior checklist (personal reflection)

Teacher notes:
We have provided a variety of ice breakers from which teachers may choose.
Rituals and Routine of Reader's and Writer's Workshop checklist
Close reading lessons
Writing territories – resource/lessons

Windsor Public Schools
7th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Students read closely sophisticated and complex 7th grade level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: **Narrative Text (Unit 2)**	Length of the unit: 7 weeks (September - October)
Purpose of the Unit: To appreciate and understand the literary elements that shape fiction and to use those elements to create narrative text.	

Common Core State Standards Addressed in the unit:

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.

RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.6: Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.

RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds

naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.7.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

L.7.2: Observe conventions of capitalization, punctuation, and spelling when writing.
Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

Big Ideas:	Essential Questions:
Authors use literary elements to shape narrative text and develop theme(s). Theme develops over the course of a text. Suspense (drama) drives conflict, which drives the plot.	How do literary elements work together to drive the plot of a story? How do authors develop and convey a theme? How can I use literary elements to convey the theme of narrative writing?
Students will know how: Literary elements such as the plot pyramid, types of conflict, characterization, symbolism, and	Students will be able to: • Infer and substantiate theme(s) based on cited evidence from the text.

flashback work together to develop a theme. Dialogue is formatted by specific conventions (quotations, capitalizations, commas, and end marks).	• Use literary elements to create original narrative text. • Create a plot pyramid for narrative text and analyze the development and interaction of literary elements and their influence on rising and falling action. • Punctuate dialogue properly in written text.

Significant task 1:
(R) Students will analyze a piece of literature and create a plot pyramid by graphing the suspense and foreshadowing in their independent reading book.

Students develop a plot pyramid with guided practice on a shared reading piece. Students create a bulleted list of the top ten important events in their story based on whole class agreed upon criteria. Students use "what makes it suspenseful criteria" to rank the list of events on a scale of one to ten. Students graph using an excel spreadsheet the level of suspense as it unfolds chronologically/sequentially in their independent reading text. Students display graphs in small groups and draw conclusions about similarities between the suspense levels in their independent reading books.

Timeline: 2 days
Key vocabulary: conflict, suspense, foreshadowing, exposition, rising action, climax, falling action, resolution, plot
Resources: Mentor Texts - Short story of teacher's choice.

Significant task 2: (R/W) Students will determine the theme(s) and/or symbolism present in their independent reading books as it develops and incorporate a theme and/or symbol of their own choosing into their narrative draft.

Students work with teacher to identify and evaluate the themes of fables read aloud in class. Students discuss in partnerships their conclusions using key ideas and details from the story. In collaborative groups, students read a short story and analyze and discuss its theme supporting conclusions with key ideas and details. During independent reading, students determine the theme of their independent reading book as it develops using evidence directly from text. In writer's workshop students create a plan for incorporating theme into their narrative pieces. Students revise many works in progress to practice author's craft of illustrating themes through characters and events. Groups will present their chosen themes to their classmates. On another day the teacher will follow the same process for the concept of symbolism.

Timeline: 4 days
Key vocabulary: theme, moral, infer, evidence, resolution, life lesson
Resources: Aesop's Fables, The People Could Fly, The Scholarship Jacket, and short stories or novel passages of teacher's choice.

Significant task 3: (W) Students will implement conventions of writing dialogue into their narrative story. (Include links for differentiated tasks.)

The teacher will present an overview of conventions of writing and formatting dialogue. The teacher will use think aloud to model the process of punctuating a brief conversation between two people or characters and show a conversation modeled in the mentor text. Students will practice applying dialogue skills to authentic writing independently and in pairs as peer edit/revise activities. Students will practice formatting dialogue correctly in any mode of their choice during writing workshop and in their required narrative piece.

Timeline: 3 days
Key vocabulary: quotation marks, narrator, speaker, dialogue, indent, open quote, closed quote, quotation
Resources: Easy Grammar Plus workbook, Write Source 2000 skills book, teacher-created materials for modeling, mentor texts: passages from novels or short stories of teacher's choice.

Common learning experiences: Mini-lessons on literary elements, the plot pyramid, flashback, theme, and symbolism.

Common assessments including the end of unit summative assessment: Students will create their own narrative text, brought through several revisions to final draft form. Students will create a plot diagram to show how the elements of their story interact to develop a specific theme of their own creation. Common assessment on literary elements.
(Provide link to assessments and rubrics.)

Consider the 21st Century Learning Framework when designing common assessments.

Teacher notes:

Consider having students rate and graph the suspenseful moments in a text of their choice to create a plot pyramid and show how suspense drives the elements of literature in a story. Show how setting affects character development and conflict in a text.

Windsor Public Schools
7th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Students read closely sophisticated and complex 7th grade level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: **Unit 3 – Interdisciplinary** (Historical/Expository/Egypt)	Length of the unit: 8 weeks (Oct. – Dec.)
Purpose of the Unit: To understand the ways that authors convey information in a historical context. To understand how to appropriately include factual information in writing.	

Common Core State Standards Addressed in the unit:

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2: Determine two or more central ideas in a text and analyze its development over the course of the text and their relationship to one another; summarize the text.

RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range

RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use precise language and domain-specific vocabulary to inform about or explain the topic.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the information or explanation presented

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 7 Reading standards* to literature (e.g., —Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]).

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.7.2: Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L.7.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- Language Standards 1a, 1b, 3a, 4a, 4c, 4d, 5b, 6

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Big Ideas:	Essential Questions:
Authors use historical details to enhance their description of actual or fictional events to show rather than tell what happened.	Why should I appreciate and interpret historical texts?
In historical fiction, authors research specific time periods to make the setting and characters as accurate as possible.	How do authors include relevant and accurate historical detail into text?
When you use others' ideas in your writing, you must give credit to the author whether it is a summary, a paraphrase, or a direct quotation.	How can I include factual information in my writing while avoiding plagiarism?
To paraphrase effectively, you must go beyond	Is there a difference among a paraphrase, a

word choice and alter the structure of sentences. A summary of nonfiction text must include certain information.	summary, and a quotation? How do you paraphrase a nonfiction text? How do you select important information for a summary of nonfiction text?
Students will know: Authors include historical details to describe factual or fictional events. It is necessary to cite research when including facts and ideas in your writing. The steps to effective paraphrasing • Reread the source • Jot down the paraphrase • Label and organize notes • Check paraphrase against original • Use quotation marks for quoted material • Record the source The 5 W's +H of writing effective nonfiction summaries: who, what, when, where, why/how.	Students will be able to: Read and evaluate the accuracy and quality of historical texts. Using their research, students will synthesize information to create an original, historically based text in the mode of their choice. Paraphrase and cite research properly using MLA guidelines. Present research projects to the class.

Significant task 1: (W) Research an Egyptian pharaoh and write a report.

In the Social Studies curriculum, students are studying Egypt and Nubia. Concurrently in Language Arts, students select a pharaoh to research based student-generated interest from social studies. The teacher coordinates with the library to arrange for a cart of expository resources as well a web page linking to other resources. The students have direct instruction in taking notes, paraphrasing, word choice, fluency, and formatting a works cited page tailored to meet their students' needs. The students use workshop time to practice word choice, sentence fluency, taking notes and paraphrasing.

Timeline: 2-3 weeks
Key vocabulary: paraphrase, plagiarism, citation, cite, works cited, MLA, restate/rephrase, summary

Resources: paraphrasing lessons using short nonfiction articles on current world or political leaders, books and internet articles on Egyptian pharaohs, Social Studies materials from Egypt unit, specifically pharaoh materials and text book, MLA handbook for citation of sources, assignment sheet and rubric for research report.

Significant task 2: (W) Students write a research-based writing piece on your pharaoh in one of the following modes:

narrative, expository, poetry, persuasion, or drama.

Using the information gathered during research of the pharaoh, the students synthesize historical facts and their creative inspiration to write a text in one of the previously taught modes: narrative, expository, poetry, argument. Students receive small group and individualized instruction in traits-based lessons according to their students' needs. Students work collaboratively with peers and adults to give and receive feedback about writing

Timeline: 1 week
Key vocabulary: writing mode, genre, expository, compare/contrast, historical, accurate,
Resources: assignment sheet and rubric for different project choices.

Significant task 3: (W) Present research and response to class in one of the following formats: website, tri-board, PowerPoint, or speech.

Using their research and creative product, students will present their learning to their peers in one of the formats listed above. Students receive mini-lesson instruction on presentation skills and the effective use of technology in a presentation. Students use workshop time to practice presentation skills and/or continue to revise their creative piece.

Timeline: 1-2 weeks
Key vocabulary: presentation skills, eye contact, bullet points, body language, body positioning, format, audience awareness, volume, pronunciation, visual aids, multimedia, inflection
Resources: Computer access/lab, tri-boards, website construction training (Library), assignment sheet and rubric for presentation

Significant task 4: (R) Evaluate the historical accuracy of a fictional text using independent reading books.

During reader's workshop, teachers will coordinate with the library to create a selection of paired historical fiction and corresponding expository text on various reading levels. Students select a pair of books from the same historical time period: one historical fiction and one expository. The teacher will use an assortment of Egypt-related historical fiction and expository text as mentor texts, as well as expository text on modern world leaders. The teacher will create mini-lessons on the following topics: the way that setting shapes characters or plot in historical fiction, how to evaluate the quality and/or historical accuracy of text, thematic relevance of historical text, summarizing nonfiction text, tracing a central idea through a nonfiction text, the author's purposeful use of text structures and/or features, with a focus on comparing and contrasting. Students will practice these skills using the text set of their choice. The teacher will create meaningful activities during independent reading for students to focus students' reading on the skills addressed in the mini-lessons.

Timeline: 6-8 weeks
Key vocabulary: historical, historical fiction, historical record, manipulate, accurate, accuracy, facts, quality, expository, nonfiction, fiction,
Resources: List of books – selection of paired nonfiction and historical fiction books relating to Egypt or other historical time periods – of various reading levels.

Common learning experiences: Metropolitan Museum in NYC – Egyptian collection field trip Lessons on paraphrasing Library training on website design
Common assessments including the end of unit summative assessment: End of unit test on paraphrasing (W) End of unit test on comparing two text excerpts and evaluating the quality and accuracy of the historical fiction. (R)

Teacher notes: Teachers will need to create daily reading and writing mini-lessons to align with this curriculum.

Windsor Public Schools
7th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Students read closely sophisticated and complex 7th grade level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: **Art of Argument (Unit 4)**	Length of the unit: 6 weeks (December-February)
Purpose of the Unit: To understand that the various techniques of persuasion can be used to strengthen an argument or interpret an author's argument in multiple genres of text.	

Common Core State Standards Addressed in the unit:

RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.

RI.7.7: Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.

RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range

RL.7.6: Analyze how an author establishes and contrasts the points of view of different

characters or narrators in a text.

RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., ―Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims‖).

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Big Ideas: There are deliberate and specific techniques authors use to formulate an argument. Knowing others' perspectives helps to strengthen your argument. Know your audience. Support your arguments with evidence.	Essential Questions: How do authors communicate their position in non-fiction argument pieces? How do authors develop an argument within the genre of fiction? How can I use persuasive techniques to strengthen my writing?
Students will know: ▪ There are 11 techniques to persuade a reader: o fact, statistic, example, expert quote, bandwagon, scare tactic, refute the opposition, appeal to logic and emotion, anecdote, descriptive words. ▪ Persuasion can be direct or implied within a narrative plot or multimedia format.	Students will be able to: ▪ Write a persuasive letter. ▪ Analyze a persuasive editorial or speech. ▪ Infer an author's tone or bias within narrative text. ▪ Interpret persuasive advertisements or multimedia clips. Analyze how an author develops and contrasts opposing viewpoints within narrative text.

Significant task 1: (W) Students will use SIRS to research persuasive articles on a chosen topic.

Using a Web Quest and the SIRS website, students will research a topic of their choice. Students will use their research to produce one of the following final products: a persuasive essay (process piece), group debate, a speech, or an advertisement for a created product.

Timeline: 5 days
Key vocabulary: tone, bias, refute, persuade, persuasion,
Resources: SIRS website, web quest page, process piece assignment, speech assignment, debate assignment and guidelines, advertisement assignment

Significant task 2: (R) Students will analyze an issue from multiple perspectives.

Teacher will model how to interpret an issue or situation from multiple perspectives. In groups, students will read an article of choice about an issue and then interpret it through those same multiple perspectives. Students will use the graphic organizer labeled "Group" to record their thinking. The

following day, use the burglar/home buyer activity to reinforce the previous day's lesson. Then, students will identify a question or situation in their independent reading book and apply the multiple lenses to it. In student reader's notebook students will respond to a question demonstrating understanding of how multiple perspectives can impact interpretation.

Timeline: 2 days
Key vocabulary: perspective, lens, limitless, positive, negative, emotional, factual, viewpoint
Resources: Decision lens handouts, short, nonfiction articles of teacher's choice, graphic organizers, burglar/home buyer activity.

Significant task 3: (R) Students will debate an issue in a group setting.

The teacher will review the debate guidelines as the mini lesson. Students will break into groups first based on choice topic. Within topic groups, students will form pro and con sides and debate their issue while the other group observes and uses the Persuasive Techniques Checklist to judge the stronger argument. Debaters and observers will switch roles and repeat the process for the other issues. After the debates, students will complete a reflection activity individually.

Timeline: 2 days
Key vocabulary: pro, con, opposition, position, persuasive techniques, audience awareness, organization
Resources: Group Debate Guidelines, Persuasive Techniques Checklist, non-fiction persuasive articles of teacher's choice, Debate Reflection activity.

Common learning experiences: SIRS database

Common assessments including the end of unit summative assessment:

2 persuasive letters, one timed and one process piece.

Students will read two persuasive pieces with opposing viewpoints on the same topic. Students will trace the authors' development of their arguments and position, comparing and contrasting each author's techniques. (Which of these two pieces is more powerful, and why? Trace the specific techniques and viewpoints the author used to be more effective in their argument.)

Teacher notes: ***Possible mentor texts***
Flipped by Wendelin Van Draanen; *I am the Dog, I am the Cat* by Donald Hall (opposing viewpoints on one topic), *The Giving Tree* by Shel Silverstein, assorted nonfiction persuasive articles.

Windsor Public Schools
7th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Students read closely sophisticated and complex 7th grade level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: **Mystery (Unit 5)**	Length of the unit: 6 weeks
Purpose of the Unit: To develop close reading skills through analysis of explicit and inferred text interpretation. To craft a well-developed mystery through use of genre specific techniques and character analysis. Compare and contrast a written version with the film version.	

Common Core State Standards Addressed in the unit:

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range

RL.7.7: Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Big Ideas:	Essential Questions:
Close reading can help us understand characters, their motivations, and the structure of a mystery. Mysteries have specific structure?	How can we analyze evidence to help solve a mystery? How is a mystery different than a narrative? How does a writer use evidence to create a mystery?
Students will know: The structure of a mystery.	Students will be able to: Apply close reading skills to a mystery. Interpret a mystery. Write a mystery.

Significant task 1: (W) As a writing project, students will have a choice of the following:

The teacher will continue to deliver daily mini lessons on elements of a mystery and some of the 6 traits of writing (ideas, organization, sentence fluency), using *The Westing Game* as a mentor text. However, during independent writing time, students will have a choice of which project/genre they want to work in. Choices include:

- Write a two to four page mystery (individually or as part of a small group)
- Write an expository book report (individually)
- Write a persuasive letter about a mystery book (individually)
- Write an essay analyzing the theme of a mystery book (individually)

Timeline: 7 writing days
Key vocabulary: alibi, clue, detective, distraction/red herring, lie, object/objective, scene of the crime, suspect
Resources: *The Westing Game*, Ruth Culham 6 Traits for Middle School book and CD

Significant task 2: (R) Solve short written mysteries, either student-created or teacher-selected. (Include links for differentiated tasks.)

Teacher will read aloud a short mystery story. Students will work in groups to solve the mystery, using deductive reasoning skills. Groups will present their conclusions and support with evidence from the text. Credit will be given for reasonable (not necessarily correct) conclusions supported by textual evidence.

Timeline: 1-2 reading days
Key vocabulary: alibi, clue, detective, distraction/red herring, lie, object/objective, scene of the crime, suspect
Resources: A book of short mysteries, such as Two-Minute Mysteries or Whodunit Mysteries.

Significant task 3: (R) As a reading project, students will have a choice of the following:

The teacher will continue to deliver daily mini lessons on elements of a mystery and close reading, using *The Westing Game* as a mentor text. However, during independent reading time, students will have a choice of which project/genre they want to work in as well as a daily focus for their independent mystery book. Choices include:

- Create a mystery board game based on their independent reading book.
- Create a mystery game app based on their independent reading book.
- Create a book cover of their independent reading book.
- Give a book talk about their independent reading book.

For the first two projects, students will have the option of working individually or in small groups of 2 or 3. The last two are individual projects.

Timeline: 5 reading days
Key vocabulary: alibi, clue, detective, distraction/red herring, lie, object/objective, scene of the crime, suspect
Resources:

Common learning experiences:

- Read *The Westing Game* (mentor text)
- Play Clue (board game or CD/app versions)
- *The Westing Game* movie
- Comparisons – movie to movie, movies to books, movie to game
- Solve each other's mysteries
- Play each other's games

Common assessments including the end of unit summative assessment: Reading – AR test for *The Westing Game*, Rubric for Reading Project. Language Arts – Rubric for Writing Project (Provide link to assessments and rubrics.)

Teacher notes:

Windsor Public Schools
7th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Students read closely sophisticated and complex 7th grade level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: **Drama (Unit 6)**	Length of the unit: 6 weeks
Purpose of the Unit: To compare and contrast the choices made by authors of a written drama to the choices made by creators of its filmed version. To create a drama from a written narrative or nonfiction text.	

Common Core State Standards Addressed in the unit:

RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.5: Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.

RL.7.7: Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).

RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study;

explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

Big Ideas:	Essential Questions:
Each media format benefits from techniques specific to its structure and function. Authors make decisions specific to the format they choose. Though both are entertaining, the audience applies different skills when appreciating film vs. text.	How do film and written text differ? Why do authors make different choices in written text than in film? How do screenwriters manipulate a text to create a film? Why is it necessary or appropriate for film and text to differ?
Students will know: • The elements and structure of a written drama. • The techniques specific to film.	Students will be able to: • Plan and draft a dramatic interpretation of their reading text. • Compare and contrast film to a written text.

Significant task 1: (W) Write one of the following pieces:

- Rewrite a scene from your literature circle book as a play
- Write a scene of your own original play
- Write a review of your literature circle book or film
- Write an expository piece about the process of converting your literature circle book to a film (will require additional research such as director or actor interviews about your film)
- Write a collection of 3 to 6 poems that reflect the changing moods and thematic elements of your literature circle text or film.

The teacher will give daily mini lessons on drama-specific concepts using the key vocabulary and Brian's Song. These mini lessons will point out the various aspects of and reasons for drama formatting in Brian's Song. Students will apply these concepts to one of the writing projects listed above. For any of the above options, students must use 10 of the 18 vocabulary terms for the unit in their piece

Timeline: 4-5 days
Key vocabulary: beat, camera angle, camera focus, color, drama, exterior, fade in, fade out, freeze frame, full shot, interior, lighting, long shot, pan, sound, tight on, voice-over, zoom
Resources: Brian's Song as mentor text and model for student work.

Significant task 2: (W) To perform *Brian's Song* or a scene from a student generated play (collaborative group activity).

In pairs or groups, students will perform a scene from Brian's Song or a student-generated play. This activity is meant to help familiarize students with the format, vocabulary, and purpose of the dramatic structure. This activity will reinforce students speaking skills and their listening skills. The students in the audience will complete a feedback sheet for each actor.

Timeline: 4 days
Key vocabulary: beat, camera angle, camera focus, color, drama, exterior, fade in, fade out, freeze frame, full shot, interior, lighting, long shot, pan, sound, tight on, voice-over, zoom, constructive criticism, glows and grows
Resources: Brian's Song as mentor text, exemplars of student work, play performance rubric, and student feedback sheet for actors, construction paper and assorted materials for props and costumes

Significant task 3: (R) Read and analyze a book that also has a movie version. Compare and contrast the text and film versions (a self-directed, collaborative group activity to be completed as a literature circle). (Include links for differentiated tasks.)

Students will select a book, from a list of titles in their ZPD range, that corresponds with a film rated G through PG-13. From students' choices, teacher will form literature circles with rotating roles (Discussion Director, Text Connecter, Summarizer, Passage Master). Teacher's daily mini lessons include the following: skills and concepts specific to the drama genre, film techniques, literature circle roles, text film comparisons. Literature circle time will take place during the independent reading time where teacher will conference with whole literature circle groups.

Timeline: 4 weeks
Key vocabulary: point of view, first person point of view, third person limited point of view, third person omniscient point of view, tone, mood, beat, camera angle, camera focus, color, drama, exterior, fade in, fade out, freeze frame, full shot, interior, lighting, long shot, pan, sound, tight on, voice-over, zoom
Resources: Classroom sets of leveled book titles and DVD of each movie version, literature circle roles and resources packet.

Common learning experiences: *Brian's Song* play, *Brian's Song* Movie (Disney version), Vocabulary Bingo

Common assessments including the end of unit summative assessment: (W) Create an award such as Golden Globe or Razzie, write a justification or acceptance speech for the award for *Brian's Song*.

Teacher notes: On the days when it is necessary for students to view the book's film version, each LA/Reading teacher could show a movie in their classroom. Students will be divided by their group's book choice to watch a movie in its assigned room (not necessarily their teacher).

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: Launching Reader's Workshop	Length of the unit: 4-6 weeks

Purpose of the Unit:
The purpose of the Launching Reader's Workshop unit is to teach students the routines, skills, and concepts of Reader's Workshop needed to be successful 8th grade readers. They will also understand the elements of a story and include them in an objective fiction summary.

Common Core State Standards Addressed in the unit:

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c .Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas:	Essential Questions:
•Authors use a common structure in works of fiction. •Authors write for a purpose. •Reading communities have norms and routines.	• How do authors structure texts to communicate meaning? • How do authors communicate meaning in their writing? • How do readers actively engage in texts? • What norms and routines need to be in place to have an effective reading community?

Students will know:
 	
Elements of a story:
• Plot
  o Exposition
  o Conflict
  o Climax
  o Resolution
• Protagonist
• Antagonist
• Theme
	Students will be able to:
	
	• Follow classroom rituals and routines in a Reader's Workshop.
	• Identify the elements of a story.
	• Examine how the elements of a story help to develop the plot.
	• Write an objective summary of a fictional text by incorporating the elements of a story seamlessly.
	• Use an ellipses to indicate and omission

	when citing evidence from the text.
	• Students will be able to determine the meaning unknown/multi-meaning words
	  ○ Context clues and Make Inferences
	  ○ Greek and Latin affixes and roots
	  ○ Consulting reference materials to clarify meaning and find pronunciation

Significant task 1:
Students complete a plot map as a small group jigsaw activity using texts based on general reading levels. Students demonstrate basic understanding of plot elements through the accurate completion of plot map graphic organizers. Small groups share with the whole class the elements of the plot of the group's story. Through both whole class and small group discussion students share how Reader's Workshops from year-to-year have the same components just like stories have the same elements of the plot. Students give and listen to brief book talks about a summer reading selection. Students focus on summarizing the major plot elements. Students share their personal recommendations, using specific evidence from the text to support conclusions.

As a whole class students discuss the habits of all good readers. Students demonstrate understanding of basic comprehension reading strategies through a weekly reader response. Students establish purpose for reading, select the comprehension strategies to best support purpose, including vocabulary strategies, and provide evidence of strategic use in reader's response journal/notebook.

Timeline: 3 days
Key vocabulary: plot map, summary, recommendation
Resources: see teacher notes below

Significant task 2:

Students participate in familiar rituals and routines of Reader's Workshop to build classroom community expectations. While building classroom community, students begin whole class discussions about how summaries are different from retellings, discuss summer reading selections, and begin personal independent reading plan for this year, including AR goals. Students read multiple texts as a whole class, with partners and in small groups to summarize the elements of the plot objectively. Students demonstrate understanding through presenting a written summary of a text either read aloud or independently. Whole class uses digital media to create a class book of summaries to utilize for reference later when looking for a text selection.

Timeline: 3-5 days
Key vocabulary: community
Resources: Rituals and routines lessons

Common learning experiences:
- Reader's Workshop ritual and routine lessons
  - Mini-lessons
  - Modeling
  - Independent Practice
- Reader's Workshop Elements of a story lessons

- Mini-lessons
- Modeling
- Independent Practice using fiction independent reading books

- Reader's Workshop Fiction Summary lessons
  - Mini-lessons
  - Modeling
  - Independent Practice using fiction independent reading books
  - Peer and self evaluations of summaries using constructive feedback, rubric, and revision

Common assessments including the end of unit summative assessment:

Fiction Summary
Other Written Assessment
Students will write objective fiction summaries.
*** Summary Rubrics Attached ***
Pre test:
High: "Raymond's Run"
Middle: "Raymond's Run" Holt adapted version
Low: "Julie's Race" ***Attached***
Post test:
High: "The Broken Chain"
Middle: "The Broken Chain" Holt adapted version
Low: "A Trip to the Eye Doctor" ***Attached***

Teacher notes:

Plot Map differentiated group activity
- Above: "Sunday in the Park"
- On grade level: "The Bike"
- Below: "The Skeleton Key"

- Book Talk ***Rubric Attached ***
- Individual Reading Purposes
  - Teacher models various independent reading purposes for students to apply while they are reading
  - Students practice these active reading strategies (before, during, and/or after their reading) all year long
- Steps to Vocabulary Acquisition (Independent Reading Purpose)
  - Teacher models the process for exploring unfamiliar vocabulary
  - Students will follow the steps to explore unfamiliar words through their independent reading all year long
    1. ID Vocab words
    2. Parts of the word you know (Greek/Latin Roots)

3. Context Clues
4. Look it up in resources and come up with a student friendly definition you and others understand
5. Explain how the word is used in context
6. Use the word or a form of the word in a different context

Unit 2- 8th ELA Launching Writer's Workshop

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long-term research projects are undertaken all throughout the course.

Name of the Unit:	Length of the unit:
Launching Writer's Workshop	6 weeks

Purpose of the Unit:

- Teach students the routines, skills, and concepts of Writer's Workshop needed to be successful 8th grade writers.
- Teach students to communicate their ideas in writing using the Ideas and Organization Trait from the 6 + 1 Traits of Writing.

Common Core State Standards Addressed in the unit:

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with

others. W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ▪ L.8.2c .Spell correctly. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas: • Writers use a common structure in works of fiction. • Writers write for a purpose. • Writing communities have norms and routines. • Good writing shares common traits.	Essential Questions: • What does good writing look like? • Where do writers get their ideas? • How do writers communicate and organize their ideas? • What norms and routines need to be in place to have an effective writing community?

Students will know:
Elements of a story:
• Plot:
  ○ Exposition
  ○ Conflict
  ○ Climax
  ○ Resolution
• Protagonist
• Antagonist
• Theme
Expectations from the Ideas, Organization, & Conventions rubric (6+1 Traits of Writing).
Rubric Attached
Students will know the following conventions:
	Students will be able to:
	• Write a fictional narrative including the elements of a story
	Ideas:
	• Show instead of tell the details in their narrative.
	• Provide insight and understanding about life through the development of their theme.
	• Write a fictional narrative that is creative and original.

• Subject/Predicate (Complete Sentences vs. Fragments) • Independent/Dependent Clauses (appropriate comma/semicolon usage) • End punctuation • Capitalization • Spell Correctly (Homonyms) (Using appropriate resources) • Comma, ellipses, and dash to indicate a pause break	

Significant task 1:

As whole class students discuss how this is really the students' last year of Reader's and Writer's Workshop. As a whole class students discuss the importance of the major experiences of Reader's and Writer's workshop and how they are becoming habits for the writers and readers. They are moving onto high school where the format is somewhat different. Additionally, most students in 8th grade have had RW and WW since Kindergarten. That being the case, the students decide on which components of the model need to be personalized for 8th grade. Students transfer knowledge of Reader's and Writer's workshop to 8th grade community. Students work as a whole class to determine "common knowledge." Students write and publish at least one fictional narrative, revealing strengths, interests, and challenges as writers. See Common Assessments for requirements.

Timeline: 5-7 days
Key vocabulary: narrative, fictional
Resources: mini lesson resources

Significant task 2:

As a whole class students participate in direct instruction and class discussion about the 6 traits of writing. The students build common definitions with peers and adults and develop class criteria charts. Students practice many strategies to strengthen writing using 6 traits as a guide on various pieces of works in progress. Student partnerships conduct peer assessments using the trait rubric.

Timeline: 10 days
Key vocabulary: traits
Resources:

Common learning experiences:
Exposure and mini-lessons using the Ideas Rubric.
Steps of the Writing Process.

- Brainstorming
  - Mini-lesson on creative and original ideas
- Plan using Plot Structure Graphic Organizer
- Drafting
  - Mini-lessons on including the elements of a story to develop a theme
- Revising for Ideas and Content

- Developing Supporting Details (Show vs. Tell)
  - Dialogue
  - Action
  - Sensory Details
- Peer Revision for the elements of a story

- Editing
- Publishing

Common assessments including the end of unit summative assessment:

Fictional Narrative
Narrative Writing
Students will write a fictional narrative using the elements of a story and focusing on Ideas and Content from the 6+1 Traits of Writing.

Rubric Attached

Fictional Narrative Timed Prompts
Narrative Writing
Pretest:

You are walking down the street and you find a dollar bill on the sidewalk. In a well elaborated multi-paragraph narrative, tell the story of the dollar bill's journey. Where has it been? What has it experienced?

Posttest:

You arrive at school and find a sign on the door that says "Closed." In a well elaborated multi-paragraph narrative, tell the story of your day.

Ideas Rubric Attached

Ideas Assessment Log Attached

Teacher notes:

Unit 3 - 8th ELA Expository (writing)

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit:	Length of the unit:
Expository Writing – Unit 2	6 weeks

Purpose of the Unit:
The purpose of the Expository Writing unit is to have students understand the types of expository writing that exist and how they are organized to convey the author's purpose. Students will explore all types of expository writing and then will use the writing process to create one expository piece that is submitted for a class publication. In the writing process students will focus on the ideas and organization aspects of the 6 + 1 Traits of writing.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose

and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2c .Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Big Ideas:	Essential Questions:
• Writers use a common structure in works of nonfiction. • Writers write for a purpose.	• How do writers convey their purpose for writing to readers? • How do writers organize their writing to clearly communicate their ideas to readers?
Students will know: • Types of expository writing: o Informational o How To o Editorial o Advice o Review • Nonfiction organizational structures: o Main Idea & Detail (Description) o Compare & Contrast o Cause & Effect o Problem/Solution o Sequence • Grammar Usage o Participles o Active/Passive Verb Usage	Students will be able to: • Ideas Trait o Use the types of expository writing to clearly communicate their ideas to readers. o Choose a relevant and narrow topic. o Develop their ideas with details and elaboration techniques. • Organization Trait o Write all types of expository writing. o Compose a hook/lead. o Organize their ideas clearly to communicate their ideas to readers.

○ Recognize and correct inappropriate use in verb voice	• Conventions ○ Use participles to add detail to their writing ○ Write in active voice to add detail, clarity and meaning to their writing. ○ Determine appropriate use of the passive vs. active voice.

Significant task 1:
Students participate in whole class discussions about the various types of nonfiction or expository writing a writer can undertake. A class list is created as a resource and shared as a whole class criteria chart or as an individual resource (for example, a student bookmark). Students receive direct instruction in the format and structure of the various types of expository writing. During independent practice students practice writing a variety of nonfiction pieces. As partners and small groups, students share, review, give and receive feedback about works in progress collaboratively with their peers and teacher.

As a whole class students receive instruction in generating and evaluating ideas as well as determining which organizational structure best serves their purpose as authors. Students generate ideas for potential pieces individually and with partners. Students use peers and class created rubrics to assess writing. Students receive instruction in the importance and comparison of revision, editing, and using feedback that enhances writing. Students publish at least one expository piece.

Timeline: 18 days
Key vocabulary: opinion, editorial, article
Resources: mini lesson resources

Common learning experiences:
DAY 1: Introduce types of non fiction writing, model: examine samples of writing and categorize.
Independent Practice: magazine scavenger hunt.
Days 2-7 are intended to allow students to dabble in all of the types of expository writing before they work on a publishable piece.
DAY 2: Intro to Informational Articles:
Model writing Current Events/Culture articles
Brainstorming: Using the types of non-fiction writing to list ideas
Independent Practice: in class writing practice of informational article
DAY 3:Intro to Informational Articles:
Model writing Trending articles
Brainstorming: Using the types of non-fiction writing to list ideas
Independent Practice: in class writing practice of informational article
DAY 4: Intro to Reviews
Model writing article
Brainstorming: Using the types of non fiction writing to list ideas
Independent Practice: in class writing practice of review article
DAY 5: Intro to: Opinion Editorial
"What it's Like to be a Scientologist" (editorial)

"Cash Technique" (editorial)
Model writing article
Brainstorming: Using the types of non fiction writing to list ideas
Independent Practice: in class writing practice of op ed article
DAY 6: Intro to Advice
Model writing article
Brainstorming: Using the types of non fiction writing to list ideas
Independent Practice: in class writing practice of advice article
(Practice swapping questions and writing advice to one another)
DAY 7: Intro to How To
Model writing article "Flairs" or "Spanish Tortilla" or write your own.
Brainstorming: Using the types of non fiction writing to list ideas
Independent Practice: in class writing practice of a How To article
Students will write their own publishable expository piece. They will be choosing a new topic from the types of writing that we have explored.
DAY 8:
Mini-lesson: Model choosing the type of nonfiction writing, topic
Model evaluating ideas using the rubric criteria (original and narrow) and revise topic as needed
Guided Practice: Give topics to students working in groups and have them evaluate the ideas using the rubric
Independent Practice: Generating ideas: Select a type of nonfiction writing and topic and evaluating using the ideas rubric
DAY 9:
Mini-lesson: Selecting Organizational Structure to achieve author's purpose
Model choosing a topic and filling in 2 graphic organizers to explore the best way to organize their writing
Independent Practice: Choose 2 graphic organizers to explore which structure to use to achieve your purpose (Choose 2 graphic organizers in the shared drive to explore your topic)
Reflection on which organizational structure helps to achieve the author's purpose
DAY 10:
Mini-lesson: Model drafting using the graphic organizer; composing a lead
Independent Practice: Drafting (compose a lead, draft)
DAY 11:
Mini-lesson: Model drafting; organizing using main ideas, details, and transitions
Independent Practice: Drafting (main ideas, details, and transitions)
DAY 12:
Mini-lesson: Model Revising for Ideas
Guided Practice: Peer revisions for Ideas (worksheet in the shared drive)
Independent Practice: Revise for Ideas
DAY 13:
Mini-lesson: Model Revising for Organization
Guided Practice: Peer revisions for Organization (worksheet in the shared drive)
Independent Practice: Revise for Organization
DAY 14:
Mini-lesson: Add to Editing Non-negotioables (Model editing)
Independent Practice: self-editing checklist
DAY 15:
Mini-lesson: Model publishable piece: Formatting an Expository Article (columns, title, author, headings,

photos, captions)
Independent Practice: publishing (type)
DAY 16:
Mini-lesson: Model Formatting an Expository Article (columns, title, author, headings, photos, captions)
Independent Practice: publishing (format and publish)
DAY 17:
Share in class / Reflect and Feedback
DAY 18:
Culmination Task: Share final publishable pieces with other classes, analyze and reflect in writing on the written pieces of their peers.

Common assessments including the end of unit summative assessment:

Expository Writing Class Publication

Expository Writing
Background: Through our study of non-fiction, we have learned about the types of non-fiction writing as well as their organizational structures.
Your Task: Your task is to write an expository article that incorporates what we've learned about non-fiction writing.
Final Product: Your final piece will be published in a class publication.
*** Rubric Attached ***

Expository Prompt
Expository Writing
Students will take a pre and post assessment focusing on the Ideas and Organization aspects of the 6 Traits of writing.
Pretest:
Prompt: What is one item that you cannot imagine life without? Write a well developed, multi-paragraph essay explaining what the item is, its significance, and why you can't imagine life without it.
Posttest:
Prompt: There are many problems in our world today. Write a well developed, multi-paragraph essay, explaining what the problem is, its significance, and what you would do to solve it.

*** Ideas and Organization Trait Rubrics Attached ***
*** Expository Assessment Log Attached ***

Teacher notes:

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit:	Length of the unit:
Historical Fiction Reading	6 weeks

Purpose of the Unit:
The purpose of the Historical Fiction Reading unit is to have students use close reading skills to analyze how literary elements are used to communicate themes in Historical Fiction.

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

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6.Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas: • Good readers read closely. • Authors write to convey meaning.	Essential Questions: • How do good readers read closely? • How do authors convey meaning?
Students will know: Academic Vocabulary: • Allusion • Conflict • Imagery • Point of view • Falling action • Flashback • Author's purpose • Motivation • Tone • Character (static, dynamic)	Students will be able to: • Read closely to determine literal and inferential meaning • Providing quality evidence to support a conclusion • Draw conclusions • Support analysis with two to three pieces of quality textual evidence • Determine theme • Use specific story elements to analyze development of theme • Analyze story elements and how they

• Characterization • Foreshadowing • Theme • Genre • Historical Fiction • Irony (Dramatic, Verbal, Situational) • Mood • Inference • Narrator • Perspective • Symbolism • Literal meaning • Connotation • Denotation • Style • Drawing a Conclusion • Analogies • Paradox (Contradiction, implied meaning about the work of literature and the world around it: Thematic) • Oxymoron Background Knowledge terms and content: • Fuhrer • Auschwitz • Hail Hitler • Commandant • Traitor	create conflict • Analyze character's dialogue, thoughts and actions • Analyze character development • Analyze how character's development impacts the plot • Identify and analyze the impact of figurative and connotative language on meaning and tone • Explain how the author develops point of view • Compare and contrast multiple points of view • Analyze how different points of view (character, audience, reader) create effects such as suspense/humor • Compare and contrast a story or drama to its film or live production • Evaluate choices made by the director or actors • Understand figurative language, words relationships and nuances in word meanings • Examine word choice and how it helps to convey the author's purpose. By examining word relationships, a reader can explore how the word chosen helps to convey meaning -For example: An author uses writes: "The lawyer slams his fist on the podium" -Examine "slam" and its word relationships, (synonyms, antonyms, etc.)

Significant task 1: Students participate in discussion about theme and how readers identify themes in texts. Students receive whole class instruction in close reading and looking for patterns in texts. In small groups, students use lyrics and music videos to help students practice identifying themes through close reading through patterns. Student work is assessed though small group conferences to evaluate choices. Timeline: 3-5 days Key vocabulary: close reading, theme, lyrics, patterns Resources: lyrics "Two Black Cadillacs" by Carrie Underwood, "Forget You" by Cee Lo Green, "You Belong with Me" by Taylor Swift, "Just a Dream" by Carrie Underwood
Significant task 2:

Students review strategies for close reading by examining patterns and using different literary elements to focus upon. Students are read aloud from a historical fiction text and the teacher models the strategies of close readers. Students practice using the literary areas of focus including: vocabulary, diction, point of view, characterization, symbolism, imagery, foreshadowing, mood, and tone. Students work in a cooperative activity to closely read and analyze a passage. Students groups produce a paragraph analyzing their text using specific examples. Students share analysis with the whole class. Students read "just right" text closely writing a weekly reader response that demonstrates a close reading and analysis of the text being read independently.

Close Reading Jig Saw Activity
Areas of close reading focuses:

- Vocabulary
- Diction
- Point of View
- Characterization
- Symbolism
- Imagery
- Foreshadowing
- Mood
- Tone

Timeline: 15 days
Key vocabulary: diction, point of view, symbolism, imagery, mood, tone, foreshadowing
Resources: mini lesson resources

Significant task 3:

Timeline:
Key vocabulary:
Resources:

Common learning experiences:

Model using *The Boy in the Striped Pajamas* by John Boyne
Independent Practice using student chosen fiction independent reading books
General Unit Plan:

- Pre-assessment: Close Reading Theme Analysis on "A Rice Sandwich"
- Review identifying themes
- Introduce Close Reading, Annotating Text/Dialectical Notes
- Significant Task 1

Using lyrics & music videos to help students practice close reading skills

- "Two Black Cadillacs" by Carrie Underwood
- "Forget You" by Cee Lo Green
- "You Belong with Me" by Taylor Swift
- "Just a Dream" by Carrie Underwood

- Close reading for patterns and drawing conclusions about the themes in the text based on the following literary elements:
    - Vocabulary
    - Diction
    - Point of View
    - Characterization
    - Symbolism
    - Imagery
    - Foreshadowing
    - Mood
    - Tone
- Significant Task 2:

Close Reading Jig Saw Activity
All students read the same passage but they are analyzing the work using different close reading focuses:

- Vocabulary
- Diction
- Point of View
- Characterization
- Symbolism
- Imagery
- Foreshadowing
- Mood
- Tone

Watch *The Boy in the Striped Pajamas* film version and analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- Practice writing Close Reading Theme Analysis with selected passages and independent reading books
- Revise the pre-assessment using their newly acquired close reading skills
- Post-assessment: Close Reading Theme Analysis on "Sally"

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

Close Reading Theme Analysis Pre assessment
Analytical Writing
Students will read a passage from The House on Mango Street and analyze how literary elements help to develop theme.

Close Reading Theme Analysis Post assessment
Analytical Writing
Students will read a passage from The House on Mango Street and analyze how literary elements help to develop theme.

Teacher notes:

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit:	Length of the unit:
Argument Writing	6 weeks
Purpose of the Unit: The purpose of the Argument Writing unit is to have students compose effective written arguments using the 6 Traits of Writing.	

Common Core State Standards Addressed in the unit:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d. Establish and maintain a formal style.
- W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c .Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Big Ideas: Authors must support and develop their claim. Authors try to engage their reader.	Essential Questions: How do authors support and develop their writing? How do authors make people want to read what they are writing?
Students will know: • Academic Vocabulary o Claim o Logical Evidence ▪ Statistic ▪ Quote ▪ Fact ▪ Example o Emotional Evidence ▪ Anecdote ▪ Bandwagon ▪ Loaded Words ▪ Rhetorical Questions o Thesis Statement o Main Ideas o Supporting Details o Elaboration o Hook o Call to Action	Students will be able to: • Write argument to support claims with clear reasons and relevant evidence. o Take a position on an issue o Acknowledge and refute the opposition o Organize reasons and evidence logically o Support claims with logical and relevant evidence o Sophisticated Transitions to connect ideas o Use powerful word choices to convey meaning o Use a voice appropriate for your audience o Incorporate a thoughtful conclusion the summarize

○ Refute the Opposition ○ Traits of Good Writing ▪ Ideas & Content ▪ Organization ▪ Voice ▪ Conventions • Grammar Usage ○ Infinitives ○ Gerunds ○ Indicative, Imperative, Interrogative, Conditional, Subjunctive Mood ○ *All previous Grammar and Usage Skills taught are still expected to be applied*	the ideas and concepts in the argument ○ Use the writing process ○ Use Microsoft Word to publish work • Use appropriate conventions: ○ Students will be able to incorporate gerunds in order to create emphasis ○ Students will be able to incorporate infinitives in their writing in order to add detail or place emphasis ○ Students will be able to use the various moods (Indicative, Imperative, Interrogative, Conditional, Subjunctive) in their wiring in order to influence how their audience feels

Significant task 1: Students view the Severn Suzuki video transcript and analysis video, analyze how they can tell she is passionate about her topic, and brainstorm topics they are passionate about to potentially compose their persuasive essay about. Students participate in small group discussion about how they can tell the subject is passionate. Students write a response in their writer's notebook to support their thinking. Students begin to create a personal passionate topics list. Throughout the unit students participate in flash drafts to build and strengthen argument development skills. Timeline: 3-5 days Key vocabulary: passionate, persuade, argument, flash draft, text set Resources: video, transcript
Significant task 2: Students spend several class sessions practicing and reviewing peer writing using a peer feedback form for the 6 traits of good writing: ideas, organization, voice, word choice. Student feedback is based on multiple student works in progress and assigned published piece in student writer's notebook or works in progress folder. Students continue working on unit assessment – persuasive piece. Timeline: 3-5 days Key vocabulary: ideas, organization, voice, word choice Resources: feedback form, 6 trait rubric, 6 trait lessons
Significant task 3: Students select one piece or argument writing to take through the writing process to publish. Students follow whole class agreed upon criteria for what constitutes a published piece. Once published and

approved by classroom teacher and building leadership, students will distribute authentic writing to its intended audience.

Timeline: 3 days
Key vocabulary: publish, final, experts,
Resources: publish pieces lessons

Common learning experiences:

- Timed persuasive prompt pre-assessment (Sports and Grades)
- Flash draft your position for your text set debate (multiple times throughout the reading unit)

Compose a persuasive essay using the writing process
Focus on Voice and Word Choice

- Choosing a topic you are passionate about
  - Severn Suzuki video and transcript
  - Brainstorm persuasive topic ideas that they relate to
- Explore both sides of their top 3 issues Pro and Con Chart
- Setting a purpose using RAFT
- Using the 6 Traits in prompt writing
  - Students Draft
- Revise for Ideas: Elaboration/Evidence/Explanation
- Revise for Organization (Organizational Structure, Sophisticated Transitions, Conclusions)
- Revise for Voice
- Revise for Word Choice (Loaded words, tone)
- Edit
- Publish
- Timed persuasive prompt post-assessment (Cafeteria Seating)

Common assessments including the end of unit summative assessment:

Argument Writing Process Piece
Persuasive Writing
Students are using the writing process to create a publishable piece.

Sports and Grades Timed Prompt – Pre Assessment
Persuasive Writing
Students will compose a persuasive essay within a 45 minute period. (Extended time for students with accommodations)

Cafeteria Seating Timed Prompt – Post Assessment
Persuasive Writing
Students will compose a persuasive essay within a 45 minute period. (Extended time for students with accommodations)

Teacher notes:

Unit 6 - 8th ELA Evaluating Argument Reading

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit:	Length of the unit:
Evaluating Argument	6 weeks

Purpose of the Unit:
The purpose of the Evaluating Argument unit is to have students identify an author's claim and evaluate the quality and quantity of evidence in an argument.

Common Core State Standards Addressed in the unit:
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas: Good readers think critically about the texts they read Good readers evaluate the ideas of others.	Essential Questions: • How do good readers evaluate the ideas of others? • How do good readers think critically about what they read?

Students will know:
• Logical Evidence
  ○ Quotes
  ○ Statistics
  ○ Facts
  ○ Examples
• Emotional Evidence
  ○ Loaded Words (analogies and allusions)
  ○ Bandwagon
  ○ Anecdotes
	Students will be able to:
	• Read closely to determine literal and inferential meaning
	• Evaluate and analyze the quality of evidence.
	• Determine main idea.
	• Identify and analyze the impact of figurative and connotative language on meaning and tone.
	• Identify and analyze analogies and allusions in a text.

○ Rhetorical Questions • Claim • Refute the Opposition • Bias • Relevant vs. irrelevant evidence • Tone • Connotation • Denotation	• Explain how an author develops point of view. • Compare and contrast multiple points of views. • Analyze how different points of view structure their arguments. • Evaluate effectiveness of various mediums to communicate an idea. • Explain the author's argument. • Determine quality, quantity of evidence used to support a claim. • Evaluate the relevance or lack thereof of evidence used to support claims. • Analyzing the differences between various authors' presentation of conflicting information for a singular topic. • Close reading and comprehension at a grade 8 complexity band (ex. lexile levels from 955 to 1155)

Significant task 1:
Students explore text sets to identify the different parts of an argument specifically the claims and evidence. Students identify, analyze and evaluate evidence from multiple texts read with the whole class and independently. Students take notes on the claims, (ideas) and evidence and work collaboratively to identify types of evidence, evaluate evidence, and compare the quality and effectiveness of various types of evidence. Students participate in whole class discussions to practice identifying arguments in texts. Students respond in their reader's journal to why authors use all three types of evidence to make claims and build arguments.

Timeline: 3-5 days
Key vocabulary: argument, claim, evidence
Resources: mini lesson resources

Significant task 2:

Students evaluate the quality of the author's choice of medium to communicate a message. Students view and read two different medium on the same topic/subject - one Youtube clip about the benefits of chocolate milk and a series of milk advertisements to communicate the same idea. Students compare the claims and evidence and evaluate the effectiveness. Students respond to a question to reflect on which medium is more effective and why.

Timeline: 3 days
Key vocabulary: evaluate, identify, medium
Resources: mini lesson resources

Significant task 3:

Students continue reading various nonfiction texts about a particular topic. Students identify the claims and evidence and determine which evidence is the best. Students begin practicing several analytical responses to analyze the argument and claims an author makes. Students use various graphic organizers and participate in whole class, small group, and individual discussions to analyze a response orally before in writing. Students build on oral experiences to write a written analysis of an argument.

Timeline: 3-5 days
Key vocabulary: analysis, response, oral
Resources: mini lesson resources

Common learning experiences:
Prior to unit:
Students select a topic to explore; teacher creates text sets (see the shared drive) and groups for the students to use
Teacher models skills using mentor texts from the Chocolate Milk topic.
Day 1:

- Mini lesson: Note taking for ideas and evidence using Cornell Notes
- Model with Chocolate Milk folder materials
    - Issue: Is chocolate milk beneficial or harmful?
    - Possible Claims:
        - Chocolate milk is more beneficial than other drink alternatives.
        - Drinking chocolate milk is harmful to your health.
    - Reasons:
- Independent Practice: Tour your folder: Identify the issue, the claims, and some of the common reasons

Day 2:

- Mini lesson: Types of logical evidence (Quotes, Statistics, Facts, Examples)
- Model finding logical evidence in "Got Milk? Try Chocolate After Your Workout"
- Independent Practice: Note taking to find logical evidence in one article

Day 3:

- Mini lesson: Identify emotional evidence (Anecdotes, loaded words, rhetorical questions, bandwagon)
- Model finding emotional evidence in "Adding Chocolate to Milk Doesn't…" and various Got Chocolate Milk? Advertisements
- Independent practice: Note taking to find emotional evidence in one article

Day 4

- Mini lesson: Evaluating the quantity of evidence
    - Is there a sufficient amount?
    - Is there a balance between logic and emotional evidence?
- Model using:
    - "Sugar in Chocolate Milk Compared to Other Treats" (Not as balanced)
    - "Schools May Ban Chocolate Milk over Added Sugar" (More balanced)
- Independent Practice: Note taking to evaluate the quantity of evidence in one article

Day 5

- Mini lesson: Evaluating the quality of evidence (refute the opposition, relevant to position, generalizations, bias, false information, (un)reliable sources, figurative and connotative

language: tone/loaded language)

- Model using videos:
    - Australian YouTube video about Jamie Oliver LA Schools
        1. Flaws:
            1. Unreliable source "I don't know what that other stuff has in it?"
            2. Refute the opposition using an unreliable source
            3. Over generalizes: Bus full of sugar for the U.S. (connotative)
            4. Bandwagon: Queensland Health Minister cares because Oliver is famous
            5. Biased toward Jamie Oliver's opinions supporting removing chocolate milk from schools
        2. Strengths:
            1. Reliable source: Jamie Oliver (chef and food expert), etc.
            2. All evidence is relevant to their position
            3. Facts about sugar intake
    - Another video

Day 6

- Mini lesson: Compare, contrast and evaluate the effectiveness of various mediums to communicate an idea
    - Compare and Contrast à How do they communicate the same ideas in different ways? à Which one is the most effective and why?
- Model using:
    - Raise Your Hand for Chocolate Milk YouTube video: dietician from a dairy organization
        1. Reliable source
        2. Visual advertisements
        3. Bias because she works for a dairy organization
        4. Bandwagon
        5. Product endorsement
        6. See the expert enjoy the product
        7. Audience: children and mothers
    - "Chocolate Milk Refuels Muscles After Workout"
        1. Reliable source
        2. Unbiased expert (exercise scientist at UConn) however a biased argument because the study was based on a grant from a dairy organization
        3. Research based: statistics, case study
        4. Anecdote
        5. Audience: fitness
- Independent Practice: Compare and Contrast how two mediums communicate the same ideas in different ways. à Which one is the most effective and why?

Day 7:

- Mini lesson: Compare, Contrast and Evaluate the effectiveness of various mediums to communicate an idea
    - Compare and Contrast à How do they communicate the same ideas in different ways? à Which one is the most effective and why?
- Model using:
    - Print ads for "Got Chocolate Milk"
    - Raise Your Hand for Chocolate Milk YouTube video with celebrities
    - Both mediums are utilizing bandwagon but geared toward different audiences

Day 8:

- Mini lesson: Evaluating an argument and providing an analytical response.
    - Analytical Question: After reading the article "…", evaluate the strengths and weaknesses of the author's argument. Provide evidence from the text and explain your thinking.
- Model:
- Independent Practice:

Day 9:

- Mini lesson: Evaluating an argument and providing an analytical response.
    - Analytical Question: After reading the article "…", evaluate the strengths and weaknesses of the author's argument. Provide evidence from the text and explain your thinking.
- Model:
- Independent Practice:

Day 10:

- Mini lesson: Evaluating an argument and providing an analytical response.
    - Analytical Question: After reading the article "…", evaluate the strengths and weaknesses of the author's argument. Provide evidence from the text and explain your thinking.
- Model: Revise Pre assessment
- Independent Practice: Revise Pre assessment

Common assessments including the end of unit summative assessment:

Evaluating Argument Pre assessment
Analytical Writing
Students will read an argument and evaluate the quality and quantity of evidence, compose an analysis of the argument, and cite evidence from the text to support their analysis.

Post assessment
Analytical Writing
Students will read an argument and evaluate the quality and quantity of evidence, compose an analysis of the argument, and cite evidence from the text to support their analysis.

Teacher notes:

Windsor Public Schools
8th Grade ELA

Purpose of the Course:
To facilitate continued student growth as competent, literate citizens of the 21st Century and life-long readers and writers as dictated by the new Common Core state standards. Additionally, 8th grade ELA is mindful of the transition students are making toward high school English. Students read closely sophisticated and complex 8th grade and beyond level texts across a variety of genres and share through discussion and written expression ideas about what the texts says explicitly and implicitly. At the same time, students develop as critical, independent thinkers. Students will also have authentic opportunities to write in narrative, informational and argument modes to a plethora of audiences and for varied purposes. Short and long research projects are undertaken all throughout the course.

Name of the Unit: Genocide Research	Length of the unit: 6 weeks

Purpose of the Unit:
Using a focused research question, the purpose of the Genocide and Injustice unit is to have students research a genocide or injustice committed against a group of people anywhere in the world and compare it to the Holocaust. Students will then draw conclusions using their findings about people or life in general and personally reflect on their new understanding.

Common Core State Standards Addressed in the unit:

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details,

quotations, or other information and examples.

- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c .Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Big Ideas:	Essential Questions:
• Good readers research what they seek to understand. • Good readers build new learning through research	• How do good readers find out what they want to know? • How do good readers create new understandings about the world around them?
Students will know:	Students will be able to:

• MLA Citing
• Cornell Notes
• Main Ideas
• Supporting Details
• Genocide
• Injustice
• Compare
• Contrast
• Paraphrasing
• Draw a Conclusion
• Reflect
• 6 Traits of Good Writing:
  ○ Ideas
  ○ Organization
  ○ Conventions
  ○ Presentation
	• Draw conclusions
	• Support analysis with at least two or three pieces of quality textual evidence
	• Determine main idea
	• Use quality supporting details to show development of main idea through the whole piece
	• Provide an objective summary
	• Analyze how a text connects or distinguishes between individuals, ideas, and events
	• Determine the meaning of words and phrases used in a text
	• Conduct a short research project to answer a focused research question
	• Gather relevant information from multiple sources
	• Paraphrase
	• Cite sources

	• Draw evidence from informational texts to support analysis, reflection, and research • Use the writing process • Use technology to produce and publish writing

Significant task 1:

Students build background knowledge through multiple readings and responses about the holocaust. Students engage in activities to help explain the holocaust including a photo gallery, picture walk and reflection, power point presentation and discussion, and independent identity analysis. Students demonstrate basic understanding of the 5Ws of the Holocaust through participation in classroom discussion.

Timeline: 3-5 days
Key vocabulary: holocaust, gallery, response
Resources: holocaust background knowledge

Significant task 2:

Students receive direct instruction in taking formal notes using the Cornell format. Students work with partners and independently to practice taking notes from nonfiction materials. Student practice identifying main ideas, relevant details and citing resources for a works cited page. Student assessments of notes occur in small group and individual reading conferences.

In whole class format, students receive direct instruction in turning notes into paragraphs, paraphrasing and quoting, and choosing a narrow research topic to compare. Students work independently to practice skills on individually assigned topics. Student partnerships engage in conversations in which they compare information gathered about the two different topics. Students examine information gathered to determine about what they already know and what questions that still need to be answered. Students generate a list of research questions to write comparison essay.

Students receive additional whole class instruction in locating sources to answer research questions using Google advanced search, developing a thesis statement, drafting compare/contrast paragraphs, and drawing conclusions and writing reflections. Students use Google advanced search to locate and select appropriate resources based on student generated research questions. Independently students read additional resources about selected/assigned topic, and take notes. Students use information gathered to develop a thesis statement, draft compare and contrast paragraph and compose a conclusion and reflection paragraph.

Timeline: 10-15 days
Key vocabulary: paraphrase, quote, compare
Resources: mini lesson scope and sequence

Significant task 3:

Students receive whole class instruction in revision and editing. Students discuss the importance of and difference between the two. Students work both in the computer lab and in the classroom to create written portion of final assessment. Students work independently and with peers to self-assess work using class rubric on revision and editing.

Timeline: (4-6 days)
Key vocabulary: revision, editing
Resources: mini lessons resource

Common learning experiences:

Overview of Objective: Students will select a topic to study and compare and contrast to the Holocaust
Final Product: Students will create a poster that teaches their peers about their topic and how it relates to a specific of the Holocaust.
Reader's Workshop:
Day 1-5:
Holocaust Background Knowledge Days:

- KWL
- Holocaust Identity Activity
- Reader's Workshop Lessons (articles and reader response)
- Photo gallery and reflection
- PowerPoint and synthesis discussion
- Introduce Project and Rubric and topic selection

Day 6:
Assign Topics, Tour Folders/gathering info to teach and share with peers
Purpose: Reading to identify the main ideas of your topic.
Mini Lesson: Synthesizing Information from multiple resources in order to understand the big picture

- Note Taking Using Cornell Notes (Model with Native American Folder)
    - Main ideas (left column)

Independent Practice: Note Taking Using Cornell Notes

- Main ideas (left column)

Closure: Group Discussion on Topic

- (What do you know about your topic? What is important about your topic?)

Day 7:
Mini Lesson: Note Taking Using Cornell Notes (Model with Native American Folder)
Understanding the purpose of gathering info to teach and share with peers

- Main ideas (left column)
- Important and relevant details (center column)
- Article# Paragraph # (right column)

Independent Practice: Note Taking Using Cornell Notes
(Background Knowledge Section of the poster)
Day 8:
Mini Lesson: MLA Citations: Note Taking Non Fiction (Model with Native American Folder)

- MLA format

Independent Practice:

- Reading folder texts and taking notes
- Create a Works Cited page
- Converting A#/P# to proper MLA Format

Writer's Workshop:

Day 9:

Mini lesson: Drafting Background Knowledge Paragraph (Model with Native American Folder)

- Using notes to organize writing into a paragraph that defines and explains their topic
- Paraphrasing lesson

Independent Practice: Drafting Background Knowledge paragraph using paraphrasing and quoting

Day 10:

Mini lesson: comparing/contrasting two topics as a whole (in general)

- Model with Holocaust and Native American

Guided Practice: Group Work discussing similarities and differences of the two topics, filling in graphic organizer

Independent Practice: Reflection on group's findings (what similarities and differences did you notice about the two topics?)

Writer's Workshop:

Day 11:

Mini lesson: choosing a narrow and specific research question for comp/cont paragraph

- Model with Native American topic

Independent Practice:

- Identify topic and research question
    - (modified for students: Give list of research questions to choose from)
- Examine notes and what they are already know,
- Make a list of questions that still need answering

Day 12:

Mini-Lesson:

- Locating sources to answer research question using Google Advanced Search
- Citing sources using BibMe

Independent Practice:

- Computer Lab time to gather additional resources and print texts to add to research.
- Use BibMe to gather citation information for articles in order to MLA cite later

Day 13:

Mini-Lesson: research texts and examine similarities and differences

- Note Taking using Cornell Notes to develop thesis statement (Model with Native American topic)

Independent practice: Read addition sources and note taking using Cornell Notes to develop thesis statement

- Modified: Fill in graphic organizer on specific research question
- Include citations

Day 14:

- Mini Lesson: Drafting compare and contrast poster section paragraphs
    - Model with Native American topic
    - organizing information to support thesis
- Independent Practice: Drafting Paragraphs
- organizing information to support thesis

Day 15:

- Mini Lesson: Draw conclusions and Reflect
    - Model with Native American topic
- Independent Practice: Composing Conclusion and Reflection section of poster

Day 16:
Mini lesson: revising drafts for ideas, organization (Model with Native American)
Guided Practice: Peer revising for ideas, organization, feedback and questions
Independent Practice: Self Revision based on feedback
Day 17:
Mini Lesson: Editing for conventions and MLA citations
Independent Practice: self editing checklist (non-negotiable conventions and MLA citations)
Day 18:
Mini lesson: presentation expectations (rubric)
Independent Practice: computer lab time to create poster

- Type writing, photos, titles, captions, visual appeal

Day 19:
Independent Practice: computer lab time to create poster

- Type writing, photos, titles, captions, visual appeal

Reader's Workshop:
Day 20:
Gallery Walk:
Posters are hung up in the room
Students will choose a pre determined number of posters to visit, reflect and respond to.
Day 21:
Post Gallery Walk Discussion and reflection on big picture

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

Genocide and Injustice Project
Expository Writing
Students will assemble a poster that compares and contrasts a topic of their choice with the Holocaust in order to draw conclusions about the human condition.

Teacher notes:

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

Prepared By: Mary Anne Butler **Presented By:** Tom Baird, Tracie Peterson Bonnie Fineman, Christine Tedisky

Attachments: Proposed Grade 1, 3, 4, 5 Mathematics Curriculum, Grade 6, 9, 10, 11 Language Arts Curriculum, Forensic Science Curriculum

Subject: Grade 1, 3, 4, 5 Mathematics Curriculum, Grade 6, 9, 10, 11 Language Arts Curriculum, Forensic Science Curriculum

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Background:

Grade 1, 3, 4, and 5 mathematics curriculums are aligned to the CCSS and represent a balance between authentic application and computational fluency.

Grade 6 Language Arts curriculum is aligned to Common Core, but emphasizes the need for smooth transitions between elementary and middle school and high levels of achievement through relevant engagement.

Grades 9, 10 and 11 Language Arts curriculums have an overarching vision for development using the "C.L.I.M.B." acronym which is to cultivate learners through inquiry, measurement, and core beliefs.

The Forensic Science curriculum, which is based on Sheldon's gamification research to instruct curriculum is a self-progress course where students will level up and gain badges for each completion stage. This elective course is a semester-long, and no text is required at this point.

Status:

The grade 1, 3, 4, and 5 mathematics curriculums were presented at May 1, 2013 BOE Curriculum Committee Meeting as a first reading.

The grade 6, 9, 10, and 11 Language Arts curriculums were presented at the May 1, 2013 BOE Curriculum Committee Meeting as a first reading.

The Forensic Science Curriculum was presented at the May 1, 2013 BOE Curriculum Committee Meeting as a first reading.

Recommendation:

The Board approves grade 1, 3, 4 and 5 mathematics curriculums presented as a first reading.
The Board approves grade 6, 9, 10 and 11 Language Arts curriculums presented as a first reading.
The Board approves Forensic Science Curriculum presented as a first reading.

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

Agenda Item # 6e.

9/9/2011

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 1 Fluency with Addition and Subtraction within 10	Length of the unit: 5 weeks
Purpose of the Unit: This unit is the first of three involving adding and subtraction during this grade level. This unit focuses on fluency with addition and subtraction within 10. Fluency within 5 and exploration within 10 was done in the previous grade level. In addition, this unit addresses counting, reading and writing numerals in the 0-120 range.	
Common Core State Standards Addressed in the unit: **1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.** **1.OA.3: Apply properties of operations as strategies to add and subtract. Two examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.).** **1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).** **1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.** ***For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*** **1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.** 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.4: Understand subtraction as an unknown-addend problem. For example subtract 10 − 8 by finding the number that makes 10 when added to 8.	

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?.

1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Big Ideas:	Essential Questions:
1. Numerals and symbols can be used to model problems. 2. Knowing properties of operations allow us to be flexible when working with numbers. 3. Addition is putting together or adding to and subtraction is taking apart or taking from. 4. Addition and subtraction are inverse operations; that is they undo each other.	1. How are numerals and symbols used? 2. What strategies can we use to make solving addition and subtraction problems easier? 3. What types of questions does adding and subtracting answer? 4. How are addition and subtraction the same or different?
Students will know: 1. addition and subtraction • Equations • Word problems • Unknowns • Symbols 2. strategies using properties of operations for addition and subtraction within twenty 3. strategies of counting on, making ten, decomposing a number leading to a ten, and creating equivalent but easier or known sums 3. subtraction as an unknown-addend problem 5. the meaning of the equal sign 6. written numerals 0-120	Students will be able to: 1. use addition and subtraction within 20 to solve word problems with unknowns in all positions. 2. apply properties of operations, counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums as strategies to add and subtract 3. demonstrate fluency for addition and subtraction within 10 4. determine if equations involving addition and subtraction are true or false 5. count to 120, starting at any number less than 120 6. read and write numerals and represent a number of objects with a written numeral within the range 0-120, 7. solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20

	8. use an equation with a symbol for the unknown to represent a word problem 9. understand subtraction as an unknown-addend problem 10. relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 11. determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?) 12. organize, represent, and interpret data with up to three categories 13. ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Significant task 1: *Adding and Subtracting 1, 2, and 0*

The activities in this task are grounded in Chapters 2 and 3 of *Mastering the Basic Math Facts in Addition and Subtraction*. In these lessons, students transition from counting all, to beginning with one addend and counting on (or counting back for subtraction) to find the sum (or difference) by building on previous experiences with number lines and counting. As the task begins, students listen to the story, *Mouse Count*, by Ellen Stoll Walsh. Here, a context for exploring *counting on* as a strategy for *adding one* or *adding two* is set as 10 clever mice escape a greedy snake that is planning to eat them for dinner.

Following the story, students work with partners to count the number of mouse manipulatives in a bag, then find the totals as first one, then two mice are added to the bag. Students record the new numbers, write corresponding addition sentences, and draw pictures to show the process. After repeating this process several times, the class creates an organized list and discusses the patterns that emerge and the idea that the order of the addends does not affect the sum (the commutative property).

To enhance the concepts, partnerships move counters along number strips (enlarged versions of number lines) to solve story problems involving *adding one* and *adding two* and record the addition equations on the board as a class. Next, students play a spinner and number strip game for *adding one* and *adding two*, and writing corresponding number sentences.

For additional experiences as needed, the whole class or small groups may listen to *Fish Eyes* by Lois

Elhert. Here, students use goldfish crackers or counters to continually *add one* as each fish in the story adds himself to a new group of fish. Students may also may clap, jump or wiggle to kinesthetically represent *adding one* and *adding two* situations, or use pennies on a piggy bank work mat to solve piggy bank story problems. Finally, students play one or more games designed to provide practice for fluency with *adding one* and *adding two*.

Students make the connection between addition and subtraction facts as the story *Mouse Counts* is revisited throughout this task. Additionally, students listen to the story *Counting Crocodiles* by Judy Sierra, make predictions, then work as a class and in partnerships to create related *subtracting one* and *subtracting two* story problems. Finally, students share these problems for the class to solve.

Students next explore the sum of numbers when zero is an addend as they listen to the story *Gray Rabbit's 1, 2, 3* by Alan Baker, a story of a rabbit who falls asleep while he is making animals out of clay. Working in pairs, students write number sentences to show the total amount of each type of animal made while Gray Rabbit was awake, and asleep. Students share their findings with the class and discuss their observations, then act out a number of related story problems involving *adding zero* or *subtracting zero*.

Students having difficulty with the concept of adding zero may also use part-part-whole mats to visualize the facts. Here, students use the two upper sections to represent addends (the *parts*) and a larger section on the bottom to represent the sum (the *whole* or *total*). When exploring 6 + 0, students place 6 counters in one of the top sections, 0 counters in the other top section, and move all of the counters to the bottom section to show the sum. With this tool, students will quickly see that the sum is always the same as the non-zero addend because one part of their mat is always empty. Finally, students participate in one or more games or activities to practice for fluency with adding or subtracting 0, 1, or 2.

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 2 weeks
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, part, whole
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapters 2 *(pp. 31- 50)* and 3 (pp. 51-62)
Walsh, Ellen Stoll, *Mouse Count*
Elhert, Lois, *Fish Eyes*
Sierra, Judy, *Counting Crocodiles*
Baker, Alan, *Gray Rabbit's 1, 2, 3*

Significant task 2: *Doubles*

This task is grounded in Chapter 5 of *Mastering the Basic Math Facts in Addition and Subtraction.*
In these lessons, students build on the knowledge from the previous task to develop strategies for *doubles*. Students listen to the story, *Double the Ducks* by Stuart J. Murphy, where a boy with 5 ducks is followed back to his farm by 5 more ducks, and make predictions about what the boy will need in order to take care of double the original number of ducks. As a class, students solve related story problems, then turn to a partner and share the *doubles* facts discovered.

In partnerships, students play a spinner game and use counters to find the *doubles* sums for sets of farm animals. As one student finds the totals, the partner records addition number sentences on a recording sheet. The roles are then switched and play continues until pairs have determined doubles for each set of animals. Students then share the *doubles* facts with the class and respond to the prompt, "What does it mean to double a number?" These responses are shared with a partner, or presented during Math Meeting/ Circle Time to summarize the concept that doubling is the process of joining two groups of the same quantity.

In another activity to enhance the concepts, students use manipulatives and part-part-whole mats to help them solve story problems involving the addition of doubles facts. Students place a group of counters in the top left section of the mat, and create an equal-sized group in the top right section. Students then record an addition equation to show the two parts, pull the parts together to make one whole group, and record the sum.

As a class, or in small groups as needed, students revisit the story *Double the Ducks* and use manipulatives to double each item in the story. Students may also play games that use manipulatives to find the doubles of numbers to help reinforce the strategy of doubling. Additionally, students may create pages for a class book of doubles facts.

Students make the connection between addition and subtraction for *doubles* (and *halves*) as they listen to *Martha Blah Blah* by Susan Meddaugh, a story of a dog who gains the ability to speak when eating alphabet soup but encounters problems when half of the letters are removed from the soup. Students work in pairs or groups to count "letters" (manipulatives) and remove half as in the story. Students find out how many letters are left and record subtraction sentences on a recording sheet. Students then discuss their findings and relate them to *doubles* addition sentences. Through this activity, students learn that halving is the opposite of doubling.

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 1 week
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, part, whole, double(s), halves
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 5 (pp.77-91)
Murphy, Stuart J., *Double the Ducks*
Meddaugh, Susan*, Martha Blah Blah*

Significant task 3: *Making-Ten*

This task is grounded in Chapter 6 of *Mastering the Basic Math Facts in Addition and Subtraction.* To begin an investigation of *making-ten* facts, students listen to the story *Ten Apples up on Top!* By Dr. Seuss, about animals trying to balance ten apples on their heads. Through this story, students explore different combinations that make ten. In partnerships, students use two-color counters to represent the apples and record corresponding number sentences. Partners then share results with the class and, as a class, generate an organized list of possible combinations and number sentences.

In the next lesson, students use ten-frames to solve related story problems. Students work with partners to find and record corresponding number sentences by placing red counters in sections of the ten-frame and then filling the remaining sections with yellow counters. As students share results with the class, the number sentences are recorded on the board and students look for patterns. Insights are then discussed, to include an understanding of the commutative property and the flexibility of numbers- that there are multiple ways to make ten.

Students explore subtraction using the making-ten strategy by revisiting *Ten Apples up on Top!* Here, students investigate what might happen if some apples fall from the animals' heads as they are balancing ten. Students use 10 linked cubes, in two different colored groups of five, to visualize how many apples are left, and record a corresponding subtraction sentence. After several repetitions, students share their findings with the class and tell a partner how thinking about *making-ten* can help someone subtract from 10.

As needed, students may further explore the concepts, either as a whole class or in small groups. Boys and girls may line up to create sums of ten students, or make bead counters, a hands-on tool for visualizing tens. Students then use the bead counters as manipulatives for interactive games that focus on the making-ten strategy. Additionally, one or more games designed to promote fluency with *doubles* and *making-ten* addition and subtraction facts may be played. (Several game options are described in *Mastering the Basic Math Facts in Addition and Subtraction*).

Timeline: 2 weeks
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, part, whole, double(s), halves
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 6 (pp. 93-110)
Seuss, Dr. (Theo LeSieg), *Ten Apples up on Top!*
Math Trailbazers Unit 3, Lessons 4-7 and CCSS Activities 3-5
Windsor Binder: *Grade One Math*

Common learning experiences:

- Math Meeting/ Circle Time: As described in the Teacher Notes section, Math Meeting/Circle Time occurs daily, for about ten minutes at the beginning of each math period. While the activities are described in general terms within the Teacher Notes section, following are a few specific suggested activities for Math Meeting/ Circle Time:

  120 Chart: In this unit, students are introduced to the 120 chart, a visual tool used throughout the year during this time for practice of counting by ones and tens, numeral identification and recognizing number patterns. As the year progresses, students also use the 120 Chart for learning about one and ten more/less, and other addition and subtraction concepts during the Math Meeting/Circle Time.

  Count Around the Circle: To practice sequences of 5-10 numbers within 120, children

stand in a circle and count from a given number to the designated target number within the sequence, one number per student. When the target number comes up, that student claps and sits down. The next student starts the sequence again. The game continues in this way until there is one person standing. (It may also be played non-competitively if students are allowed to remain standing).

Daily Ten-Frames and Hundred-Frame: Students use ten-frames to keep track of the number of days in school by placing one adhesive dot on the ten-frame each day, filling in the top row of 5 first, and moving from left to right. Once a ten-frame is filled, the next one is begun, and so on, until the number 100 is reached. The count then continues on a new set of ten-frames until 120 is reached (or the last day of school if interest is high). Students use this visual organizer to see five, ten and 100 emerge as natural benchmarks for thinking about relationships among numbers. During this time, students may also use individual white boards to write the number of days shown by the ten-frames and consider such questions as, *How many more days do we need to complete this ten-frame? How can we figure it out? Do we have more than five days? How do we know? What number story is the ten-frame telling?*

Graphing Activities: Once or twice a month throughout the year, students organize, represent, and interpret data with up to three categories on topics of interest to the class. During this time, students ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. Often the topic may pertain to read-alouds the class has shared, or to events that occur in the students' day. For example, since the read-alouds during this task are all about animals, students may create a class graph about some pets that students have at home.

- Read/Alouds/Literature Connections: Students may benefit from listening to one or more of the following stories during Math Meeting/Circle Time, prior to the *Math Trailblazers, Pennies, Pockets, Parts* Lessons (below). These stories may be used as springboards for discussion of the making-ten concept, the flexibility of numbers, and problem solving:

  Payne, Emmy, *Katy No-Pocket*
  Freeman, Don, *A Pocket for Cordoroy*
  Langstaff, John, *Over in the Meadow*

- *Math Trailblazers, Pennies, Pockets, Parts, Lessons 4-7 and CCSS Activities 3-5:* In these lessons, students explore part-whole relationships as they work with pennies and work mats showing pockets on clothing. In the first two lessons, students add two, then three whole numbers by adding the pockets on three items of clothing. Students then arrange ten pennies in a variety of ways on three pockets to learn about the associative property of addition. In the final lesson, students solve addition and subtraction word problems using pennies.

- *Giant Story Problems:* Students work as a class to read a story problem, discuss the essential points, draw a picture on the SMARTBoard or chart paper showing the details, and write both an equation and a sentence to represent the problem. Students then repeat the process with new problems, working in small groups or partnerships.

- *Math Links:*
  Addition and Subtraction within 10:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/1__Addition_and_Subtraction_wi
  1. A Day at the Beach Subtraction: Complete the subtraction sentence to tell how many are left.
  2. Addition Arrays: Use an array like a ten-frame, select the number range, and print out reports of success
  3. Build A Train: Add or subtract cars to build a train.

Common assessments including the end of unit summative assessment:
Unit 1: Fluency with Addition and Subtraction within 10 Assessment
Selected Facts Assessments, found in *Mastering the Basic Math Facts in Addition and Subtraction*

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and model with mathematics

- Throughout the year, the math period is generally broken into 4 sections as follows:

  Daily Math Meeting/Circle Time (about 10 minutes) is an active time for students, to include such activities as games for counting within 120, ten-frame counting, problem solving, graphing, review/practice of skills, and an introduction to the lesson of the day. During this time, students generally gather around the teacher at a class meeting area of the room. Students participate by carrying out meaningful routines, by explaining their reasoning to partners and/or the class, by asking clarifying questions of other students, and often by showing work on individual whiteboards, the SMARTBoard, or clipboards with paper. Students may also contribute by using a variety of strategies for solving story problems, such as acting them out, drawing a picture, and/or using manipulatives and visual tools. (A few suggested activities may be found in the Common Learning Experiences section of each unit).

  Direct Instruction (about 15 minutes) is generally introduced at the class meeting area following the Math Meeting/Circle Time. Here, the students usually work as a class, listening and participating in the instruction, asking and answering questions, discussing mathematical thinking, and/or practicing together. This time may alternately be devoted to small group instruction, where some students participate in lessons for re-teaching or enrichment while others work independently or in partnerships on differentiated games and activities that provide needed practice or enrichment of concepts.

  Investigation, Application and/or Practice (about 30 minutes): Students work independently, in partnerships, and/or small groups to investigate, apply, and/or practice the activity upon which the direct instruction is based. At this time, students may also be involved workstations, math fact activities, and/or computer-based review/practice.

Lesson Wrap-Up (about 5 minutes): Student reflections, essential questions, and lesson objectives are discussed during this time.

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students who continue to struggle with kindergarten skills can focus on skills for early numbers (0-20) and fluency of addition and subtraction facts within 0-5. (The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills). Students on grade level work toward fact fluency and mastery of concepts. These students may use flash cards and number lines to solve story problems, and play games designed for differentiated practice and promoting fluency of *adding* and *subtracting 0, 1, and 2* facts, *doubles* facts, and *making-ten* facts. (Several suggestions and options for such practice are provided in Chapters 2, 3, 5, and 6 of *Mastering the Basic Math Facts in Addition and Subtraction)*. At the same time, students who have already mastered the facts through ten can work toward developing fluency for facts to twenty by extending the numbers in the above activities.

- Differentiation: Opportunities for differentiation frequently arise through the use of a spectrum of resources available for students, from concrete, to visual or abstract. As students are introduced to concepts, it is often at a concrete level, where hands-on manipulatives, and/or acting out situations are employed to help with mathematical reasoning. At a higher level, students use visual aids, such as number lines, charts, or drawings to help solve problems. At the highest levels, students reason abstractly, relying solely on numerals and symbols. Therefore, one way lessons are differentiated is by having a variety of manipulatives and resources readily available for students to use. In this task, these opportunities are built into each lesson.

- Predictable misconceptions: While addition and subtraction with zero are easy for automaticity, thinking about part of a quantity when that part consists of nothing is confusing. Thus, students learn the facts for 1 and 2 first, in order to develop a firmer understanding of addition and subtraction processes before thinking about how to separate or take away nothing. Once the processes are understood, the zero facts are easier for students to comprehend.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 2 Exploring Addition and Subtraction within 20	Length of the unit: 5 weeks

Purpose of the Unit: This unit is the second of three involving adding and subtraction during this grade level. This unit focuses on exploring addition and subtraction within 20 in a similar way exploration was done in the previous grade within 10.

Common Core State Standards Addressed in the unit:

1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.3: Apply properties of operations as strategies to add and subtract. Two examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.4: Understand subtraction as an unknown-addend problem. For example subtract 10 − 8 by finding the number that makes 10 when added to 8.

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?.

1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Big Ideas:	Essential Questions:
5. Numerals and operation symbol can be used to model problems. 6. Knowing properties of operations allow us to be flexible when working with numbers. 7. Addition is putting together or adding to and subtraction is taking apart or taking from. 8. Addition and subtraction are inverse operations; that is they undo each other.	5. How are numerals and symbols used? 6. What strategies can we use to make solving addition and subtraction problems easier? 7. What types of questions does adding and subtracting answer? 8. How are addition and subtraction the same or different?
Students will know: 1. addition and subtraction • Equations • Word problems • Unknowns • Symbols 2. strategies using properties of operations for addition and subtraction within twenty 3. strategies of counting on, making ten, decomposing a number leading to a ten, and creating equivalent but easier or known sums 4. subtraction as an unknown-addend problem 5. meaning of the equal sign 6. written numerals 0-120	Students will be able to: 1. use addition and subtraction within 20 to solve word problems with unknowns in all positions 2. apply properties of operations, counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums as strategies to add and subtract within 20 3. determine if equations involving addition and subtraction are true or false 4. count to 120, starting at any number less than 120 5. read and write numerals and represent a number of objects with a written numeral within the range 0-120 6. solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 7. use an equation with a symbol for the unknown to represent a word problem 8. relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 9. determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?) 10. organize, represent, and interpret data with up to three categories 11. ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Significant task 1: *Adding Ten*

The activities in this task are grounded in Chapter 4 of *Mastering the Basic Math Facts in Addition and Subtraction*. In these lessons, students explore the facts for adding and subtracting 10 to extend the understanding of the flexibility of numbers and build upon previously known facts. First, students participate in a survey of preferred cookies, create a graph, and read the story, *If you Give a Mouse a Cookie* by Laura Numeroff about a Mouse whose favorite kind of cookie is chocolate chip. Students explore adding ten more chips to a number of chocolate chips in a picture of a cookie, then draw or use counters to find the answer in a concrete or visual way. Students record number sentences to represent adding 10 chips to the cookie, and start again with a new cookie. A class chart of number sentences is created as students discuss the findings. Students then turn to a partner and talk about any patterns observed, including such comments as, *It is just counting 10 more*, or *You just write 1 and then the number you already had.*

In another activity to promote understanding, the students use double ten-frames as a visual tool to represent the number ten, plus some more. Students place ten dots, or counters, in the first ten-frame and record *10* below it. Next to it, students place 1 dot, or counter on the ten-frame and record 1 below it. Students then place an addition sign between the numbers and tell a partner the sum for the two frames. Students work together to find sums when beginning with 10 and adding 2-9 more, then write about these observations and share the ideas with the class.

For additional experiences as needed, the whole class or small groups may use *1-20 Charts* and counters to show sums of + 10 facts, discuss patterns and predict the next sums, or tell the sum of a double ten-frame that is quickly flashed. The class may also demonstrate *Finger Facts*, using one student as the ten-finger student and another student showing any number from 0-9. Others in the group are challenged to tell the total number of fingers.

Students explore subtracting 10 after listening to *Don't Eat the Teacher!* By Nick Ward. Students solve problems involving subtracting ten, and discuss the patterns that occur. The students' insights are recorded on chart paper to summarize the thinking about these patterns, such as *The 1 goes away when you subtract 10* (place value understanding- subtract 1 ten) or *If you change it around and add it, you use the same numbers* (fact families). Finally, students may participate in a variety of games and activities as needed, for focused practice of *adding ten* and *subtracting ten* facts (found in Chapter 4 of *Mastering the Basic Math Facts in Addition and Subtraction).*

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, ,1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 2 weeks
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), double, ten-frame, addend
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 4 *(pp. 63-75)*

Significant task 2: *Using Tens*

The activities in this task are grounded in Chapter 7 of *Mastering the Basic Math Facts in Addition and Subtraction*. The lessons help students use their understanding of the flexibility of numbers and knowledge of the foundation facts (+0, +1, +2, +10, *doubles facts*, *making-ten* facts) to find sums for the *using tens* facts. First, students explore different combinations of addends that make ten as the story *Diary of a Worm* by Doreen Cronin is read aloud. Students are then given 20 pieces of uncooked macaroni to represent 20 worms and a set of double ten-frames for solving story problems in which one of the addends is 8 or 9. As students work, the strategy of moving worms from one of the ten-frames to the other to make a ten is discussed. Students then record both equations, (such as 9 + 3 = 12) and a simpler equation by making ten (10 + 2 = 12) on recording sheets. Here, students learn to recognize that when a worm is moved to one ten-frame, it is coming away from the other, so the total number of worms never changes.

Another way students visualize the process of using tens is by using a single ten-frame and some two-color counters. Students pull a fact card to solve (e.g., 8 + 4), then place 8 yellow counters in the ten-frame and 4 red counters outside the ten-frame. Students determine whether it is difficult to solve the problem without counting each counter. Then students move 2 red counters into the frame to fill it, leaving 2 outside the frame. This way, students are able to quickly know the sum, without having to count.

For additional support as needed, students may represent facts using the bead counters from the *making-ten* strategy. (The *using ten* strategy focuses on sums greater than ten, so students add ten beads for a total of twenty). Students may also flip two-color counters to show a group of ten and some more for the *using ten* facts. Finally, students may use counters and egg cartons (with two sections removed) to solve related story problems, one step at a time, with a teacher's guidance.

Students revisit *Diary of a Worm* to make the connection between using ten addition facts and the subtraction facts. Again, students use a double ten-frame as a tool to help them visualize the process. Students explore a problem and discuss strategies as the teacher or another student models. Using the strategy, it is easy to subtract 9 by removing all but one of the counters from a full ten-frame, then move the remaining counter next to the ones on the other ten-frame to show the difference. As this task ends, students may participate in a variety of games and activities (found in Chapter 7 of *Mastering the Basic Math Facts in Addition and Subtraction)* as needed, for focused practice of *using tens* for addition and subtraction.

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, ,1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 2 weeks

Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), ten-frame, addend

Resources:

O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter 7 *(pp. 111-126)*

Windsor Binder, *Grade One Math*, Unit 1, *Find the Missing Number*

On Core Mathematics, Lesson 42, *Equal and not Equal*

Significant task 3: *Using Doubles*

The activities in this task are grounded in Chapter 8 of *Mastering the Basic Math Facts in Addition and*

Subtraction. In this task, students use prior knowledge of *doubles* facts to explore *doubles-plus-one more*. The students listen to the story *Fish Eyes* by Lois Elhert to set the context for exploring fishy problems, and work with partners to solve the problems. Students share their thinking about how to solve each problem using the *doubles-plus-one* strategy. For example to solve a problem with the number sentence 3 + 4 = 7, a student may know that 3 + 3 = 6, then count one more, which is 7.

Prior to exploring *using doubles* to find unknown facts, it is suggested that students revisit the activities from Chapter 5, of *Mastering the Basic Math Facts in Addition and Subtraction* if students do not have quick recall of doubles facts. Once students have reviewed the *doubles* facts, students may be shown the facts 6 + 6 and 6 + 7 and asked to turn to a partner to tell how the two fact cards are alike and how they are different. Addends may then be reversed for students to see that the order of the addends does not make a difference. To complete this activity, students make a list of *doubles-plus-one* facts and work with partners to share a tip for someone just learning these facts.

For additional experiences with *doubles-plus-one* facts as needed, the whole class or small groups may create *near-doubles* trains using linking cubes of two colors, or revisit Fish Eyes to act out the problems using goldfish crackers or manipulatives. Students predict the sum before lining up the goldfish in two rows to show the doubles-plus-one more. Another activity has students sort doubles and near-doubles fact cards into two categories then match each *doubles* fact with a *near-doubles* partner.

The concept of half simplifies finding the difference for *doubles* subtraction for students. Similarly, as students explore the *near-doubles* facts, the addends are about half. Students are supported in developing this number sense as a *near-doubles* sum (e.g., 15) is flashed and students are asked to identify about half (i.e., 7 or 8 would make sense). Recognizing about half helps students determine whether a math fact computation is reasonable. Again, students may revisit *Fish Eyes,* this time to explore subtraction problems using *near-doubles* facts. Finally, there are several games and activities that students may participate in as needed, for focused practice of adding and subtracting *near-doubles* facts (found in Chapter 8 of *Mastering the Basic Math Facts in Addition and Subtraction).*

This task directly targets the following Common Core Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, ,1.OA.8, 1.NBT.1, 1.MD.4

Timeline: 1 week
Key vocabulary: addition (add), subtraction (subtract), plus, minus, equal(s), doubles, near-doubles, addend
Resources:
O'Connell, Susan, *Mastering the Basic Math Facts in Addition and Subtraction*, Chapter *8 (pp. 127-142)*

Common learning experiences:

- Math Meeting/ Circle Time: As described in unit 1, Math Meeting/Circle Time occurs for ten minutes at the beginning of each lesson and continues to be comprised of tasks and routines to help develop, review, and introduce concepts to students. While the activities are described in

general terms in unit 1, topics that are specific to this unit include problem solving and graphing opportunities with familiar contexts. For example, to relate to the story, *If you give a Mouse a Cookie*, story problems may focus on mice or cookies, while worms may serve as the theme near the end of the unit. In addition, a topic for graphing during the Math Meeting/Circle Time might include a student survey of responses to the following question: *Do you prefer to eat chocolate chip, sugar, or oatmeal cookies?*

- Read/Alouds/Literature Connections: Students may benefit from listening to one or more of the following stories during Math Meeting/Circle Time, as they relate to the lessons outlined below. These stories may be used as springboards for discussion of the flexibility of numbers (the associative property), and problem-solving:
  Merriam, Eve, *12 Ways to get to 11*
  Hong, Lily Toy, *Two of Everything*
  Long, Lynette, *Domino Addition*

- Additional Lessons: In this unit, students participate in the following additional whole-group lessons:
  On Core Mathematics, Lesson 42: *Equal and not Equal:* Children use and discuss the equal sign, and determine if equations involving addition and subtraction are true or false.
  Math Trailblazers, Unit 13, Lesson5, *Problem Solving and CCSS Activity 17:* Children use a variety of strategies to solve story problems. Additionally, they are provided with an opportunity to understand subtraction as an unknown-addend problem and complete CCSS Activity 17: *Using Addition to Subtract.*
  Windsor Math, Grade One Math Binder, Unit 1, *Find the Missing Number:* Students apply their knowledge of addition and subtraction facts and strategies to solve a variety of problems, including some with missing addends.

- Math Links: Exploring Addition and Subtraction within 20:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/2__Exploring_Addition_and_Subt
  Addition or Subtraction Arrays: Use an array like a ten-frame, select the range of 1 to 10, and print out reports of success.
  Addition Hidden Pictures: Find the sums to uncover hidden pictures.
  Bowling Subtraction: Subtract the number of pins that fall each time the ball rolls.
  Build A Train: Add or subtract cars to build a train.
  A Day at the Beach Subtraction: Choose the correct subtraction sentence and find the difference.
  High Rise Math: Play a game to add and subtract all the way to the top.
  Subtraction Hidden Pictures: Find the differences to uncover hidden pictures.
  Ladybug Subtraction: Choose the correct number of ladybug dots to complete the problem.
  Line Jumper: Use a number line to practice addition and subtraction. Choose "Medium" level for facts to 20.
  Sum Sense: Drag the numbers to make "sum" sense.
  Ten Frame Game: Use ten frames to help count and add.
  Test the Toad: Help Toad by adding or subtracting the given amount.

That's a Fact! Adjust the amount of time needed for practicing math facts.
Story Problems (One-Step): Set A , Set B , Set C , Set D , Set E , Set F , Set G , Set H , Set I , Set J

Common assessments including the end of unit summative assessment:
Unit 2 Exploring Addition and Subtraction within 20 Assessment

Teacher notes:

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

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students who continue to struggle with kindergarten skills can focus on skills for early numbers (0-20) and fluency of addition and subtraction facts within 0-5. (The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills). Students on grade level work toward fact fluency of facts through ten and further exploration of addition and subtraction facts within 20. These students may work with particular groups of fact flash cards, or play a linking cube addition game, spinner, or card game to practice *adding ten*, *using tens*, or *using doubles*, while students who have already mastered the strategies work toward developing fluency for facts to twenty. (Several suggestions and options for such practice are provided in Chapters 4, 7, and 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: As described in unit 1, opportunities for differentiation frequently arise through the use of a variety of resources available for students, from concrete, to visual or abstract. In this task, these opportunities are built into each lesson. As students are introduced to concepts, students use hands-on (concrete) manipulatives, and/or act out situations to help with mathematical reasoning. At a higher level, students use visual aids, such as drawings to help solve problems. At the highest levels, students reason abstractly, relying solely on numerals and symbols. Throughout these lessons, students are provided with many strategies for solving problems and are encouraged to use the tools that work best for their level of development.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

<table>
<tr><td>Name of the Unit: Unit 3 Counting and Place Value</td><td>Length of the unit: 6 weeks</td></tr>
<tr><td colspan="2">Purpose of the Unit: This unit has a focus on place value and building on the counting and introduction to place value in the previous grade.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed in the unit:

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT.2a: 10 can be thought of as a bundle of ten ones—called a “ten.”

1.NBT.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another</td></tr>
<tr><td>Big Ideas:
9. Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted.
10. Numerals and operation symbol can be used to model problems.
11. Our number system is a system of patterns.</td><td>Essential Questions:
9. How are numerals and symbols used?
10. How can two quantities be related?
11. What patterns do you see in counting?
12. How does organizing data help us?</td></tr>
<tr><td>Students will know:
1. numbers to 120
2. written Numerals to 120
3. that the two digits of a two-digit number represent amounts of tens and ones</td><td>Students will be able to:
1. count to 120, starting at any number less than 120
2. read and write numerals to 120
3. represent a number of objects with a written</td></tr>
</table>

4. that 10 can be thought of as a bundle of ten ones—called a "ten" 5. that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones 6. the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones) 7. symbols <, =, and > for comparisons of two two-digit numbers 8. attributes of data graphs and tables	numeral 4. compose numbers using tens and ones 5. compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < 6. organize, represent, and interpret data with up to three categories 7. ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Significant task 1: Grouping By Tens
The activities in this task are grounded in the following Math Trailblazers Lessons:
Unit 9 (*Grouping by Tens*), Lessons 1-4, Lesson 5 (Part 2 only), and Lesson 6, with *CCSS Activity 10*
Unit 11 (*Looking at 100*), Lessons 1 and 4
Unit 17 (*Tensland*), Lesson 1 (*Adventure Book* pp. 77-92)

In this task, students explore number relationships, and number patterns on the hundred chart and extend partitioning work to multiples of ten. To create a context for this task, students may first listen to the story *From One to One Hundred* by Teri Sloat. As the task begins, student partnerships group and count objects by tens and ones as they play a game called *Spill the Beans.* Next, students predict the total number of letters in the first names of all of the students, estimate whether there are more or less than 100, and use connecting cubes to represent and count the total number of letters. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 ten, 3 tens…). This activity continues the focus on grouping and counting, and emphasizes the concept that 100 represents 10 tens. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 tens, 3 tens…).

The game *Spin for Beans*, played independently, in pairs, or in small groups, provides additional practice. In this game, players use ten-frames to keep an ongoing count of the number of beans collected until a total of 50 is reached. In the next lesson, students build models of numbers by sorting connecting cubes into groups of tens and ones. Students lay each model on a *50 Chart* to illustrate the relationship of the groupings to the sequence of two digit numbers on the chart. As a class, students identify number patterns and discuss some of the number relationships represented in the activity. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 tens, 3 tens…).

Next, students are introduced to the 100 Chart, focusing on number patterns and number relationships to reinforce familiarity with the counting sequence to 100. Individually and through class discussion, students identify numbers on the hundred chart given clues such as *one less than 25* (24), *one more than 25* (26), *ten less than 25* (15) and *ten more than 25* (35). Further practice includes finding numbers that are *between*, *more than*, or *less than* other numbers.

Students continue to explore two-digit numbers in the lesson *Measuring with Connecting Links*. First, students make 80-link chains that alternate colors in groups of ten links. Students then measure an object and break off the chain to the length of the object. Students count the links, then place them in order from least to greatest on a chart. For practice of mentally finding ten more and ten less of a number, students are asked find ten more and ten less than each of the numbers of links. Students then explain the strategies used, which may include using the *100 Chart* or thinking of tens and ones.

Math Trailblazers, Unit 11, helps students build number sense by focusing on the quantity of 100 and partitioning 100 into two and three parts. Here, groups of 2-4 students use connecting links and number charts as concrete and visual representations of two-digit numbers and grouping by tens. First, students make chains of 100 links that alternate colors in groups of ten links and separate the links between the colors to make two or three parts. Each group of students then creates a corresponding number sentences and shares it with the class. A class discussion focuses on such questions as, *What is the same about these number sentences?*; and *What is the same about all our partitions?*

This activity is followed by a game called Arrow Dynamics, where students use spinner clues (-1, +1, -10, +10) to locate numbers on a hundred chart and write corresponding number sentences using the clues. Finally, to summarize the task, students listen to the *Math Trailblazers Adventure Book* story *Tensland.* Here, students use experiences with grouping tens and ones to join in the counting as two characters count a variety of math manipulatives and other objects. In this activity tens are to be counted two ways (10, 20, 30… and 1 ten, 2 tens, 3 tens…).

This task directly targets the following Common Core Standards: 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, *1.NBT.3, 1.NBT.5*

Timeline: 3 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal, between, partition
Resources:
Math Trailblazers: Unit 9 (*Grouping by Tens*), Lessons 1-6; Unit 11 (*Looking at 100*), Lessons 1 and 4; *Unit 17 Lesson 1* (*Adventure Book, Tensland, pp. 77-92)*
Read-Alouds/Literature Connections:
Sloat, Teri, *From One to One Hundred*

Math Trailblazers CCSS Activity 10: \\wpsvm01\Elementary\Elementary Math for Teachers\Grade 1\NEW! CCSS Materials\CCSS_Activity_10_Lesson_6_Unit_9.pdf
100-Link Chain-More Partitioning into Two Parts:\\wpsvm01\Elementary\Elementary Math for Teachers\Grade 1\NEW! CCSS Materials\100-Link Chain(Two Parts) MTB Unit 11 Lesson 1.docx

Significant task 2: Exploring Place Value Concepts
The activities in this task are grounded in
On Core Mathematics, Lessons 54-60.

In these lessons, students explore place value concepts by using connecting cubes as base ten models, with a train of 10 cubes representing *10 ones*, or *1 ten*, and single cubes representing *ones.*
First, students use the models and write numerals and number sentences to represent equivalent forms of tens and ones within the teen numbers (11-19). Next, students use the connecting cube models to

show numbers and draw corresponding pictures of the models, starting with teen numbers and moving to larger two-digit numbers within 100.

To explore the concepts of *greater than* and *less than*, students compare 2 two-digit numbers by building a model of each number with connecting cubes and matching the groups of tens, then ones, to see which number has more (or less). At this time, students are introduced to the symbols for *greater than* (>) and *less than* (<) and use the symbols to show comparisons between two numbers.

Finally, students apply this experience with comparing numbers by solving problems that give clues for determining a mystery number. For example given several numbers to choose from, students solve such problems as, *Anthony has the number cards shown (32, 33, 35, 37, 39). He gives away the cards with numbers less than 34 and greater than 38. Which cards does Anthony have now?*

This task directly targets the following Common Core Standards: 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, *1.NBT.3*

Timeline: 3 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal
Resources:
On Core Mathematics, Lessons 54-60
Windsor Binders: *Grade One Math; Windsor Math Protocols Binders # 1 and #2; Problem Solving Protocols*
Selected Read-Alouds/Literature Connections, listed above

Common learning experiences:

- *Missing Numbers 20-50:* *\\wpsvm01\Elementary\Elementary Math for Teachers\Grade 1\NEW! CCSS Materials\missingnumbers20-50.pdf*

- Missing numbers 50-120 (TBD)

- Windsor Binder: *Grade One Math:*
  Place Value Mini Ten Frames Lesson: Students show given numbers with ten-frame cards and groupable manipluatives (connecting cubes) and write numbers in standard form.
  Roll to 100 (or to 120): Students play a game to count their way to 100 (or 120) on a *100* (or *120*) *Chart*.
  I have Who Has? Children build a given number (0-100) using connecting cubes and name their number two ways (e.g., 17; 1 ten and 7 ones)
  Greater, Less, Equal Cover Up Given a number and the clues, *greater*, less and *equal*, students take turns covering numbers on a 100 Chart until one player covers up an entire row or column.

- Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of addition, subtraction and problem-solving strategies and reasoning by

students. It continues to be important to provide students with opportunities to experience a variety of different types of problems and to allow sufficient time for students to solve problems in different ways. Now, relevant contexts for meaningful problem-solving situations may include the letters in students' names or a visit to *Tensland*. Additionally in this unit, daily routines of counting the school days on ten frames and using the *120 Chart* to reinforce skills often relate directly to the day's topic, and may be used as springboards for lessons. For example, a discussion of the grouping of dots on ten-frames to track the number of days in school may lead into instruction pertaining to grouping and counting strategies. Finally, counting and place value concepts that are learned during previous lessons (e.g., *greater than* and *less than*) may be extended beyond 100 to include the numbers 101-120 during Math Meeting/Circle Time.

- Math Links: Counting and Place Value:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/3___Counting_and_Place_Value
  Beaded Numbers: Choose the number that matches the number of beads.
  Caterpillar Ordering: Choose *Order* and *1 to 20* or *1 to 100*.
  Count Along to 100: Use the 100 chart to count higher.
  Hundred Chart with Counters: Use the counters to show number patterns.
  Identify 11-30: Use ten frames to help identify the numbers.
  Interactive 100 Chart: Guess which numbers are covered.
  Mend the 100 Chart: Find the missing numbers.
  Race to Find the Number: Find the target number on the 100 chart. The timer shows the time taken to locate the number.
  Splat Square 100 Chart: Interactive 100 chart splats paintballs with optional sound effects. Use different colors to demonstrate counting by tens.
  Ten Frame Game: Use ten frames to help you count and add.

Common assessments including the end of unit summative assessment:
Unit 3 Counting and Place Value Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, look for and make use of structure, and look for and express regularity in repeated reasoning.

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students who continue to struggle with kindergarten skills can focus on skills for early numbers (0-20) and fluency of addition and subtraction facts within 0-5. (The *Windsor Math Protocols Binder* outlines several suggestions for students having difficulty with early number skills). Students needing support with early first grade skills work to develop strategies and fluency of the foundation facts through ten (+0, +1, +2 *doubles* facts, *making-ten* facts). (Several suggestions and options for such practice are provided in Chapters 2- 6 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore facts through 20 while students who have already mastered the strategies work toward developing fluency and problem-solving skills. Additionally, these students may work toward extending

counting and place value concepts.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: In this unit, students are introduced to place value through the use of concrete manipulatives. However, by the end of task three, there is a heavier weight placed upon visual representations. It is important to note that while many students are able to make the transition to visual representations at this point, others are not. For those students, the continued provision of additional concrete materials, such as connecting cubes, is necessary.

- Predictable Misconceptions: When students share solutions for partitioning 100 into two parts, questions may arise as to whether two number sentences (e.g., 30 + 70 = 100 and 70 + 30 = 100) are the same or different solutions. It is important to hear student opinions and explanations, and to come to a class agreement.

- Omit Part 1 of *Math Trailblazers* Unit 9, Lesson 5, *Skip Counting by Twos, Fives, and Tens*: With the Common Core, students learn to skip-count by twos and fives in second grade. Since counting by twos and fives is <u>not</u> a focus in first grade, Part 1 of Unit 9, Lesson 5 is not included i this task.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1 Mathematics

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 4 Exploring Addition and Subtraction within 100	Length of the unit: 5 weeks

Purpose of the Unit: This unit is the last of three involving adding and subtraction during this grade level. This unit explores addition and subtraction within 100. Fluency within 5 and exploration within 10 was done in the previous grade level.

Common Core State Standards Addressed in the unit:

1.OA.3: Apply properties of operations as strategies to add and subtract. Two *examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT.2a: 10 can be thought of as a bundle of ten ones—called a "ten."

1.NBT.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.6: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Big Ideas:	Essential Questions:
12. Our number system is a system of patterns. 13. Place value is based on groups of ten. 14. Knowing properties of operations allow us to be flexible when working with numbers. 15. Addition is putting together or adding to and subtraction is taking apart or taking from. 16. Addition and subtraction are inverse operations; that is they undo each other.	13. How are numerals and symbols used? 14. What strategies can we use to make solving addition and subtraction problems easier? 15. What types of questions does adding and subtracting answer? 16. How are addition and subtraction the same or different?
Students will know:	Students will be able to:

1. the meaning of the equal sign 2. that the two digits of a two-digit number represent amounts of tens and ones 3. that 10 can be thought of as a bundle of ten ones—called a "ten" 4. that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones 5. that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)	1. apply properties of operations to add and subtract 2. determine if equations involving addition and subtraction are true or false 3. count to 120, starting at any number less than 120 4. within the range 0-120, read and write numerals and represent a number of objects with a written numeral 5. relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 6. given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used 7. add a two-digit number to a one-digit number within 100 using concrete models/ drawings, place value strategies, or properties of operations 8. add a two-digit number to a multiple of ten within 100 using concrete models/ drawings, place value strategies, or properties of operations 9. subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10–90 (positive or zero differences) using concrete models or drawings, place value strategies, or properties of operations 10. relate addition and subtraction facts 11. explain strategies for solving problems 12. use an equation with a symbol for the unknown number to represent a word problem

Significant task 1: Adding and Subtracting Ten

This task is grounded in a series of lessons found in the Windsor Binder: *Grade One Math.* The lessons help students develop strategies for adding and subtracting ten (within 100). Here, students use concrete models (i.e., connecting cubes, connecting links), drawings, and strategies based on place value to solve problems. Students may also consider the flexibility of numbers (i.e., the associative property, the commutative property), the relationship between addition and subtraction, and such written methods as number lines to solve the problems. Throughout, students are asked to explain strategies and the reasoning used to determine solutions.

To set the context for adding and subtracting groups of 10, the students may listen to the story *One Hundred Hungry Ants* by Elinor J. Pinczes and discuss the groups of ten found on some of the pages.

Adding sets of Ten: In this activity, students work with a partner to represent a teen number (11-19) with a train of 10 connecting cubes and some ones (single cubes), then add a train of ten and record the new number. Students continue adding one more train of 10 connecting cubes and recording the new numbers until a number in the nineties is reached. Students then look for and discuss patterns. The

process is repeated starting with a new teen number until again, a number in the nineties is reached. Class discussion then focuses on number sentences in which 10 is an addend, and student observations.

Ten More: Using a 5 x 6 grid of random teen numbers (11-19) as a game board, students roll a die, calculate the total of the number rolled plus 10, and cover the total on the game board. Students take turns, using different colored counters to cover the totals, until one player has 4 counters in a row.

What Number is…? : Using a game board showing a space for a two-digit target number in the center, a *10 less* space above, a *10 more* space below, a *1 less* space to the left, and a *1 more* space to the right, students work with partners to identify numbers that relate to the target number. To generate each target number, students take turns drawing from a set of digit cards. Students may then work together, using a number chart, connecting cubes, or a number line to help with each clue and fill in the grid. A class discussion then focuses on patterns that emerge and strategies used for finding the missing numbers in the grid.

Adding and Subtracting Tens, Using Number Lines: To use an open number line as a visual tool to help with adding 10, students roll a die and record the number on the first point of the number line. Students then add 10 to the starting number and record the total at the next point to the right. Students continue adding 10 for each point until ten numbers in the sequence are completed. To Subtract, students record a two-digit number with a 9 in the tens place on the last space of the number line. Students then subtract 10 from the number and record the difference in the next space to the left. Students continue subtracting 10 until ten numbers in the sequence are completed. For each activity, a class discussion focuses on patterns that students observe, and strategies for adding or subtracting 10.

Ten More and Ten Less: To start, students use a 100 Chart to find numbers that are 10 more and 10 less than given two-digit numbers. Following this warm-up, students decorate a blank *100 Chart* by solving number puzzles with such clues as *ten more than 38* and *one less than 43.* For each number identified, the space is colored, until a design emerges.

This task directly targets the following Common Core Standards: 1.OA.3, *1.OA.5,* 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.4, *1.NBT.5,* 1.NBT.6

Timeline: 2 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal
Resources:
Windsor Binder, *Grade One Math*
Read-Alouds/Literature Connection:
Pinczes, Elinor J., *One Hundred Hungry Ants*

Significant task 2: Add within 100 and subtract multiples of 10
The activities in this task are grounded in
On Core Mathematics, Lessons 61-69.

The lessons in this task help students add within 100 and subtract multiples of 10 in the range 10–90 (positive or zero differences). To introduce this task and set a context for adding tens, students may listen to the poem, *Bandaids*, by Shel Silverstein, and discuss the following questions: *If bandaids come in boxes of 40, how many boxes are needed? If each child uses the same amount, how many bandaids do 2 children need?* In the lessons that follow, students use a variety of concrete manipulatives and

visual representations to help solve problems such as these.

To begin, students work in partnerships to count tens in two ways (10, 20, 30…and 1 ten, 2 tens, 3 tens…) as connecting cubes are used to add multiples of ten. Students first create representations of the problems using the connecting cubes as base ten models, then draw pictures to show the work using a line to represent a train of ten connecting cubes and a dot to represent a single cube.

Students also use the *100 Chart* to count on by ones, and models to combine ones with ones or tens with tens. In this task, the students use connecting cubes to reinforce the previously learned strategy of making-ten to add, apply the strategy to larger numbers, and draw corresponding pictures to show the work. To subtract multiples of ten, students complete a chart and draw pictures of base ten models as described above.

This task directly targets the following Common Core Standards: 1.OA.3, *1.OA.5,* 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.4, *1.NBT.5,* 1.NBT.6

Timeline: 3 weeks
Key vocabulary: tens, ones, greater than, less than, more, less, same, equal
Resources:
On Core Mathematics, Lessons 61-69 (See Windsor Binder: *Grade One Math* for revised version)
Windsor Binders: *Grade One Math*
Read-Alouds/Literature Connections:
Silverstein, Shel, *Where the Sidewalk Ends, Bandaids,* p. 140

Common learning experiences:

- Windsor Binder: *Grade One Math, Adding two-digit and One Digit Numbers Game:* To supplement the *On Core Mathematics* lessons in Significant task 2*,* students work in partnerships to play this addition game. Students take turns to draw from a set of digit cards and generate addition sentences involving two-digit and one-digit addends. (These number sentences may be written on individual white board, or clipboards with paper). Both students solve each problem that is generated during the game, then work together to check solutions and discuss the strategies used.

- Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). In this unit, review of content from the previous units continues to include the sharing of addition, subtraction and problem-solving strategies and reasoning by students. Additionally, grouping and counting concepts are reviewed, to include numbers that extend beyond 100 (101-120). Again daily routines of counting the school days on ten frames and using the *120 Chart* often relate directly to the day's topic, and may be used as springboards for lessons. For example, a discussion of number relationships on the *120 Chart* during Math Meeting/Circle Time may serve as a springboard for a lesson about using the *100 Chart* to count on for addition of ones and tens.

- Math Links: Exploring Addition and Subtraction within 100
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/4__Exploring_Addition_and_Subt
  Glencoe Base Ten Blocks: Use base ten blocks to add a two-digit number and a one-digit number or a two-digit number and a multiple of 10. Subtract multiples of 10 in the range of 10-90.
  Ten Frame Game: Use ten frames to help you count and add.
  Word Problems: Set 1; Set 2; Set 3; Set 4; Set 5Set 6; Set 7; Set 8; Set 9; Set 10

Common assessments including the end of unit summative assessment:
Unit 4 Assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others.
- Refer to Unit 1 for the structure of the first grade math period.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with early first grade skills work to develop strategies and fluency of the foundation facts through ten (+0, +1, +2 *doubles* facts, *making-ten* facts). (Several suggestions and options for such practice are provided in Chapters 2- 6 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore facts through 20 and work on the concepts of this unit, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward extending counting and place value concepts.
- Predictable Misconceptions: Children may need to review the *making-ten* and *using ten* strategies for add one-digit numbers (e.g., 8 + 5 = 8 + 2 + 3 = 10 + 3 = 13), before it is possible to relate those strategies to adding a two-digit number and a one-digit number.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating

length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 5 Defining Attributes of 2-D and 3-D Shapes	Length of the unit: 5 weeks
Purpose of the Unit: This unit is the first of three involving geometry during this grade level. This unit focuses on defining attributes of 2-D and 3-D shapes and is a continuation of the unit on 2-D and 3-D shapes from Kindergarten.	
Common Core State Standards Addressed in the unit: **1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.** **1.G.2 (2-D): Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**	
Big Ideas: 17. Characteristics allow us to name and categorize shapes. 18. Shapes can be combined or broken apart to create new shapes.	Essential Questions: 17. How are shapes the same and how are shapes different? 18. How can shapes be combined or broken apart to create new shapes?
Students will know: 1. defining attributes of shapes (e.g., triangles are closed and three-sided) 2. non-defining attributes of shapes (e.g., color, orientation, overall size)	Students will be able to: 1. distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) of a shape 2. compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Significant task 1: Two-Dimensional Shapes

The activities in this task are grounded in
Math Trailblazers, Unit 2, *Exploring Shapes, Lessons 1-5*
On Core Mathematics, Lessons 88-89 and lesson 93

In this task, identifying, comparing, and describing shapes in nature helps students focus on the attributes of two-dimensional geometric shapes. In the first lesson, students listen to the book *Shapes, Shapes, Shapes*, by Tana Hoban, which depicts a variety of shapes in the real world and serves as an introduction to searching for two-dimensional shapes within the classroom. Next, students describe shapes found in the classroom and individually sketch a classroom object that resembles a particular shape. As a class, students then discuss how some of the drawings are the same or different from shapes drawn by other students.

In the next lesson, children identify pattern block shapes that are hidden in a bag, described according to each shape's properties. In addition, sets of two shapes, such as squares and rectangles, are compared and contrasted. A "shapes walk' in this lesson involves having students sketch the shapes they see around the school. (Here, a page of shapes may be given as a reference for students who have difficulty remembering shapes and names). These drawings may then be used in a class shapes book that may also include photographs of the shapes.

Next, as a class students create rectangles, squares, trapezoids, and triangles on the SMARTBoard using Geoboard virtual manipulatives (see Common Learning Experiences section for links). Here, students stretch virtual rubber bands around pegs on a pegboard to form shapes. The characteristics of each shape are discussed, to determine whether it meets the description of a given shape. For example, if a shape with four sides is shown on the Geoboard, then it cannot be a triangle since a triangle has three sides. Additionally, the Geoboard allows for making different lengths of sides to show the various types (e.g., right triangles and equilateral triangles). A question for the students' consideration might be: *Can we use the Geoboard for making a circle? Explain your reasoning.*

As a class, students may listen to *Shape Capers* by Cathryn Falwell to set the stage for using shapes to compose new shapes. Students then find as many ways as possible to compose a hexagon, using pattern blocks. For example, a student may use 6 triangles, or a trapezoid and 3 triangles. In the fourth lesson, children find three different ways to use pattern blocks for composing larger shapes, such as snakes, turtles, and rockets. Students then view the outlines of composite shapes and determine which pattern block shapes are used to create them.

Next, students determine rules that can be used for sorting, and select drawings of shapes that fit into such categories (e.g., *curved and closed*; *more than 3 sides)*. Students then describe shapes according to the number of sides and vertices. Finally, students use pattern blocks to make composite shapes, and turn to a partner to explain how each shape is made, compare solutions, and discuss the results.

This task directly targets the following Common Core Standards: 1.G.1, 1.G.2 (2-D)

Timeline: 3 weeks
Key vocabulary: rectangle, square, trapezoid, triangle, circle, curved, not curved, sides, vertices (corners or points), closed, flat, solid, shape, size
Resources:
Math Trailblazers, Unit 2, *Exploring Shapes, Lessons 1-5*
On Core Mathematics, Lessons 88-89 and lesson 93
Read-Alouds/Literature Connections:
Hoban, Tana, *Shapes, Shapes, Shapes*
Falwell, Cathryn, *Shape Capers*
Elhert, Lois, *Color Zoo*

Blackstone, Bella, *Bear in a Square*

Significant task 2: Three-Dimensional Shapes

The activities in this task are grounded in:
Math Trailblazers, Unit 15, *Exploring3-D Shapes,* Lessons 1, 3, 4, and CCSS Activity 18 with extension
Windsor Binder, *Grade One Mathematics*

In these lessons, students explore three-dimensional shapes and investigate the attributes of those shapes. To start, students play a guessing game with shapes that are collected for this purpose, including tubes, boxes, balls, and cubes. Students are invited to ask questions for clues about a shape hidden in a "mystery bag." Once the shape is revealed, the students discuss the terms and create a class chart showing the best clues for each of the shapes.

Next, students begin an investigation of three-dimensional shapes to find out which shapes can roll, stack, or slide. The lesson is followed with analyzing the pictures in the book *Shapes, Shapes, Shapes*, by Tana Hoban. Students identify examples of spheres, cubes, prisms, and cylinders in the pictures, discuss the characteristics of each, and how the shapes are used in everyday life. After a group discussion, students are encouraged to explore independently for three-dimensional shapes at home.

In partnerships, students next find the numbers of faces, corners and edges of several boxes. Students compare cubes and rectangular prisms looking for similarities and differences in the number of edges, faces, and other properties. A class chart is then created as students share the observations.

After exploring the properties that distinguish cubes from rectangular prisms, students build new three-dimensional shapes from the boxes and find the number of corners, edges, and faces of the new shape. This activity is extended to include comparing real world objects to new shapes that students might build with two or more three-dimensional models (e.g., 3-D blocks, paper tubes, boxes). For example, a rectangular prism with a cube on top may look like a building, or a pencil may look like a cylinder with a cone on top.

Next, students are led through a procedure for outlining all of the faces of a rectangular prism on a large sheet of newsprint. Students then use language to describe a specific box, create a class list of the descriptions, and are challenged to analyze the descriptive statements for accuracy.

To set the stage for the next investigation, students listen to the story *Shapes in the Kitchen* by Tracy Steffora. Students then create books featuring foods and food containers that are various three-dimensional shapes. Finally, students draw conclusions and form generalizations about shapes.

This task directly targets the following Common Core Standards: 1.G.1, 1.G.2 (2-D)

Timeline: 2 weeks
Key vocabulary: cube, rectangular prism, cone, cylinder, corner, edge, face, sphere, three-dimensional (3-D) shapes, curved, not curved, sides, vertices (corners or points), flat, solid, shape, size, closed, flat, solid, shape

Resources:
Math Trailblazers, Unit 15, *Exploring3-D Shapes,* Lessons 1, 3 and 4

On Core Mathematics Lessons 86-87 and 90-92

Windsor Binder, *Grade One Math*
Read-Alouds/Literature Connections:
Hoban, Tana, *Shapes, Shapes, Shapes*
Steffora, Tracy, *Shapes in the Kitchen*
Elhert, Lois, Color Zoo
Blackstone, Bella, *Bear in a Square*

Common learning experiences:

- Windsor Binder, *Grade One Math* (Supplemental Lessons):
  Triangles or Not Triangles? : Defining attributes of triangles are discussed as students learn the difference between shapes that are closed and those that are not. Students first examine pictures of triangles and trace each one. Next, children examine pictures of figures that are not triangles and discuss possible reasons. Students then mark various figures according to whether the figures are triangles or not triangles and explain the reasoning.
  Comparing 3-D Shapes: Students choose, or are assigned, 2 three-dimensional shapes and write about how the shapes are similar and how they are different. (This activity may be adjusted and repeated according to student needs and interests).
  Pattern Block Numbers: Students use pattern blocks to compose numerals, draw a picture showing the shapes that make up each numeral, and tell how many shapes are used.

- *On Core Mathematics,* Lessons 94-97 (Supplemental two-dimensional shape lessons):
  Students may benefit from additional practice with combining and taking apart two-dimensional shapes. Students may trace the pictures in these lessons or use pattern blocks to help determine shapes that are used to make composite shapes.

- *On Core Mathematics,* Lessons 86-87 and 90-92 (Supplemental three-dimensional shape lessons): Students may benefit from additional practice with composing and decomposing three-dimensional shapes.

- Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning related to addition and subtraction problems, counting, and place value concepts for 0-120. Additionally, in this unit teachers may implement new daily routines that include a discussion of shapes and their attributes. For example, a "shape of the day" may be highlighted to help introduce concepts, and to reinforce skills. Now, daily routines involving shapes or books about shapes may relate directly to the day's topic and be used as springboards for lessons. Two such books may include *Bear in a Square* by Bella Blackstone, and *Color Zoo* by Lois Elhert.

Math Links: Defining Attributes of Shapes

http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/5___Defining_Attributes_of_Sha
Buzzing With Shapes: Learn shapes and win the game!
Glencoe Virtual Manipulatives: Choose: Manipulatives: Attribute Blocks, Attribute Buttons, Geoboard/Bands, or Pattern Blocks
NLVM Pattern Blocks: Use six common shapes for making designs and problem solving.
NLVM Geoboard: Use virtual manipulatives to form shapes and solve problems.

Common assessments including the end of unit summative assessment:

Unit 5 Assessment

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, look for and make use of structure.
- Refer to Unit 1 for the structure of the first grade math period.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes.
- Predictable misconceptions: Drawings of three-dimensional objects are difficult for students to identify because these representations are actually two-dimensional. As students are learning to identify three-dimensional shapes, it is necessary to have concrete examples of each three-dimensional shape as well as visual representations. As the lessons progress, many students may continue to rely upon concrete models of three-dimensional shapes, while other students are able to interpret visual representations (drawings).

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens

and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 6 Partitioning Circles and Rectangles	Length of the unit: 3 weeks
Purpose of the Unit: This unit is the second of three involving geometry during this grade level. This unit focuses on circles and rectangles.	
Common Core State Standards Addressed in the unit: **1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.**	
Big Ideas: 19. Fractions refer to equal sized pieces of a whole. 20. Shapes can be partitioned into equal shares (fractions). All of the equal shares of a shape can be combined to create a whole. 21. Breaking apart shapes into more equal shares creates smaller shares.	Essential Questions: 19. How can you break apart shapes to be shared in a fair way? 20. When you break a shape into equal size pieces, what is the relationship between the number of pieces and the size of the pieces?
Students will know: 3. halves, half of circles and rectangles 4. fourths, fourth of, quarters, quarter of circles and rectangles	Students will be able to: 3. partition circles and rectangles into two and four equal shares 4. describe equal shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of 5. describe the whole as two of, or four of the equal shares 6. understand for these examples that decomposing into more equal shares creates smaller shares

Significant task 1: Partitioning and Describing Halves and Fourths

The activities in this task are grounded in:
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lessons 1-2
On Core Mathematics Lessons 98-100

Students are introduced to the concepts of partitioning and describing halves as they listen to the story,

Give Me Half by Stuart J. Murphy. As a class, students discuss and list various objects that can be cut into halves, and possible reasons for doing so. Students further discuss the characteristics of halves, including that two halves of a whole make "fair shares" that are equal in size.

In the next lesson, students study a rectangular sheet of paper that is folded in half, discuss what they notice about the two sections, and compile a class list of their observations. Next, students cut out rectangles, squares, triangles, and circles, fold one of each into halves, and color one-half of each shape with a crayon. Students then glue the shapes onto a work page and complete sentences using the word *half* and the name of each shape to describe the work.

Students extend this exploration of halves to fourths by listening to the story, *Eating Fractions* by Bruce McMillan and studying a rectangle folded into fourths. Students repeat the process used for the concept of halves. This time, students fold shapes into fourths, color one quarter of each, and write descriptive sentences to describe the work, using the word *quarter* and the name of each shape. (A common formative assessment, *Halves and Fourths,* is administered at this time to determine if students understand that fractional pieces of a whole must be the same size).

Students next fold and color half of one circle, and one of two parts that are not halves of another circle. The process is repeated for triangles, squares and rectangles. Students then post their products onto a class chart with two columns, labeled *Halves* and *Not Halves*. Again, this activity is repeated using *Fourths* and *Not Fourths.* Throughout the lesson, students discuss how the shapes that are not halves (or fourths) have two (or four) unequal parts while the shapes in the halves (or fourths) column have parts that are the same size and shape, or equal parts. The story *Eating Fractions* may be revisited at this point, to see if children notice that not all of the pieces of food in the story are of equal size.

This task directly targets the following Common Core Standards: 1.G.3

Timeline: 2 weeks
Key vocabulary: fraction, halves, half, fourths, quarter, whole, equal share, fair share

Resources:
Selected Read-Alouds/Literature Connections:
Murphy, Stuart J., *Give Me Half*
McMillan, Bruce, *Eating Fractions*
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lessons 1-2
On Core Mathematics Lessons 98-100

Significant task 2: Comparing Halves and Fourths

The activities in this task are grounded in
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lesson 3, *Fraction Puzzles*
Windsor Binder, *Grade 1 Math*, *Fraction Pictures* and *Make a Pizza*

In this task, students work in partnerships to make and solve fraction puzzles. Here, one partner is responsible for making circle and oval puzzles. The other partner is responsible for the square and rectangle puzzles. Once complete, partners trade and assemble one another's puzzle pieces. The class is then guided by the teacher in a discussion to draw conclusions: that all pieces for an individual puzzle

are the same size; each piece represents part of the whole; there are 2 halves in the puzzles and 4 fourths; and quarters are smaller than halves of the same whole.

In *Fraction Pictures*, students are given two identical circles to cut into two halves or four quarters. Students then create a fraction picture using the fraction pieces, adding details with markers or crayons. Students turn to a partner and describe the picture that was made and the fractions used. As a class, students determine how to tell whether a fractional piece of the circle is a half or a fourth (quarter). Answers may include that it takes two (or four) to make a whole, or that the fourths are smaller than the halves. Through the process of cutting halves into fourths, students learn that decomposing ("cutting") into more equal shares creates smaller shares.

In the next activity, Students divide a paper pizza into two equal slices and draw a different topping on each half. Students are asked to answer the following question: If you cut the pizza into four equal slices (quarters) would the pieces be the same size, smaller, or larger than the two slices? Explain your thinking. Here, in addition to a written response, students may draw a picture or cut and glue the pizzas onto writing paper to help explain the reasoning.

This task directly targets the following Common Core Standards: 1.G.3
Timeline: 1 week
Key vocabulary: fraction, halves, half, fourths, quarter, whole, equal share, fair share
Resources:
Math Trailblazers, Unit 18, *Pieces, Parts, and Symmetry,* Lesson 3, *Fraction Puzzles*
Windsor Binder, *Grade 1 Math*, *Fraction Pictures* and *Make a Pizza*

Common learning experiences:

- The daily Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning related to addition and subtraction, counting and place value concepts, and defining attributes of two-dimensional and three-dimensional shapes. A topic for graphing might include a student survey of responses to the following question: *Would you rather have half of a pickle or a quarter of a pickle?*

- *On Core Mathematics, Lessons 98-100:* For extra practice or reinforcement as needed, the whole class, or small groups of students may complete these lessons to distinguish between equal and unequal shares and find shapes that are halves or fourths.

- Math Links: Partitioning Circles and Rectangles
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/6___Partitioning_Circles_and_R
  Geoboard

Common assessments including the end of unit summative assessment:

Common Formative Assessment: Hal*ves and Fourths (Math Trailblazers Student Guide, p. 369)*

Unit 6 Partitioning Circles and Rectangles Assessment: TBD

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, and attend to precision.
- Refer to Unit 1 for the structure of the first grade math period.
- In Grade 1, students should focus on partitioning shapes and using the phrases "half of", "a fourth of" or "a quarter of." Time need not be spent on writing fraction notation. Thus, where the fraction notation is shown in a lesson, students are to write the word *half* or *quarter* instead of writing the fraction notation.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes.
- Predictable misconceptions: Providing pre-drawn circles and rectangles that are partly shaded and/or un-shaded takes away opportunities for students to partition shapes themselves. Therefore, In the activities of this unit, students are provided with opportunities to partition shapes by cutting, folding, and/or drawing a line.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 7 Measuring Length with Non-Standard Units	Length of the unit: 4 weeks
Purpose of the Unit: This unit is the last of three involving geometry during this grade level. This unit focuses on measurement and is a follow up to the unit on measurement in kindergarten.	
Common Core State Standards Addressed in the unit: **1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.** **1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*** *1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another*	
Big Ideas: 22. Measurements can be quantified using standard measures or common objects. 23. When comparing two objects you need to use a common or standard unit of measure.	Essential Questions: 21. Why do we measure objects? 22. How can we measure objects? 23. How can we compare objects using measurements?
Students will know: 5. that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Students will be able to: 7. order three objects by length 8. compare the lengths of two objects indirectly by using a third object. 9. express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end

Significant task 1: Ordering, Comparing and Measuring Lengths
The activities in this task are grounded in:
On Core Mathematics, Lessons 70-74

In this task, students order lengths of objects and make comparisons without units and numbers, then learn to measure objects using nonstandard units. To begin, the class observes and discusses the different lengths of three objects (e.g., pencils), using such terms as *shortest* and *longest*. After working through several examples with real objects, students draw lines, pencils, and markers to show them in order from shortest to longest or longest to shortest.

Next, students indirectly measure by using similar figures to find a measurement, and use logical reasoning to compare and order the lengths of objects. To start, students solve riddles about objects they can see and hold, based on the lengths of the objects, such as: *I am longer than a crayon. I am shorter than a paintbrush. What am I?* Students then confirm the solutions by aligning and comparing the lengths of the objects. Students also work in partnerships to use clues about questions involving comparisons of lengths, and draw pictures to prove the solutions.

After students have had experience with comparing length, they are ready to measure length using nonstandard units. To set a context for this, students first listen to the story *Inch by Inch* by Leo Lionni, about a clever inchworm that outwits hungry birds by using its measuring ability. Following a class discussion of the story, students are shown how to measure objects using color tiles and practice as a class. Students then work with partners to measure a variety of real objects (e.g., books, markers, glue sticks) by laying multiple color tiles end to end with no gaps or overlaps.

Students continue experiences with measuring by using a different nonstandard measuring tool. Here, students make measuring tools from paper clips or connecting links, then measure and record the lengths a variety of common objects found in the classroom (e.g., shoe, desktop, book). As a class, students discuss observations and make connections between the measuring tools and the measurements yielded. For example, a student may realize that a smaller unit of measure results in a greater number of units for the measurement. Finally, students solve problems involving measurement by using paper clips to show given lengths of ribbon or string and comparing the lengths.

This task directly targets the following Common Core Standards: 1.MD.1, 1.MD.2, 1.MD.4

Timeline: 2 weeks
Key vocabulary: about, close to, length, short, shorter, shortest, long, longer, longest
Resources:
On Core Mathematics, Lessons 70-74
Read-Alouds/Literature Connections:
Lionni, Leo, *Inch by Inch*

Significant task 2: Rolling Along with Links
The activities in this task are grounded in:
Math Trailblazers, Unit 6, *Measurement: Length*, Lessons 1-2, and 4-5

In this task, students continue to focus on concepts involving nonstandard units of measure and comparisons. To start, students make a 50-link chain for measuring, organized into groups of ten links by alternating colors. Students use the chains to review counting by tens and leftovers by ones. As a class, students discuss how to hold the chain taught and line up the end of the chain with the edge of an object to measure. In pairs, students then measure different objects in the classroom and make comparisons between the measurements.

Next, students begin an investigation to study the distances that toy cars travel during a class experiment. This investigation provides a setting for measuring length and presents opportunities for collecting, recording, and analyzing data. Here, students roll five toys cars down a ramp that is set up in the classroom, to see which car is the “best roller.” In planning the experiment, students discuss keeping everything “fair,” including measuring the distance the car rolls the same way each time. Students then post a description of each car on an index card for displaying the length of chain used to measure the

distance of each car's roll.

As a class, students work together to roll each car down the ramp and mark where the car stops with a piece of tape. Next, students make a chain that is the same length as the car's distance and place the chain beneath the appropriate index card. For each chain, students skip count by tens and count leftovers by ones to find how many links the car rolled. Each student then creates a graph to show the data and answer such questions as: *Which car was the best roller? How far did the best roller go*? *How much farther did the best roller go than the worst roller*?

In the next lesson, students measure several objects twice, using chains of links and trains of cubes, and compare the measurements. As a class, observations about the comparisons are discussed, to include that a length of four links is longer than a length of 5 cubes. Students use inferences from this observation to predict which of two objects is longer when measured using a different unit. Finally, in partnerships, student work to verify the predictions by building chains of links and trains of cubes and comparing the lengths.

This task directly targets the following Common Core Standards: 1.MD.1, 1.MD.2, 1.MD.4

Timeline: 2 weeks
Key vocabulary: about, close to, length, short, shorter, shortest, long, longer, longest, length, distance, farther
Resources: *Math Trailblazers,* Unit 6, *Measurement: Length*, Lessons 1-2, and 4-5

Common learning experiences:

- The daily Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning for addition and subtraction, counting and place value concepts (0-120), defining attributes of two-dimensional and three-dimensional shapes, and partitioning circles and rectangles. While activities for the Math Meeting/Circle Time are described in general terms in unit 1, topics that are specific to this unit include problem solving and graphing opportunities with familiar contexts. For example, to relate to the story *Inch By Inch*, story problems may include questions about measurement and have an inchworm as a character. Similarly, a topic for graphing prior to the *Rolling Along with Links* investigation might be: *What is your favorite car color?*

- Math Links:
  http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/Measuring_with_Non-Standard_Un
  Length Strength: Paper Clips: Click and drag paper clips to measure each object.
  Longer/Shorter: Compare objects to see which is longer or shorter.

Common assessments including the end of unit summative assessment:
Unit 7 Assessment: TBD

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, make sense of problems and persevere in solving them, and look for and make use of structure.
- Refer to Unit 1 for the structure of the first grade math period.
- Differentiation: Students must be able to compare concrete materials and pictorial representations as measurement skills are developed. The tasks in this unit provide many opportunities for using a variety of manipulatives and visual tools to meet the needs of different levels of ability within the classroom as students explore measurement concepts.
- With the Common Core, students learn to count by fives in second grade. Therefore, Math Trailblazers lessons that have students count chains of links by fives are modified to have students count by tens instead.
- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes.
- Predictable misconceptions: When measuring with nonstandard units of measure, it is important for students to understand that the units can be any size or shape, but the units must be identical.

Windsor Public Schools
Curriculum Map for the Elementary Level
Grade 1

Purpose of the Course (from CCSS): In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Name of the Unit: Unit 8 Time to the Hour and Half-Hour	Length of the unit: 3 weeks

Purpose of the Unit: This is the last unit of the year and the first unit on time in the K-5 curriculum. Time gives us a frame of reference for events like cooking, going to school, recess, sporting events, etc. In Grade 1 students tell time to the nearest hour and half-hour. In Grade 2 this is expanded to the nearest five minutes until Grade 3 where students tell time to the nearest minute.

Common Core State Standards Addressed in the unit:

1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.

1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Big Ideas:	Essential Questions:
24. Time can be measured. 25. Fractions refer to equal sized pieces of a whole. 26. Shapes can be partitioned into equal shares (fractions). All of the equal shares of a shape can be combined to create a whole.	24. How do we measure time? 25. Why do we measure time? 26. What are different ways to count?
Students will know: 6. hours and half-hours on digital and analog clocks 7. halves, half, of (circles and rectangles) 8. fourths, forth of, quarters, quarter of (circles and rectangle)	Students will be able to: 1. tell and write time in hours and half-hours using analog and digital clocks 2. partition circles and rectangles into two and four equal shares 3. describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of 4. describe the whole as two of, or four of the shares 5. understand for these examples that decomposing into more equal shares creates smaller shares

Significant task 1: Telling Time with a One-Handed Clock

The activities in this task are grounded in
NCTM Illuminations, *The Grouchy Lessons of Time*
On Core Mathematics, Lessons 75-76

In this task, students learn to tell time to the hour on a one-handed analog clock. To begin this task, students gather in a whole group to share activities they participate in during the morning time, afternoon and night. As students share ideas, a class chart using three columns that correspond to the three times of day is created. Students then listen to the story *The Grouchy Ladybug*, by Eric Carle, about a grouchy ladybug's activities throughout the day. This story documents the ladybug's adventures each

hour of the day and includes a picture of a clock with the indicated hour on each page. As the book is read, students' attention is guided to the clocks, times of day, and activities that the ladybug participates in.

After reading the story, students turn to a partner to share ideas, then discuss (as a class) the kinds of clocks they have at home and where the clocks are found (e.g., on microwaves, televisions, alarm clocks). An analog demonstration clock is then used to model the times pictured in *The Grouchy Ladybug* while the students review the activities that the ladybug did during the morning, afternoon, and evening. To close this lesson, students independently draw pictures of some of the activities children typically do during each period of the day.

The next lesson focuses on telling time to the hour on a one-handed analog clock and writing that time in standard notation (as on a digital clock). To start, students listen to the story *What Time is It, Mr. Crocodile* by Judy Sierra, to set a context for telling time to the hour. The class is then shown how to read a one-handed analog clock to the hour (using a clock with the minute hand removed), which can be read with reasonable accuracy.

To write the time, students are shown as a class that the number to the left of the colon shows the hour, and the number to the right shows how many minutes past the hour. When writing time to the hour, the zeros represent zero minutes past the hour. Next, students practice together, taking turns using the one-handed clock, and writing the times on whiteboards or paper. Students then independently practice reading and writing time to the hour using pictures of a one-handed clock.

Next, as a class, students are shown different times on a one-handed clock and are guided to read the clock using approximate language: *It's about 8 o'clock. It's a little past 9:00. It's halfway between 4 o'clock and 5 o'clock.* In this lesson, students discuss how the hour hand on a clock moves as time passes. When the hour hand moves halfway between two numbers, it is half past the hour. This experience enables students to make sense of the passage of time. Again, students practice together, taking turns using the one-handed clock, and writing the times on whiteboards or paper. Students then independently practice reading and writing time to the half-hour using pictures of a one-handed clock, and writing the times using the term *half past*.

The story *Time to…* by Bruce McMillan, about the two kinds of clocks, may follow this lesson to serve as a transition to the next task.

This task directly targets the following Common Core Standards: 1.MD.3:
Timeline: 1 week
Key vocabulary: analog clock, digital clock, hour, half-hour, minute, o'clock, half past, hour hand, minute hand
Resources:
NCTM Illuminations, *The Grouchy Lessons of Time*
Van De Walle, *Teaching Student-Centered Mathematics, Grades K-3*, p. 244
Read Alouds/ Literature Connections:
Carle, Eric, *The Grouchy Ladybug*
Sierra, Judy*, What Time is It, Mr. Crocodile?*
McMillan, Bruce, *Time To…*

Significant task 2: Analog and Digital Clocks

The activities in this task are grounded in
On Core Mathematics, Lesson 77
Math Trailblazers, CCSS Activities 1 and 7
Windsor Binder, *Grade One Math, Time Concentration; Tick Tock Clock; What Time is it?*

In this task, students learn to read and write the time to the hour and half-hour using a two-handed analog clock and digital clocks. To start, students identify the hour hand and are introduced to the minute hand. As the teacher moves the minute hand around the clock, the class counts the minutes in an hour. Students then turn and talk to a partner to discuss strategies for finding a half-hour. Following, class discussion of the strategies includes dividing the clock in half from top to bottom. Together, students count the minutes as the minute hand is moved halfway around the clock. Here, students see that there are thirty minutes in a half-hour and that the minute hand is on the six when it is half past the hour.

As a class, students discuss approximate times during the day when certain activities take place, such as lunch or recess, and practice showing the times (to the hour or half-hour) on a demonstration clock. As students discuss different times, various terms to describe the times are introduced. For example, 2:30 can be described as "two-thirty" or "half-past three"; 12:00 can be described as "12 o'clock' or "noon" or "midnight". The students then practice independently by labeling pictures of clocks with times to the hour and half-hour.

Next, students listen to the story It's *About Time* by Stuart J. Murphy, about activities that typically occur throughout a child's day. As a class, the students make predictions about activities that may happen during the next school day, creating a class schedule that includes times to the hour or half-hour. (Throughout the day this schedule may be checked to verify predictions.) In partnerships, the students then play the game *Time Concentration* to practice time-telling skills. Here, students match corresponding digital and analog time cards until all of the cards are matched. Depending on the students' abilities, the cards for this game may include times to the hour, times to the half-hour, or a combination of both.

Two additional games for practice may be played in partnerships. In *Tick Tock Clock,* students take turns drawing a time card from a deck and covering the corresponding time on a game board with a marker until one player has three markers in a row. In *What Time Is It* students take turns reading the times shown on cards and moving along a game board to the finish line. Again, the cards in both games may be adjusted according to the needs of the students.

This task directly targets the following Common Core Standards: 1.MD.3, 1.G.3:

Timeline: 2 weeks
Key vocabulary: analog clock, digital clock, hour, half-hour, minute, o'clock, half past, hour hand, minute hand, noon, midnight
Resources:
On Core Mathematics, Lesson 77
Math Trailblazers, CCSS Activities 1 and 7
Windsor Binder, *Grade One Math, Time Concentration; Tick Tock Clock; What Time is it?*
Read-Aloud/Literature Connection:
Murphy, Stuart J., *It's About Time!*

Common learning experiences:

27. Supplemental lessons for enrichment:
    On Core Mathematics, Lesson 78
    Students independently draw the hour or minute hand on analog clocks and label digital clocks with the corresponding time.
    Math Trailblazers, CCSS Activity 13
    Given different terms for expressing times to the hour or half-hour, students independently draw or write the time on each clock.
    My TV Guide
    Students independently write the day, channel, and time, and draw a clock to indicate when favorite shows begin.
    Time Barrier Game: In partnerships, students play a game involving reading, writing, and drawing times on a grid while trying to match one another's directions.

28. The daily Math Meeting/ Circle Time: For ten minutes at the beginning of each lesson, Math Meeting/Circle Time continues to be comprised of tasks and routines to help develop, review, and introduce concepts (see unit 1). At this time, review of content from the previous units includes the sharing of strategies and reasoning for addition and subtraction, counting and place value concepts (0-120), defining attributes of two-dimensional and three-dimensional shapes, partitioning circles and rectangles, and measurement with nonstandard units of measure. Following *The Grouchy Ladybug,* story problems posed during Math Meeting/Circle Time may have ladybugs as subjects to promote interest and provide a meaningful context. Similarly, a topic for graphing to begin this unit may be: *What is your favorite time of day: morning, afternoon, or night?*

29. Math Links:
    http://www.windsorct.org/pages/Windsor_Public_Schools/District/Curriculum_Assessment/Teaching_Resources/Grade_1/Mathematics/5485390886045419762/8__Time_to_the_Hour_and_Half-H
    Telling Time to the Hour: Choose the correct digital clock to tell the time on the analog clock.
    Stop the Clock:Match digital and analog clocks. Choose level of difficulty.
    Willie the Watchdog:Help Willie the Watchdog tell time all the way to the finish line.

Common assessments including the end of unit summative assessment:

Unit 8 Assessment: TBD

Teacher notes:

- Process standards to highlight through instruction: use appropriate tools strategically, attend to precision, and look for and make use of structure.

- Refer to Unit 1 for the structure of the first grade math period.

- Differentiation: During activities requiring students to read clocks shown in pictures, some students may benefit from extra support. Using clock manipulatives with movable or geared hands provides a concrete tool for helping students understand the concept of telling and writing time. Other students may tell time with ease and be capable of drawing clocks to show the time. (Several opportunities for this enrichment are included in the Common Learning Experiences section).

- Targeted Learning: During this time (a 30-minute period that is supplemental to the math block) students needing support with first grade skills work to develop strategies and fluency of addition and subtraction facts through ten and application of strategies for facts through 20. (Several suggestions and options for such practice are provided in Chapters 2- 8 of *Mastering the Basic Math Facts in Addition and Subtraction)*. Students on level may continue to explore addition and subtraction within 100, while students who have already mastered the strategies work toward a higher level of functioning, using fewer manipulatives and more visual and /or abstract representations as problems are solved. Additionally, these students may work toward broadening the vocabulary and concepts of two-dimensional and three-dimensional shapes or using standard units for measurement.

- Predictable misconceptions: A common error students encounter and struggle with is the hour hand being between two numbers when the minute hand is on the half-hour. If students have difficulty with this, the one-handed clock may be revisited. In addition, often students confuse 12:30 and 6:00. Again, the one-handed clock is a tool for addressing this misconception.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 1: Computing with Whole Numbers	**Length of the unit:** 4 weeks
Purpose of the Unit: This unit is intended to build upon the skills introduced in second grade. Students in second grade used their understanding of addition to develop fluency with addition and subtraction within 100. They utilized strategies based on place value, properties of operations, the relationship between addition and subtraction and/or an algorithm to add up to four two-digit numbers. This third grade unit provides baseline measures about a broad range of students' mathematical understandings and competencies. The activities include opportunities for teachers to assess students' arithmetic skills, mathematical concepts, and abilities to solve problems and communicate solutions.	
Common Core State Standards Addressed in the unit: **3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	
Big Ideas: 1. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 2. Operations can be modeled with a visual representation.	**Essential Questions:** 1. When is it appropriate to round and for what purpose? 2. What strategies can we use to make solving addition and subtraction problems easier? 3. How are addition and subtraction related?
Students will know: 1. strategies for fluently adding and subtracting within 1000 including the standard algorithm	**Students will be able to:** 1. round whole numbers to the nearest 10 or 100 2. use properties to add and subtract numbers based on place value

Significant task 1: "Playing" with Addition and Subtraction This task is comprised of several lessons from Math Trailblazers which review and build upon the addition and subtraction concepts introduced in grade 2. This is done through the introduction of many games which require students to use their skills and strategies to solve problems. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

URG 1, Lesson 2, ***Turn Over,*** engages students in a game where they practice mental computation. As student pairs play, they also begin to investigate which strategies are needed to win the game. After this game has been played once, it should be made available to students to play during Targeted Learning.

In URG 2, Lesson 1, ***Addition Fact Strategies,*** students review addition strategies and work in pairs to solve problems with more than two addends.

Lesson 2, ***Spinning Sums,*** provides an opportunity for students to review the addition facts while conducting an investigation. Students spin two spinners to randomly generate addition fact problems. Students record these facts in a data table and graph the number of times they spin each sum.

Lesson 5, ***Subtraction Fact Strategies,*** reviews and practices subtraction facts. A whole class discussion of strategies helps students verbalize number relationships and encourages them to think about problems in new ways. It is important to emphasize that a strategy that works well for one person may not be helpful to another. Encourage students to develop and share their own strategies as well as the ones introduced in the lesson. Students play the game *Nine, Ten* as a way to practice their strategies.

Lesson 6, ***Spinning Differences,*** is similar to ***Spinning Sums.*** Students spin two spinners to generate random subtraction sentences and work in groups to answer the question, "Which is the most common difference?" Students write descriptions about their solutions and problem-solving strategies.

In these tasks students will:

- Develop mental math skills for addition and subtraction
- Practice and review addition and subtraction facts
- Use strategies to add and subtract
- Use turn-around facts (commutativity) to add
- Use grouping strategies (associativity) to add
- Use patterns in data to make predictions and solve problems
- Collect, organize, graph, and analyze data
- Communicate solutions verbally and in writing

This task directly targets the following Common Core Standards: 3.NBT.2
Timeline: 7 days
Key vocabulary: addend, sum, least common, most common, turn-around facts, difference
Resources

- Math Trailblazers URG 1 – Lessons 2, 4 & 6
- Math Trailblazers URG 2 – Lessons 1, 2, 4, 5, & 6

Significant task 2: More Adding and Subtracting

This task is comprised of several lessons from Math Trailblazers which extend students' work with place value to four-digit numbers and helps them build and understanding of our number system. The first lesson lays the groundwork for adding and subtracting four-digit numbers using paper-and-pencil procedures. Base-ten pieces provide a concrete representation of the relationship between the different digits in our number system. This is done through the introduction of many games which require students to use their skills and strategies to solve problems. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students

to defend and/or present their strategies for solving these problems.

In URG 4, Lesson 3, ***Base-Ten Addition,*** students explore a standard algorithm while developing an understanding of place value. This activity concentrates on understanding two-digit plus two-digit addition.

Students expand their understanding of place value and continue to explore addition with base-ten pieces in URG 6, Lesson 3, ***Adding with Base-Ten Pieces.*** It is important for students to establish links between the base-ten blocks, the shorthand, the symbols and the words that describe the base-ten pieces.

Lesson 4, ***Subtracting with Base-Ten Pieces,*** students subtract using base-ten pieces, *Base-Ten Boards,* and *Base-Ten Recording Sheets.* The standard subtraction algorithm is introduced as a shortcut to working with the recording sheets.

In Lesson 5, ***Close Enough!***, students further their number sense and learn about finding and using "nice" numbers in computational estimation. The lesson has two parts. In Part 1 students use a visual approach to develop a conceptual understanding of rounding numbers to the nearest ten and hundred. In Part 2 students are introduced to strategies for estimating sums.

This task rounds out with Lesson 8, ***Digits Game.*** Cards are drawn one at a time from a deck of ten digit cards. Students attempt to make the largest or smallest answer to addition and subtraction problems by strategically placing the digits on a playing board. After playing the ***Digits Game*** together as a class, it can be played on an on-going basis during Targeted Instruction.

In these tasks students will:

- Understand place value
- Solve addition and subtraction problems and explain their mathematical reasoning
- Represent addition and subtraction problems using base-ten pieces
- Add and subtract multi-digit numbers using manipulatives and drawings
- Translate between representations of addition and subtraction (base-ten pieces and symbols)
- Develop addition and subtraction algorithms
- Add and subtract using paper and pencil
- Develop number sense
- Use convenient numbers to estimate
- Develop mental math skills

This task directly targets the following Common Core Standards: 3.NBT.1, 3.NBT.2

Timeline: 11 days
Key vocabulary: regrouping, Fewest Pieces Rule, estimate, estimation, front-end estimation, nice numbers, rounding, digit
Resources

- Math Trailblazers URG 4 – Lesson 3
- Math Trailblazers URG 6 – Lessons 3, 4, 5, & 8

Common learning experiences:

- **MTB Unit 1, Lesson 4: Line Math Puzzles** – this is an optional activity that would be suitable during Targeted Learning. Much arithmetic practice and reasoning is required in the creation and solution of these puzzles. Students can also use the guess-and-check approach by cutting out all the digits and moving them about until the specified sum is obtained.
- **MTB Unit 2, Lesson 4: Magic Squares -** this is an optional activity that would be suitable during Targeted Learning. In this activity, students are introduced to magic squares by working on an easier, nontraditional type of magic square. These activities help develop problem-solving and addition skills.
- **MTB Unit 4, Lesson 3: *Base-Ten Addition*** If students show a thorough understanding of working with base-ten pieces from grade 2, you may move quickly through the addition practice problems. It is, however, important to thoroughly cover the meaning of the columns and trading.
- **MTB Unit 10, Lesson 2: Problem Game -** this is an optional activity that would be suitable during Targeted Learning. Students review the subtraction facts by studying their subtraction flash cards and then playing a review game.
- **MTB Unit 15, Lesson 5: Nothing to It! -** this is an optional activity that would be suitable during Targeted Learning. Players have four cards for each round and must use those cards in a number sentence to get the smallest possible result.

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment – Unit 1: Computing with Whole Numbers
Unit 1 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others,** and **model with mathematics.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Since addition and subtraction facts should have been mastered by the end of second grade, during this instruction block students who have not mastered their addition and subtraction facts coming in to third grade will be focused on. Using an addition and subtraction pre-assessment, group students for instruction based on the results.
- **Predictable misconceptions:** Strategies that works well for one person may not be helpful to another. Encourage students to develop and share their own strategies as well as the ones introduced in the lessons. When it comes to adding and subtracting using base-ten pieces it is important for students to establish links between the base-ten blocks, the shorthand, the symbols and the words that describe the base-ten pieces.

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 2: Understanding Multiplication and Division	**Length of the unit:** 4 weeks
Purpose of the Unit: To represent and solve problems involving multiplication and division. This unit builds on work started in Grade 2, Unit 8 where students create rectangular arrays and write number sentences to go along with them. (CCSS 2.OA.4) Building on their experiences in first and second grade, third-grade students will begin a more formal study of the concepts, applications, notation and procedures of multiplying and dividing. The lessons will emphasize the development of the concepts and the use of computation to solve problems. Students will investigate multiplication and division by solving problems and sharing solutions and strategies with one another.	
Common Core State Standards Addressed in the unit: **3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.** ***For example, describe a context in which a total number of objects can be expressed as 5 × 7.*** **3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.** ***For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*** 3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	
Big Ideas: 3. Multiplication involves counting groups of like size and determining how many are in all. 4. Division is breaking apart into equal size groups. 5. Multiplication and division are inverse operations. 6. Division names a missing factor in terms of the known factor and the product. 7. Operations can be modeled with a visual representation.	**Essential Questions:** 1. How can you use equal groups to find how many in all? 2. How are multiplication and addition related? 3. How can division be modeled?
Students will know: 1. multiplication is combining equal group of objects	**Students will be able to:** 1. find the total number of objects within equal groups

2. multiplication is repeated addition 3. skip counting can be used to solve multiplication 4. in a multiplication equation, the first factor equals the number of groups and the second factor equals the number in each group 5. division represents two different situations – PARTATIVE (Equal groups): determining how many objects are in each group and QUOTATIVE (Measurement): determining how many groups can be made from a specific amount of equal objects. 6. division is repeated subtraction	2. use repeated addition to find the product of equal groups 3. use skip counting to find the product of equal groups 4. find how many equal groups can be made out of a certain number of objects 5. find how many objects can be shared equally among a certain number of groups 6. use repeated subtraction to find the number of equal groups 7. solve division problems using manipulatives 8. solve multiplication problems with the standard algorithm

Significant task 1: Exploring Multiplication

This task is comprised of multiple lessons from Math Trailblazers. This task engages students in the use of all four operations, but the problems lend themselves to the use of multiplication. In all three lessons students can work in pairs or small groups and the teacher should circulate around the room to check for understanding.

In Lesson 1, ***T-Shirt Factory Problems***, students work in groups to solve a problem concerning the number of letters in their first names. Then, a story about a fictitious class that is decorating T-shirts with the students' first names serves as the context for a series of problems. This lesson lends itself to assessing students' abilities to solve problems and to work collaboratively by asking them to write a report of their group's strategies and solutions to ***Question 5***.

In Lesson 2, ***In Twos, Threes, and More*** students work in groups to make lists of things that come in twos, threes, fours, and so on, up to twelves. Students write multiplication problems based on items in this list. They solve problems using various strategies and multiplication sentences to express their answers. Discussing their solution strategies is an important part of this lesson. This lesson lends itself to assessing students' abilities to solve problems by asking them to solve a problem such as, *"How many corners are there on eight triangles?"*. Note students' abilities to use words, pictures, or number sentences to show how they solved the problem.

Lesson 3, ***Multiplication Stories***, has students continuing to explore multiplication by drawing pictures and writing stories to illustrate multiplication problems such as 7 x 8, 4 x 20, and 4 x ½ . Students work well in pairs for this activity. Pairs can use counters in creating their multiplication stories. This lesson lends itself to assessing students' abilities to solve problems by asking them to write a story for a problem such as 8 x ¼ , 10 x 9, or 20 x 3.

In these tasks students will:

- Interpret bar graphs
- Explore multiplication through problem solving
- Use patterns in data to solve problems
- Create and solve problems involving multiplication

- Represent multiplication with manipulatives, pictures, and words
- Write multiplication number sentences
- Communicate solutions verbally and in writing and explain their reasoning
- Connect multiplication and repeated addition
- Connect multiplication and addition of equal-sized groups

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 6 days
Key vocabulary: multiplication number sentence, product, factor
Resources

- On Core Lessons 3, 4, 5
- Math Trailblazers URG 3 - Lessons 1, 2 (CCSS Activity 4), & 3

Significant task 2: Applying Multiplication Through Problem Solving

This task is comprised of two lessons from Math Trailblazers. In Lesson 4, ***Making Teams***, groups of students are asked to consider the problem of dividing the class into teams of equal sizes. For each team size, they find the number of teams they can form and the number of students left over. To help solve this problem, students group counters into sets of equal sizes (with remainders). Finally, they use multiplication number sentences to represent the groupings. Although phrased in terms of multiplication, the concepts are precursors to the understanding of division. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 6, ***More T-Shirt Problems***, students solve a set of word problems using multiplication and division. As an **extension**, ask students to write their own problems involving multiplication and division. Have students swap problems with a partner. After partners solve their partner's problems they can check each other's solutions and strategies. Use your document camera to highlight several student generated problems as a full class discussion. Any of the problems presented can be used to assess students' abilities to solve multiplication and division problems and explain their reasoning.

In these tasks students will:

- Divide a set of objects into equal size groups (with remainders)
- Write multiplication number sentences
- Solve multistep problems involving multiplication and division
- Communicate solutions verbally and in writing

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 4 days
Key vocabulary: multiplication number sentence, product, factor
Resources:

- Math Trailblazers URG 3 - Lessons 4 & 6 (CCSS Activity 5)

Significant task 3: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 2 – Multiplying by 2 (pp. 27-41)

- Chapter 3 – Multiplying by 10 (pp. 43-52)

Chapter 2 – Multiplying by 2: Students have extensive experience skip-counting by twos and grouping twos (pairs) and have developed an understanding of doubling. This set of facts is a natural place to begin exploring multiplication facts.

Big Ideas

- Multiplication by 2 is the same as doubling
- Numbers stand for a variety of things. Operation symbols help us determine what the numbers represent.
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***Two of Everything*** by Lily Toy Hong

Chapter 3 – Multiplying by 10: The understanding of 10 is foundational in our number system. Students have experience skip-counting by 10, grouping in tens, and working with models of 10, such as ten-frames and base-ten blocks.

Big Ideas

- Multiplication by 10 is like skip counting by 10
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***The Grouchy Ladybug*** by Eric Carle

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 5 days
Key vocabulary: none
Resources: On Core Lessons 1 & 2, ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 2 & 3)

Common learning experiences:

- Optional Literature Connection: ***Each Orange Had Eight Slices: A Counting Book*** *by Paul Giganti, Jr.* (This book illustrates multiplication problems with colorful drawings just as students illustrate their multiplication problems during this activity.)

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 2: Understanding Multiplication and Division
Unit 2 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, model with mathematics, and attend to precision.

- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Since addition and subtraction facts should have been mastered by the end of second grade, during this instruction block students who have not mastered their addition and subtraction facts coming in to third grade will be focused on. Using an addition and subtraction pre-assessment, as well as your Unit 1 Assessment Reflection form to group students for instruction based on the results.

- **Predictable misconceptions:** At this point, do not place too much emphasis on the order of the factors in a multiplication sentence. It is standard practice to associate the number sentence 3 x 4 = 12 with the sentence *3 groups of 4 equal 12*. However, some students might write 4 x 3 = 12. Since multiplication is commutative, this is acceptable.

- **For Significant Task 3:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of Unit 3: Using Multiplication and Division	**Length of the unit:** 6 weeks

Purpose of the Unit: This unit further explores the concept of multiplication as well as its connection to division. Students encounter many types of multiplication and division problems, discover different strategies for solving problems, and learn to communicate their solutions in many ways. Students also solve problems involving multiplication of two-digit by one-digit numbers and division problems that cannot be solved just by using fact families. Students solve multiplication problems by breaking products into the sums of simpler products and write stories that represent their arithmetical processes in a meaningful way. This work leads to the conceptual development of a paper-and-pencil algorithm for the multiplication of two-digit by one-digit numbers. Students solve division problems that deal with remainders in various ways and multistep problems that involve both multiplication and division.

Common Core State Standards Addressed in the unit:

3.OA.5: Apply properties of operations as strategies to multiply and divide.2 ***Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)***

3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.*

3.OA.6: Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Big Ideas:	**Essential Questions:**
1. Multiplication involves counting groups of like size and determining how many are in all. 2. Multiplication and division are inverse operations. 3. Division names a missing factor in terms of the known factor and the product. 4. Operations can be modeled with a visual representation.	8. How can you use arrays to model multiplication and find factors? 9. How are division and subtraction related? 10. How do patterns aid in mastering multiplication facts? 11. How is multiplication and division related?
Students will know:	**Students will be able to:**
2. word problems can be represented in multiple ways (e.g., equation, array, equal groups, repeated addition, repeated subtraction, number line, table).	1. create and solve a multiplication or division word problem 2. create and solve a multiplication or division word problem using a symbol to

3. there can be an unknown within an equation 4. multiplication is commutative and division is not commutative 5. the distributive, associative, and commutative properties of multiplication 6. the identity property (multiplying by 1) 7. the zero property of multiplication (multiplying by 0) 8. multiplication and division are inverse operations 9. from memory all multiplication math facts from 0 x 0 up to and including 9 x 9	represent the unknown number 3. apply multiplication or division to solve for an unknown in an equation 4. multiply two factors in any order 5. find the product when multiplying by 1 or 0 6. use fact families to help solve division problems 7. apply strategies to solve multiplication and division equations 8. demonstrate automatic recall of all multiplication math facts from 0 x 0 up to and including 9 x 9

Significant task 1: Problem Solving with Multiplication and Division
This task is comprised of two lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

Lesson 4, ***Birthday Party***, has students working in groups or pairs on a set of problems they can solve using division. Using their solutions as a foundation, the discussion will lead to division and the introduction of division number sentences.
This lesson lends itself to **assessing** students' abilities to communicate their solution strategies and represent multiplication and division by asking them to show as many different ways as they can to solve ***Question 1.***

The Money Jar, Lesson 5, engages students in solving a series of problems where they divide money equally among the members of a family. They will write number sentences to show their solutions.

In these tasks students will:

- represent multiplication and division using manipulatives and words
- solve division problems
- communicate problem-solving strategies
- interpret remainders
- write division number sentences
- solve problems involving money

This task directly targets the following Common Core Standards: 3.OA.3

Timeline: 3 days
Key vocabulary: remainder
Resources

- Math Trailblazers URG 7 - Lessons 4 & 5

Significant task 2: Strategies for Learning Facts

This task is comprised of several lessons from Math Trailblazers. Lesson 1, ***Lizardland Problems***, has students solving problems involving multiplication by using clues they find in a drawing of the Lizardland Amusement Park. Students write and solve their own multiplication problems about the drawing. Later in the task, students revisit Lizardland to explore the relationship between multiplication and division. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

Fact practice is interwoven in this task as students use a multiplication table to look for patterns. In Lesson 2, ***Handy Facts***, students generate the multiplication facts for 0, 1, 2, 3, 5, and 10; record them on a blank multiplication table; and look for patterns in the table entries. In Lesson 4, ***Completing the Table***, students complete their multiplication tables by finding the remaining multiplication facts through skip counting or using a calculator. They also learn how to use triangle flash cards to practice their facts. Prior to this, in Unit 1, students began their study of math facts with x2 and x10.

In Lesson 3, ***Multiplication and Rectangles,*** students arrange square-inch tiles into rectangles to find factors of 6, 12, and 18. They turn the rectangles around and learn that changing the order of the factors in a multiplication sentence does not change the product (e.g., 3 x 6 = 18 and 6 x 3 = 18). They build squares with their tiles to derive the square number multiplication facts and look for patterns among square numbers. They record new facts on their multiplication tables. Finally, they solve problems about tile arrangements. As an **extension**, ask students to use tiles to investigate the factors of the numbers 1 to 50 and identify the prime numbers.

Students will play a game called ***Floor Tiler*** in Lesson 5. This game can be played with 2 or 4 players. After spinning two numbers, a player uses the product to color in grid squares in the shape of a rectangle on his or her grid paper. Players take turns spinning and filling in their grids.
Students return to ficticious Lizardland in Lesson 6, ***Division in Lizardland.*** Students explore the relationship between multiplication and division through problems about the Lizardland Amusement Park. They discover that there is no turn-around rule for division. They investigate division involving zero and they look at the relationship between multiplication and

In the last lesson on this task, ***Multiples of Tens and Hundreds***, students use base-ten pieces to investigate multiplication by multiples of 10 and 100.

In these tasks students will:

- Solve and write problems involving multiplication and division
- Communicate solutions and strategies verbally and in writing
- Use a multiplication table to record and retrieve multiplication facts
- Identify patterns among the multiplication facts for 0, 1, 2, 3, 5, 9 and 10
- Solve problems involving nickels and dimes
- Represent multiplication using rectangular arrays
- Derive turn-around facts
- Investigate square and prime numbers
- Practice multiplication facts
- Use the array model of multiplication to learn the multiplication facts
- Investigate division involving zero

- Multiply be tens and hundreds and communicate patterns found

This task directly targets the following Common Core Standards: 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7

Timeline: 11 days
Key vocabulary: factor, multiple, product, array, column of an array, prime number, row of an array, square number, turn-around fact
Resources

- Math Trailblazers URG 11 - Lessons 1, 2, 3 (CCSS Activity 12), 4 (CCSS Activity 13), 5 (CCSS Activity 14), 6, & 8

Significant task 3: Multiplication and Division Made Easier
Task 3 is comprised of multiple lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Break-apart Products,*** students break products, such as 6 x 8, into the sum of simpler products, e.g., 6 x 5 + 6 x 3. To do this, they draw a rectangular array on grid paper to represent the product. Next they divide the array into two smaller arrays that represent easier products and then add the easier products to get their answers. Students begin with one-digit by one-digit problems and move to two-digit by one-digit problems. By doing this, students will begin to develop an understanding of the distributive property of multiplication over addition although it is not studied formally.

Lesson 2, ***More Multiplication Stories,*** students continue to solve two-digit by one-digit multiplication problems. After exploring and discussing their own methods of solving these problems, students focus on the method of breaking apart products into the sum of simpler products. They pay particular attention to partitioning numbers into tens and ones. Students then write stories to represent multiplication problems and refine the stories to reflect their partitions. This work leads to the development of a paper-and-pencil algorithm. In this lesson ask students to solve the problem 4 x 34 using "Tyrone's Way" to represent their work. Through a full class discussion, you can use this activity to **assess** students' abilities to create stories for multiplication sentences and explain their solution strategies.

Making Groups, Lesson 3, has students considering the number of groups of equal size they can make from various numbers of objects. The groupings involve dividing numbers between 25 and 50, many of which cannot be solved using a simple reversal of multiplication facts. Particular attention is given to remainders.

This task closes with Lesson 4, ***Solving Problems with Division.*** Students solve multiplication and division word problems, including some division problems that involve remainders. They also solve challenging multistep problems whose solutions use both multiplication and division.

In this task students will:

- Represent multiplication problems using arrays
- Solve multiplication problems by writing them as the sum of easier problems
- Create stories and write number sentences for multiplication and division situations

- Solve multistep multiplication and division problems and explain their reasoning
- Multiply numbers ending in zero
- Solve 2-digit by 1-digit multiplication problems using paper and pencil
- Break products into the sum of simpler products (applying the distributive law of multiplication over addition
- Divide a set of objects into equal-size groups (with remainders)
- Represent division problems using drawings and manipulatives
- Divide two-digit numbers
- Investigate patterns involving remainders
- Interpret remainders

This task directly targets the following Common Core Standards: 3.OA.3, 3.OA.5, 3.OA.6, 3.OA.7

Timeline: 7 days
Key vocabulary: partition
Resources

- Math Trailblazers URG 19 - Lessons 1 (CCSS Activity 12B), 2 (CCSS Activity 30), 3, & 4 (CCSS Activity 31)

Significant task 4: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 4 – Multiplying by 5 (pp. 55-67)
- Chapter 5 – Multiplying by 1 (pp. 69-78)
- Chapter 6 – Multiplying by 0 (pp. 79-89)

Chapter 4 – Multiplying by 5: Students have extensive experience skip-counting by 5. They recognize connections with money concepts (nickels). Previous exploration with x10 facts leads to the insight that multiplying by 5 can be thought of as half of multiplying by 10.

Big Ideas

- Multiplication by 5 is like skip-counting by 5
- Our number system is a system of patterns
- 5 is half of 10. Multiplying a number by 5 will result in a product that is half of the product that results when the same number is multiplied by 10
- The order of factors does not change the product (the commutative property)

Literature Link: ***Count on Pablo*** by Barbara deRubertis

Chapter 5 – Multiplying by 1: Although x1 facts are easy to memorize, we do not begin with x1 facts because of the confusion with the grouping aspect of multiplication (e.g., groups of 1?) Providing students with opportunities to explore groups of 2, 5, and 10 provides a stronger foundation for understanding multiplication facts.

Big Ideas

- When multiplying by 1, the product is the same as the other factor
- The order of factors does not change the product (the commutative property)

Literature Link: ***One Tiny Turtle*** by Nicole Davies

Chapter 6 – Multiplying by 0: x0 facts are easy for students to commit to memory because the product is always 0, but this set of facts can be challenging for concrete thinkers. It is difficult to conceptualize a group of nothing. Once students have explored multiplication with 2, 10, 5, and 1, this set of facts becomes easier to understand.

Big Ideas

- If either factor is 0, the product will be 0
- The order of factors does not change the product (the commutative property)

Literature Link: ***Where the Wild Things Are*** by Maurice Sendak

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 4 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 5, 6 & 7)

Common learning experiences:

- On Core Lessons 6 - 39 and 52-54 ***as needed*** for practice, extension, intervention or homework
- Optional Literature Connection: ***Sea Squares*** by Joy Hulme. (This book develops square number facts through counting). U11-L3
- **Technology:** Use *The National Library of Virtual Manipulatives* http://nlvm.usu.edu website to work with manipulatives to model the all-partials algorithm.

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment – Unit 3: Using Multiplication and Division
Unit 3 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and look for and express regularity in repeated reasoning.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 2: Understanding Multiplication and Division, to determine student needs.
- **Predictable misconceptions:** In Lesson 3, ***Multiplication and Rectangles***, give students 25 square-inch tiles of the SAME color. Different colors might confuse students when they write number sentences to match tiles. Also, connecting a number sentence with a picture may not be apparent to some students. Emphasize that number sentences must match the picture.
- **For Significant Task 4:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and

engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

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Name of Unit 4: Exploring Measurement and Data	**Length of the unit:** 5 weeks

Purpose of the Unit: To solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. This unit extends student's work with telling time from the hour and half hour in first grade and telling time to the nearest five minute interval in second grade to now telling time to the nearest minute. For volume, students use graduated cylinders and water to measure the volume of solid objects and of containers. The procedure of measuring volume by displacement is explored. Finally, students use a two-pan balance and standard masses to find the mass of various objects. Then, during a lab, they investigate how to predict the total mass of a number or identical objects. Students see that such procedures give a good, though possibly inexact, prediction. The concept of experimental error is explored.

Common Core State Standards Addressed in the unit:

3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Big Ideas: 12. When comparing two objects you need to use a common or standard unit of measure. 13. The choice of measurement tool depends on the measurable attribute and the degree of precision required. 14. Estimation of measures and the development of personal benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement.	**Essential Questions:** 4. How can you tell time to the nearest minute? 5. How can you measure elapsed time in minutes? 6. How can you estimate and measure liquid volume and mass in metric units? 7. How do time, mass, and volume relate to each other?
Students will know: 10. how many minutes are in an hour 11. the clock can be divided into fifteen-minute intervals 12. hour and minute hand move at different rates 13. the concept of elapsed time, including between a.m. and p.m. 14. the concepts of whole, half and quarter as they relate to a number line 15. how to estimate time for different tasks 16. the relationship between mass and weight and liquid and volume 17. measures of metric capacity (liter, gram, kilogram) 18. masses and volumes can be added, subtracted, multiplied and divided 19. how to estimate measurement of liquid volume and mass 20. abbreviations used to represent units of measure 21. how to present data on a scaled picture graph and a scaled bar graph with several categories 22. when it is important to measure precisely to a half or quarter inch	**Students will be able to:** 1. write time on a digital clock and draw hands on analog clock to a precise minute 2. accurately compute elapsed time to the nearest minute 3. solve elapsed time word problems using addition and subtraction 4. use an open number line to determine elapsed time 5. estimate the capacity of real-life items to the nearest liter 6. accurately measure liquids using liters 7. estimate the mass of real-life items to the nearest gram of kilogram 8. measure mass using grams and kilograms 9. choose appropriate units of measure for specific problems and solve 10. accurately solve two step problems relating to a picture or bar graph 11. demonstrate accurate measurement to the nearest half inch and quarter inch

Significant task 1: It's Time

This task is comprised of four lessons from Math Trailblazers that focus around telling time and time

intervals. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 5, ***It's Time***, students practice telling time to the nearest five minutes. Students make a clock and use it to review the position of the hour and minute hands for various time of day. Students use the context of the TIMS Candy Company to practice writing and telling time on analog and digital clocks.

Lesson 6, ***Time for Problems,*** has students solving a series of word problems about telling time and elapsed time. To solve them, students use the analog clock that was created in the previous lesson.

In Lesson 1, ***Time Again,*** students practice telling time to the nearest minute. Students also engage in problems involving elapsed time. Lesson 2, ***Time and Time Again,*** is a game in which players find pairs from memory. Players turn over face-down cards trying to match the time on an analog clock to the corresponding digital time.

In these tasks students will:

- tell time to the nearest five minutes
- tell time to the nearest minute
- tell time on analog and digital clocks
- solve problems involving elapsed time
- learn how skip counting is a helpful skill to use when telling time
- connect mathematics to real-life situations

This task directly targets the following Common Core Standards: 3.MD.1

Timeline: 4 days
Key vocabulary: A.M., analog clock, digital clock, P.M., elapsed
Resources

- Math Trailblazers URG 4 (Lessons 5 & 6) and URG 14 (Lessons 1 & Lesson 2- Parts 1 & 2 only)

Significant task 2: Mass and More Mass

This task focuses on mass. It is comprised of three lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Measuring Mass,*** students use the basic metric unit of measure for mass, the gram, to find the mass of a variety of small objects using a two-pan balance and standard masses. Different groups compare their results for the mass of some common objects. Students discuss why they may have gotten different answers for the mass of the same objects and whether these differences are reasonable.

Students continue the study of mass in Lesson 2, ***Mass vs. Number,*** by investigating how the mass of nearly identical objects is related to the number of objects. In small groups, students explore why measurements are not exact. Students use patterns in their data to make predictions and solve

problems involving multiplication.

Students conclude this task in Lesson 3, ***More Mass Problems,*** with a series of word problems that build on the concepts introduced in these lessons (mass, using data tables, graphs and multiplication). Students can work on these problems individually, in pairs or in groups. One approach is to ask students to work on the problems individually at first and then come together in pairs or small groups to compare solutions.

In these tasks students will:

- Measure mass in grams
- Deal with precision and accuracy
- Use patterns in tables and graphs to make predictions and solve problems
- Collect, organize, graph and analyze data
- Learn to draw best-fit lines
- Make and interpret point graphs
- Solve problems using multiplication and division
- Connect math to real-life situations

This task directly targets the following Common Core Standards: 3.MD.2, 3.MD.3

Timeline: 7 days
Key vocabulary: gram (g), kilogram (kg), mass, measurement error, standard mass, two-pan balance, unit of measure, best-fit line, weight, estimate
Resources

- Math Trailblazers URG 9 (Lessons 1, 2, & 3)

Significant task 3: Turn up the Volume

This task focuses on volume. It is comprised of three lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Measuring Volume,*** working in groups, students estimate the volume of small solid objects, based on models they made from centimeter connecting cubes. Then students measure the actual volume of the objects by determining the about of water displaced in a graduated cylinder when an object is placed in the cylinder. Students record the estimates and the actual volumes in a data table and analyze the data collected.

In the lab entitled ***Fill'er Up!*** (Lesson 2) students develop a plan for accurately finding the volume of large containers. Students find the volumes of at least three containers of various sizes and shapes. Students use all four operations to solve problems involving volume. In working with containers of different shapes, the students are reminded that the tallest container may not always have the largest volume.

Lastly, in Lesson 3, ***Volume Hunt,*** students explore volume by finding two containers at home that have different sizes (a cup, a quart, a pint or a gallon). The objective of this activity is for students to discover the relationships among these units by pouring water between the different-sized containers. Students share their results with classmates, record their findings in a data table, and use arithmetic to derive any

missing values.

In these tasks students will:

- Estimate volume using centimeter connecting cubes
- Use graduated cylinders to measure volume by displacement
- Collect, organize, graph and analyze data
- Accurately measure the volume of large, unusually shaped containers
- Solve addition, subtraction, multiplication, and division problems involving volume
- Make and interpret a bar graph
- Use patterns in data to make predictions and solve problems
- Deal with precision and accuracy
- Use medians to average data
- Discover relationships between cups, pints, quarts and gallons

This task directly targets the following Common Core Standards: 3.MD.2, 3.MD.3

Timeline: 5 days
Key vocabulary: cubic centimeter (cc), displacement, graduated cylinder, liter (l), meniscus, milliliter (ml), volume, median, cup, gallon, pint, quart, gram (g), kilogram (kg), capacity, liquid volume
Resources

- Math Trailblazers URG 16 (Lessons 1, 2, & 3)

Significant task 3: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 7 – Multiplying by 3 (pp. 91-101)
- Chapter 8 – Multiplying by 4 (pp. 103-113)

Chapter 7 – Multiplying by 3: Multiplying by 3 can be thought of as multiplying by 2 and then adding one more group, or as tripling a number.
Big Ideas

- Multiplication by 3 is tripling a number
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***A Three Hat Day*** by Laura Geringer

Chapter 8 – Multiplying by 4: Multiplying by 4 can be thought of as doubling a double. The previous mastery of x2 facts allows students to double x2 products to find the x4 products.
Big Ideas

- Multiplication by 4 is doubling a double
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***If You Hopped Like a Frog*** by David Schwartz

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 4 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 7 & 8)

Common learning experiences:

- On Core Lessons 71-86 as needed for practice, extension, intervention or homework

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 4: Exploring Measurement and Data
Unit 4 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **use appropriate tools strategically, attend to precision, look for and make use of structure,** and **look for and express regularity in repeated reasoning.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 3: Using Multiplication and Division, to determine student needs.
- **Predictable misconceptions:** Some students initially believe that measuring in larger units will result in a larger answer.
- **For Significant Task 3:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

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Name of Unit 5: Understanding Area and Perimeter	**Length of the unit:** 4 weeks

Purpose of the Unit: To understand the concept of area and relate area to multiplication and to addition. To recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. This is the first introduction students have to area and perimeter. Their understandings will be further developed in grade 4.

Common Core State Standards Addressed in the unit:

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a: A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.5b: A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.7: Relate area to the operations of multiplication and addition.

3.MD.7a: Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.7b: Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.7c: Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.

3.MD.7d: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

Big Ideas:	**Essential Questions:**
15. Area is measured in square units. 16. Polygons with the same area can have different perimeters. 17. Polygons with the same perimeter can have different areas.	8. How is finding the area of a shape different from finding the perimeter of a shape? 9. How can shapes be combined or broken apart to create new shapes?
Students will know:	**Students will be able to:**

1. the area of a plane figure is dealing with the inside of the shape 2. when using a square unit the entire surface of a plane figure must be measured without gaps or overlays 3. area can be solved using *n* when the unit of measure is unknown using repeated addition and multiplication 4. area is measured in square units 5. square units can include customary and metric units of length 6. the relationship of multiplication and addition to area 7. the area algorithm to solve problems 8. rectilinear shapes can be broken down into rectangles 9. what makes a polygon 10. how to determine the perimeter if polygons 11. polygons with the same area can have different perimeters and that polygons with the same perimeter can have different areas	1. use manipulatives to show area with no gaps or overlays 2. use repeated addition or multiplication to find the area of a plane figure 3. identify the difference between customary and metric units of length 4. determine area 5. use arrays 6. know that areas equals length x width 7. work backwards to find the possible lengths and widths when given the area of a rectangle 8. find the perimeter of polygons, including finding the unknown side length 9. solve mathematical problems with polygons

Significant task 1:
This task is comprised of 3 lessons from Math Trailblazers. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Measuring Area***, students expand their understanding of area by measuring the area of irregular shapes. Students count whole square units and piece together the remaining fractional ones. In this lesson, Professor Peabody is covering his living room and hall with square tiles. Students help him determine how many tiles he will need. Then, students also find the area of other polygons and curved shapes.
In Lesson 2, ***Boo the Blob***, students find the area of an irregular "blob" named Boo. Boo can change shape but not area. After Boo changes his shape, students find which of three different mystery shapes is Boo in another form. This activity provides a context for students to see that different shapes can have the same area, to practice estimating the area of irregular shapes, and to practice identifying the median value of a set of data.

Lesson 3 is a lab entitled ***The Better "Picker Upper"***. Students investigate the area of a spot made by a given number of drops of water on different brands of paper towels. Students measure the area of the spots by counting square centimeters. Students use this information to decide which brand is most absorbent.

In these tasks students will:

- Measure area by counting whole and fractional parts of square centimeters
- Find the area of irregular shapes
- Solve problems involving area
- Investigate the relationship between shape and area
- Recognize that different shapes can have the same area
- Learn to find the mean
- Identify variables of an investigation
- Identify variables that must be fixed to ensure fairness in an investigation
- Collect, organize, graph and analyze data
- Use data to solve problems

This task directly targets the following Common Core Standards: 3.MD.5, 3.MD.6, 3.MD.7

Timeline: 7 days
Key vocabulary: area, estimate, square centimeter, average, mean, median, variable
Resources:

- On Core Lessons 87, 88, 89, 90, 91
- Math Trailblazers URG 5 - Lessons 1 (CCSS Activity 6), 2, & 3

Significant task 2:
Task 2 focuses on perimeter with Lesson 6, ***Walking Around Shapes,*** from Math Trailblazers. Students measure the perimeter and length of each of three sizes of regular polygons. Groups record their measurements in data tables and graph the data. Students look for the relationship between the length of a side and the perimeter of equilateral triangles, squares, and regular hexagons, and write multiplication and division number sentences to express these relationships.

In this task students will:

- Measure length in centimeters
- Measure perimeter in centimeters
- Identify and describe patterns
- Use patterns to solve problems
- Identify regular shapes

This task directly targets the following Common Core Standards: 3.MD.8

Timeline: 4 days
Key vocabulary: equilateral triangle, perimeter, regular hexagon, regular pentagon
Resources:

- On Core Lessons 92, 93, 95, 96
- Math Trailblazers URG 7 – Lesson 6

Significant task 4: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 9 – Multiplying by 6 (pp. 115-128)
- Chapter 10 – Multiplying by 9 (pp. 129-140)

Chapter 9 – Multiplying by 6: Multiplying by 6 can be thought of as doubling a multiple of 3. Previous

mastery of x3 facts allows students to see that 4 x 6 can be thought of as double 4 x 3, or (4 x 3) + (4 x 3). Previous mastery of x5 facts also supports students with x6 facts, knowing that the product of a x6 fact is simply 1 set more than the product of the related x5 fact (e.g., the product of 6 x 8 is 8 more than the product of 5 x 8).

Big Ideas

- In multiplication, if we double the number of sets or double the size of each set, the product will double
- The distributive property shows us that numbers can be broken apart in varied ways
  e.g., a (b + c) = (a x b) + (a x c)
- The order of factors does not change the product (the commutative property)

Literature Link: ***Snowflake Bentley*** by Jacqueline Briggs Martin

Chapter 10 – Multiplying by 9: Building on knowledge of x10 facts, the product of a x9 fact is 1 group less than the product of the same x10 fact (e.g., 10 x 5 = 50, so 9 x 5 = 45, which is 5 less, or 10 x 7 = 70 and 9 x 7 = 63, which is 7 less).

Big Ideas

- Our number system is a system of patterns
- Multiplication facts are connected. Knowing one set of facts can help us understand a related set of facts.
- The order of factors does not change the product (the commutative property)

Literature Link: ***Cloudy with a Chance of Meatballs*** by Judi Barrett

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 5 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 9 & 10)

Common learning experiences:

- *Exploring Area, Area on the Geoboard,* and *The Area Stays the Same* activities
- *Measuring Perimeter, Perimeter on the Geoboard, Perimeter with Color Tiles, Designing a Rabbit Enclosure,* and *The Perimeter Stays the Same* activities
- These activities can be found in the ***Supplementary Materials binder***

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 5: Understanding Area and Perimeter
Unit 5 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **reason abstractly and quantitatively, model with mathematics, use appropriate tools strategically,** and **attend to precision.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 4: Exploring Measurement and Data, to determine student needs.
- **Predictable misconceptions:** Area and perimeter (the distance around a region) are continually a source of confusion for students. Perhaps it is because both involve regions to be measured or because students are taught formulas for both concepts and tends to get them confused.
- **For Significant Task 4:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

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Name of Unit 6: Reasoning About Two-Dimensional Shapes	**Length of the unit:** 3 weeks

Purpose of the Unit: In second grade, students identify and draw triangles, quadrilaterals, pentagons and hexagons. Third graders build on this experience and further investigate quadrilaterals. Students recognize shapes that are not quadrilaterals by examining the properties of the geometric figures. Students conceptualize that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides. Students should be encouraged to provide details and use proper vocabulary when describing the properties of quadrilaterals. Students sort geometric figures and identify squares, rectangles, and rhombuses as quadrilaterals. Students will classify shapes by attributes and draw shapes that fit specific categories.

Common Core State Standards Addressed in the unit:

3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Big Ideas:	**Essential Questions:**

18. Objects can be described and compared with their geometric attributes. 19. Shapes in different categories may share attributes.	10. How can two dimensional shapes be described? 11. How can you describe angles in shapes? 12. How can you use line segments and angles to make polygons? 13. How are geometric shapes constructed?
Students will know: 23. the attributes of different categories or quadrilaterals 24. which shapes are and are not quadrilaterals 25. what shared attributes can define a larger category of polygons	**Students will be able to:** 1. classify shapes based on the number of sides 2. classify shapes based on length of sides 3. classify shapes based on angles 4. articulate proper vocabulary and details when describing the properties of quadrilaterals 5. show examples of quadrilaterals do not belong

Significant task 1: Exploring Polygons with The Greedy Triangle

> This unit begins with the read aloud story entitled ***The Greedy Triangle*** *by Marilyn Burns.* In this lively introduction to shapes and polygons, a bored triangle is turned into a quadrilateral after a visit to the shape shifter. Delighted with his new career opportunities--as a TV screen and a picture frame--he decides the more angles the better, until an accident teaches him a lesson.

As the story is read another time, pairs of students will use a piece of tied yarn or elastic loops to form the polygons described in the book. After each polygon is formed and students will have the opportunity to observe and comment about the similarities and differences in the shapes. Students may do a similar activity using a geoboard instead. Finally, students can create a picture glossary of polygons to use as a reference.

This task directly targets the following Common Core Standards: 3.G.1

Timeline: 1 day
Key vocabulary: triangle, quadrilateral, pentagon, hexagon, octagon, decagon
Resources: ***The Greedy Triangle*** book *by Marilyn Burns*, **Exploring Polygons with The Greedy Triangle** lesson sheet can be found in the ***Supplementary Materials binder***.

Significant task 2: The Case of the Missing Shape

The Case of the Missing Shape lessons introduce students to shape attributes and new shapes. It is expected that students are familiar with identifying squares, circles, triangles and rectangles before these lessons. During these lessons, students will become detectives working for "Poly Gon" to help her rescue a kidnapped shape. Students will learn to identify trapezoids, parallelograms, and hexagons by their attributes. Teachers should introduce these lessons as a full class, allowing time for small

groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In these tasks students will:

- Identify the attributes of a shape: such as size, number of sides, number of corners
- Identify shapes by name: square, circle, rectangle, triangle, hexagon, parallelogram, trapezoid
- Identify right angles
- Identify shapes as quadrilaterals and polygons

This task directly targets the following Common Core Standards: 3.G.1

Timeline: 4 days
Key vocabulary: square, circle, rectangle, triangle, hexagon, parallelogram, trapezoid, rhombus, quadrilateral, polygon, right angle

- **Resources:** ***The Case of the Missing Shape*** supplemental packet and Detective Notes (These activities can be found in the ***Supplementary Materials*** binder) and SmartBoard lesson (This can be found on the Elementary Math for Teachers folder on your desktop.)

Significant task 3: Sorting and Comparing Quadrilaterals

In this task students are presented with 2 different activities: ***2-D Shape Sort*** and ***Comparing Quadrilaterals***. In ***2-D Shape Sort*** students work with a partner to sort 2-D shapes into two groups according to their geometric attributes. In pairs, students are asked to explain their thinking and are stretched to consider other options for sorting. In ***Comparing Quadrilaterals*** students choose two quadrilaterals from a set of 2-D shape cards. Students draw each quadrilateral and explain how they are alike and how they are different. Students repeat this again with another pair of quadrilaterals. Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

This task directly targets the following Common Core Standards: 3.G.1

Timeline: 1 day
Key vocabulary: square, circle, rectangle, triangle, hexagon, parallelogram, trapezoid, quadrilateral, polygon
Resources: ***2-D Shape Sort*** and ***Comparing Quadrilaterals*** instruction sheets and shape cards can be found in the ***Supplementary Materials binder***

Significant task 4: *Mastering the Basic Math Facts in Multiplication and Division* (For more information, see Teacher Notes.)

- Chapter 11 – Multiplying by 8 (pp. 141-149)
- Chapter 12 – Multiplying by 7 (pp. 151-159)

Chapter 11 – Multiplying by 8: Multiplying by 8 results in a product that is double that of multiplying by

4. With the teaching sequence suggested in this curriculum, only two of these facts have not been explored through a different strategy (7 x 8 and 8 x 8).

Big Ideas

- Multiplication by 8 is double multiplication by 4
- Our number system is a system of patterns
- The order of factors does not change the product (the commutative property)

Literature Link: ***Snowmen at Night*** by Caralyn Buehner

Chapter 12 – Multiplying by 7: Multiplying by 7 may be the most difficult for students. Students can break apart the 7 (distributive property) to find that it is the sum of 5 times the factor and 2 times the factor (e.g., 7 x 4 is (5 x 4) + (2 x 4). Although this works, it is more efficient to simply think *commutative property* and reverse the order of the factors. By doing this, students realize that they already know all of the x7 facts except 7 x 7.

Big Ideas

- The distributive property shows us that numbers can be broken apart in varied ways
  e.g., a (b + c) = (a x b) + (a x c)
- Multiplying a factor by itself results in a square number

Literature Link: ***Thunder Cake*** by Patricia Polacco

This task directly targets the following Common Core Standards: 3.OA.1, 3.OA.2

Timeline: 5 days
Key vocabulary: none
Resources: ***Mastering the Basic Math Facts in Multiplication and Division*** book (Chapters 11& 12)

Common learning experiences:

- **Building with Shapes** *OPTIONAL* - Math Trailblazers URG 12, Lesson 1 ***(Tangrams)***, Lesson 2 ***(Building with Triangles)***, and Lesson 3, ***(Building with Four Triangles),*** are optional lessons and can be used as needed or put out as independent activities during the Targeted Instruction block.

- On Core Lessons 97-103 to be done as a whole group activity to reinforce the concepts introduced in this unit.

- Optional Literature Connection: ***Grandfather Tang's Story*** *by Ann Tompert* (Using the Chinese form of storytelling with seven special shapes, Grandfather Tang tells his granddaughter a tale of two foxes that change themselves into progressively fiercer animals to compete for dominance. As he speaks, he rearranges two tangram puzzles to form the shapes of the animals. Tangram patterns are shown throughout and directions for making the tangrams are on the last page.)

Common assessments including the end of unit summative assessment: **End of Unit Summative Assessment** - Unit 6: Reasoning About Two-Dimensional Shapes **Unit 6 Scoring Guide**

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, reason abstractly** and **quantitatively, construct viable arguments and critique the reasoning of others, and attend to precision.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 5: Understanding Area and Perimeter, to determine student needs.
- **Predictable misconceptions:** Some students may need to be reminded that to be a polygon, a shape must be closed.
- **For Significant Task 4:** The purpose of these lessons is to explore ways to support all students in mastering multiplication and division facts. By focusing on big ideas, strengthening students' understanding of math operations, developing strategic thinking, and providing varied and engaging practice tasks to promote fluency, students will be better equipped to both understand math facts and commit the facts to memory. Whether you are introducing students to basic facts, reviewing facts, or providing remediation for struggling students, these lessons will provide you with insights and activities to simplify this complex, but critical component of math teaching.

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Name of Unit 7: Understanding Fractions	**Length of the unit:** 3 weeks
Purpose of the Unit: To develop an understanding of fractions as numbers through investigating part-whole fractions by working with pattern blocks, solving word problems, playing games, and making and using paper models. Basic fraction concepts are emphasized; procedures are not. A fundamental idea in several activities is that the meaning of a fraction depends on what the whole is. Other important ideas are that the whole must be divided into equal parts, that fractions can have more than one name, and that ordering fractions by size requires attention to both the numerator and denominator. The use of one-half as a benchmark for comparing fractions is emphasized.	
Common Core State Standards Addressed in the unit:	

3.NF.1: Understand a fraction 1 / *b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a* / *b* as the quantity formed by *a* parts of size 1 / *b* .

3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.2a: Represent a fraction 1 / *b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1 / *b* and that the endpoint of the part based at 0 locates the number 1 / *b* on the number line.

3.NF.2b: Represent a fraction *a* / *b* on a number line diagram by marking off *a* lengths 1 / *b* from 0. Recognize that the resulting interval has size *a* / *b* and that its endpoint locates the number *a* / *b* on the number line.

Big Ideas:	**Essential Questions:**
20. Fractions refer to equal sized pieces of a whole. 21. Fractional parts have special names that tell how many parts of that size are needed to make the whole. For example, *thirds* require three parts to make a whole. 22. The more fractional parts used to make a whole, the smaller the parts.	1. What do the numerator and denominator of a fraction tell? 2. What does a fractional name tell you? 3. Why are equal parts important when dealing with fractions?
Students will know: (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 26. fractional parts must be equal-sized pieces of the same whole 27. how many equal parts make a whole 28. as the number of equal pieces in the whole increases, the size of the fractional pieces decreases 29. the numerator of a fraction is the number of equal parts being considered 30. the denominator of a fraction is the number of equal parts that make up the whole 31. the characteristics of a unit fraction (a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts) 32. the properties of a unit whole 33. a fraction is part of a whole 34. a fraction as a number on the number line	**Students will be able to:** (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 1. identify the numerator as the number if equal parts being considered 2. identify the denominator as the number of equal parts that make up the whole 3. read and write a fraction with denominators 2, 3, 4, 6, and 8 4. divide a region or set of objects into fractional parts 5. explain fractions verbally and/or in writing 6. identify fractions on a number line 7. place fractions on a number line 8. show a fraction on a number line by marking off equal lengths from 0 to 1 9. divide a number line between 0 and 1 into equal parts and define the unit fraction

Significant task 1: Parts and Wholes
This task is comprised of 5 lessons from Math Trailblazers URG 13 (Lessons 1, 2, 3, 4, & 5). Teachers should introduce these lessons as a full class, allowing time for small groups/pairs to develop strategies and then have students to defend and/or present their strategies for solving these problems.

In Lesson 1, ***Kid Fractions***, a group of students stands at the front of the class while the teacher presents a fraction based on some characteristic of the group. The rest of the class tries to determine what characteristic the teacher has in mind. Discussion focuses on the relationship between the part and whole and the meaning of the numerator and denominator.

Lesson 2, ***What's 1?*** uses pattern blocks to explore the concept of a unit whole. Students name fractions when given one whole and identify the whole when give the fraction.

In ***Pizza Problems***, Lesson 3, students work in groups to solve problems about sharing pizza. Students cut paper circles to represent the pizza and use them to find what fraction of a pizza each person gets. Answers are recorded in pictures, words and symbols and shared with the class.

Lesson 4, ***Fraction Games***, sends students to FractionLand where they advance along a path by answering questions involving fractions. Students can work in pairs or groups of four. The game's purpose is to practice finding a fraction of a whole number (such as ½ of 16) by using beans or other counters. The second game in this lesson, ***Problem Game***, has students comparing two fractions and saying a number sentence in order to move their pieces. This game is designed to be played with two or more players.

Lesson 5, ***Fraction Problems***, is a set of word problems that builds on the fraction concepts in this task. Students can work on the problems individually, in pairs, or in groups.

In these tasks students will:

- Connect mathematics with real-world situations
- Find a fractional parts of a set
- Identify the fraction for a given quantity when a unit whole is given
- Identify the unit whole when a fraction is given
- Represent fractions using pattern blocks
- Compare and order fractions using the benchmark fraction one-half
- Recognize that fractional parts of a whole must have equal areas
- Use an area model for solving part-whole fractions
- Represent fractions using pictures, words and symbols
- Solve problems involving fractions
- Find fractional parts of whole numbers
- Compare and order fractions using counters
- Solve fraction problems involving time

This task directly targets the following Common Core Standards: 3.NF.1, 3.NF.2

Timeline: 7 days
Key vocabulary: denominator, numerator, hexagon, rhombus, trapezoid, unit whole
Resources:

- Math Trailblazers URG 13 - Lessons 1, 2 (CCSS Activity 17), 3, 4 (CCSS Activity 18), & 5

Significant task 2:
This task begins with an introductory SmartBoard lesson which uses geoboards to aid in fraction understanding. This skill is further explored in Math Trailblazers URG 17, Lesson 1, ***Geoboard Fractions***. Students divide geoboard rectangles into halves, thirds, and fourths in as many ways as possible. Students then record their divisions on *geoboard paper* and share their solutions with the class.

In this task students will:
- Represent fractions using geoboards
- Divide a whole into equal-area parts
- Measure area by counting square units
- Understand that fractional parts of a whole must have equal areas but can have different shapes
- Translate among different representations of fractions (concrete, pictorial, and symbolic)
- Identify congruent shapes

This task directly targets the following Common Core Standards: 3.NF.1
Timeline: 3 days
Key vocabulary: congruent
Resources:
- Math Trailblazers URG 17, Lesson 1
- Introductory SmartBoard lesson – can be found on Elementary Math for Teachers desktop folder

Common learning experiences:

- On Core lessons: 55, 56, 57, 58, 59, 60, 61 & 62

- Optional Literature Connection: ***Gator Pie*** *by Louise Mathews.* (Two alligators consider dividing their pie into halves, thirds, fourths, eighths, and hundredths.)

- Optional Literature Connection: ***Apple Fractions*** *by Jerry Pallota.* (Author Jerry Pallotta and illustrator Rob Bolster use a variety of different apples to teach kids all about fractions in this innovative and enjoyable book. Playful elves demonstrate how to divide apples into halves, thirds, fourths, and more.)

- **Technology Connections:** see links below for a variety of fraction games and practice options
  http://classroom.jc-schools.net/basic/math-fract.html
  http://hoodamath.com/games/fraction.php
  http://www.visualfractions.com/Games.htm

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 7: Understanding Fractions

Unit 7 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriate tools strategically, attend to precision,** and **look for and make use of structure.**
- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 6: Reasoning About Two-dimensional Shapes, to determine student needs.
- URG 17, Lesson 1, ***Geoboard Fractions*** – the activities in this lesson use an area model to emphasize two points about fractions: (1) The whole must be divided into equal-area parts, but (2) those parts do not have to be congruent. By learning these two points, students will understand part-whole fractions better.
- **Predictable misconceptions:** A source of confusion for some students is that the same symbols are used for all kinds of fractions. For example, the symbol "1/2" can represent part of an object (one-half of a pizza), a part of a collection (one-half of a class), a part of a unit of measure (one-half inch), a ratio (one part milk to two parts flour), a probability (the chance of a fair coin showing heads), part of a distance (one-half of the way to Boston), a pure number (the average of 0 and 1), and even a division (of 1 by 2).
- **Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.**

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, ½ of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 3 Mathematics

Purpose of the Course (from CCSS): In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Name of the Unit 8: Reasoning about Fraction Comparisons and Equivalence	**Length of the unit:** 3 weeks
Purpose of the Unit: To develop an understanding of fractions as numbers. Students explore relationships between fractions and the idea that fractional parts of a whole must have equal areas and	

on the concept of equivalence. Students also discover that different fractions can represent the same quantity. Students may even begin to notice patterns in those fractions. Students are encouraged to think about relationships between fractions other than equivalence, including greater than, less than, and comparisons with the benchmarks 0, 1, and ½.

Common Core State Standards Addressed in the unit:

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3b: Recognize and generate simple equivalent fractions, (e.g., 1 / 2 = 2 /4 , 4 /6 = 2/ 3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3.NF.3c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1 ; recognize that 6/ 1 = 6; locate 4/ 4 and 1 at the same point of a number line diagram*.

3.NF.3d: Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1 /4 of the area of the shape.*

Big Ideas:	**Essential Questions:**
23. Two equivalent fractions are two ways of describing the same amount by using different-sized fractional parts.	1. How can you compare fractions with the same denominator? 2. How can you compare fractions with the same numerator?
Students will know: (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 35. a whole number can be expressed as a fraction 36. the definition of equivalence 37. two fractions are equivalent (equal) if they are the same size, or the same point on a number line 38. simple equivalent fractions (e.g., ½ = 2/4, 4/6 =2/3 39. two fractions with the same numerator or the same denominator can be compared	**Students will be able to:** (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) 1. recognize and generate simple equivalent fractions 2. explain why fractions are equivalent 3. compare fractions by reasoning about their size 4. express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers

40. comparisons are valid only when the two fractions refer to the same whole	5. compare two fractions with the same numerator or the same denominator 6. express the comparison of fractional models by using <, >, or = 7. recognize that comparisons are valid only when the two fractions refer to the same whole 8. verbally explain and in writing all of the procedures for this standard

Significant task 1: Folding Fractions

This task begins with Math Trailblazers Lesson 2, ***Folding Fractions.*** In this lesson, students fold and color sheets of scratch paper to find and to name fractions that are equivalent to one-half, one-third, and one-fourth. Students record the data they generate in a table from the paper-folding activities. After a full class discussion, students analyze the data to identify patterns in equivalent fractions.

Students continue to explore the concept of fraction equivalence by playing ***Capture the Fraction*** in pairs. In this game, students roll 2 dice and decide what fraction the numbers represent. The smaller number is designated as the numerator and the larger number as the denominator. Then the student shades in the correct fraction segments on the *Capture the Fraction recording sheet.* Player two continues the play shading fractional pieces. Once an entire fraction is shaded, the student who completes that move circles, or captures, that figure. They player with the most figures circled, wins.

In this task students will:

24. identify equivalent fractions through paper-folding activities and a game
25. find patterns in equivalent fractions

This task directly targets the following Common Core Standards: 3.NF.3, 3a, 3b, 3.G.2

Timeline: 5 days
Key vocabulary: equivalent fractions
Resources

- Math Trailblazers URG 17 – Lesson 2
- *Capture the Fraction recording sheet* and directions can be found in the ***Supplementary Materials binder***
- On Core Lessons 63 & 64

Significant task 2: Comparing Fractions

This task involves Math Trailblazers Lesson 4, ***Fraction Hex.*** In this lesson, students have more practice in comparing and ordering fractions. Each player places two same color centimeter cubes or other game markers on two matching hexagons with the same number. The goal is to get the two cubes to the matching hexagons on the opposite side of the board. To move, a player spins the spinner. If the spinner shows greater than or equal to, the player can move either of the cubes to an adjacent hexagon

with a fraction that is greater than or equal to his or her current position. If the spinner shows less than or equal to, the player moves one cube to an adjacent hexagon with a fraction that is less than or equal to his or her current position. Students can model the fractions with pattern blocks if a visual is needed. The first player to get both cubes to his or her target hexagons is the winner.

This task directly targets the following Common Core Standards: 3.NF.3, 3a, 3b, 3c, 3d, 3.G.2

Timeline: 5 days for game and On Core lessons
Key vocabulary: fraction greater than 1, compare, greater than (>), less than (<), denominator, fraction circles, unit fraction
Resources

- Math Trailblazers URG 17 – Lesson 4
- On Core Lessons 65-70, 105

Common learning experiences:

- **Technology connections**: see links below for a variety of fraction games and practice options
  http://classroom.jc-schools.net/basic/math-fract.html
  http://hoodamath.com/games/fraction.php
  http://www.visualfractions.com/Games.htm

Common assessments including the end of unit summative assessment:

End of Unit Summative Assessment - Unit 8: Reasoning About Fraction Comparisons and Equivalence
Unit 8 Scoring Guide

Teacher notes:

- Process standards to highlight through instruction: **construct viable arguments and critique the reasoning of others, model with mathematics** and **look for and make use of structure**.

- **Targeted Learning:** For students who are having difficulty, targeted learning time can be focused on re-teaching. Refer to your Assessment Reflection form for Unit 7: Understanding Fractions, to determine student needs.
- **Predictable misconceptions:** Some students may think that larger the numerator, the larger the value of the fraction. Also confusing, when comparing fractions, the larger the denominator, the smaller the fraction which is not always true. Another common misconception in third grade is that fractional parts do not have to be the same size. Also, not referring to the same whole when comparing fractions can be a difficult concept to understand.
- **Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.** Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, ½ of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the

same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 1 Comparing and Rounding Through Place Value	Length of the unit: 3 weeks
Purpose of the Unit: In third grade students round to the nearest 10 and 100. In second grade, students read and write numbers to 1000 using base-ten numerals, number names, and expanded form. They also compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. This unit builds on these previously developed concepts and expands students' base-ten understandings up to one million.	
Common Core State Standards Addressed in the unit: **4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.** **4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.** 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Big Ideas: 1. Depending on the situation sometimes it is better to round and sometimes it is better to use exact figures. 2. Numbers can be represented in multiple ways and for a variety of purposes. 3. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less.	Essential Questions: 1. When is it appropriate to round and for what purpose? 2. How can numbers be compared and contrasted? 3. How does a digit's placement in a number affect its value?
Students will know: 1. >, <, = symbols	Students will be able to: 1. compare and order numbers using >, <, =

2. place value names and the values of digits in any place 3. estimation strategies and the benefits of those strategies 4. expanded form 5. standard form	symbols 2. round numbers to any place up to one million 3. read and write numbers in standard form, expanded form, and with base-ten 4. recognize that a digit in one place represents 10 times what it represents in the place to the right 5. solve multistep word problems while assessing the reasonableness of answers using estimation strategies 6. conduct research that builds knowledge through investigation of data related to state demographics

Significant task 1: Comparing Numbers

This task is comprised of multiple parts from Math Trailblazers Unit 6 Lesson 3 and two tasks adapted from the Georgia Department of Education titled Number Scramble and Ticket Master. In this task, students explore place value relationships and build understanding of large numbers, students will represent numbers up to a million with base-ten pieces. Students will build these as a class while the teacher leads a whole class discussion and introduces that idea that a digit in one place represents ten times what it represents in the place to its right. In the final part of this lesson, students play Draw, Place, Read. This can be played as pairs, small groups, or the whole class can play together. As students play, it is important to have discussion around strategies for placing digits and the value of digits in various places.

Number Scramble builds on understandings developed through Draw, Place Read. Students work independently to manipulate the ten digits to complete various activities such as constructing large and small numbers and numbers with specific values in a given place, write numbers in expanded and standard form. For example, “Make a number worth more than two hundred thousand, with a six in the ten thousands place.”

In the final part of this task, Ticket Master, students order and compare 6-digit numbers found on ticket stubs. In part one, students order numbers independently. In part 2 students play Dare to Compare where they read then compare two numbers using >, <, or = symbols.

In this task students will:

- Construct models for numbers up to one million
- Recognize that a digit in one place represents ten times what it represents in the place to the right
- Develop number sense for large numbers
- Order numbers
- Compare numbers using greater than, less than, or equals to symbols
- Write numbers in standard form

- Write numbers in expanded form

This task directly targets the following Common Core Standards: 4.NBT.1, 4.NBT.2

Timeline: 4 days

Key vocabulary: period, place value, ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, greater than, less then, equal to, place value, standard form, expanded form, digit

Resources:
- Please see the "Teacher Notes" section for a change to Math Trailblazers Unit 6 Lesson 3
- Math Trailblazers Unit 6 Lesson 3
- Number Scramble and Ticket Master lessons adapted from Georgia Department of Education

Significant task 2: Using Estimation

This task is grounded in Math Trailblazers Unit 6 Lesson 6 Using Estimation. The context of this lesson involves large numbers of people including visitors to a planetarium and national parks in the US. Through this, students explore concepts related to estimation.

In this task students use number lines to round numbers. They identify the different benchmarks to use when rounding numbers. Students recognize that the benchmarks they choose affect the accuracy and the ease of use of rounded numbers. They estimate sums and differences using rounded numbers and explore when it is appropriate to use an estimate. As an assessment, students respond to a journal prompt about when it is appropriate to use exact vs. rounded numbers.

In this task, students will:
- Round numbers to various place values up to the millions
- Choose appropriate convenient numbers
- Use line models and benchmarks to estimate
- Estimate sums and differences of large numbers
- Write about when it is appropriate to use exact vs. rounded numbers

This task directly targets the following Common Core Standard: 4.NBT.3

Timeline: 4 days

Key vocabulary: place value, ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, digit, round, estimate, about, convenient number, benchmark

Resources:
- Math Trailblazers Unit 6 Lesson 6

Significant task 3: It's in the Numbers!

In significant task 3, students apply the skills they have been developing throughout the unit. Students will have the opportunity to choose seven states from different regions of the United States. Students will conduct research from multiple sources to collect data related to U.S. regional demographics,

including population, precipitation, and area and use the data to draw conclusions about why people might choose to live there. At the end of this investigation, there will be a class discussion focused on the various conclusions students drew about the most desirable region in which to reside. Students will be required to justify their decisions using the information they have gathered, analyzed and evaluated. Throughout this task, students should consider and discuss the question, How do people use data to make decisions?

In this task, students will:

- Determine which place would be the most logical to round to based on data
- Extend their understandings of rounding to whole numbers, and place values greater than hundreds
- Write numbers in expanded form
- Compare numbers
- Read and write whole numbers
- Experience conducting research
- Evaluate the desirableness of a location.

This task directly targets the following Common Core Standards: 4.NBT.2, 4.NBT.3, 4.OA.3

Timeline: 3 days

Key vocabulary: population, precipitation, area, round, compare, place value, standard form, expanded form, digit, less than, greater than, equal to, estimate, ones, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, reasonableness, convenient numbers.

Resources:

- It's in the Numbers lesson adapted from Georgia State Department of Education
- Computers with internet access
- Atlases, Almanacs, Encyclopedias

Websites:
- http://www.census.gov/schools/facts/
- http://www.ers.usda.gov/statefacts/
- http://www.statemaster.com/index.php
- http://lwf.ncdc.noaa.gov/oa/climate/online/ccd/nrmlprcp.html
- http://www.allcountries.org/uscensus/411_normal_monthly_and_annual_precipitation_selected.html

Common learning experiences:

- On Core 15 Model Place Value Relationships
- On Core 19 Round Numbers
- Significant task 1: Some students may need place value charts to support recording and comparing numbers. Base-ten blocks may be used to model numbers for those students who need this support
- Significant task 2: You may want to have students discuss real life situations where they would want to estimate up and where they would want to estimate down. If students are not ready to

begin rounding large numbers, build up to this. Start by having some students round three digit numbers to the nearest hundred, then four digit numbers to the nearest thousand and so on.

- Significant task 3: Activities such as these lend themselves to extended exploration of analyzing data. For those students who need an extension, have students compare further U.S. demographics and/or countries all over the world. An additional website is offered for the purpose of extending student understanding: http://money.cnn.com/magazines/moneymag/bplive/2007/
- Significant task 3: for some students this task may be too much. Consider limiting the number of regions for which students are responsible (not less than three) so students will be able to round and compare sufficient data while avoiding getting bogged down in the research process. You may also help students organize the task and break it into smaller steps.
- Use Kidspiration for interactive base ten blocks on the computer or smartboard.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 1 Comparing and Rounding
- Addition and Subtraction with Bar Models Mini Assessment

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and use appropriate tools strategically.
- Targeted Learning: Use basic fact assessments for addition, subtraction, multiplication, and division to determine student needs and focus instruction. Be sure to teach the strategies for learning the basic facts. Students must have understanding of the strategies before attempting and skill/ drill practice.
- Targeted Learning: Targeted learning throughout this unit should focus on students' ability to fluently add and subtract using the standard algorithm as well as using the bar model or thinking blocks as a model for addition and subtraction problems. If students are in need of this skill use On Core Lesson 22 Problem Solving: Comparison Problems along with the addition and subtraction thinking blocks at thinkingblocks.com.
- Arrow cards are a great tool for exploring place value concepts.
- If students need support ordering numbers on a number line consider using http://nlvm.usu.edu/en/nav/frames_asid_334_g_2_t_1.html?from=category_g_2_t_1.html
- In MTB Unit 6 Lesson 3 discussion question 3 asks students to draw and fill in a chart. The middle column uses exponents. Instead of using exponents (a fifth grade skill) create a column where students can show that the value of the base-ten piece is 10 times the value in the preceding row.
- Many students make errors when rounding six digit numbers to the nearest ten-thousand. Misconceptions often result in students rounding the hundred-thousands place, or dropping the hundred thousand. In this case it can be helpful to redirect students to the number line model.
- During the second week of school after activating prior knowledge give students the mini assessment on addition and subtraction with bar models. If students need review of this skill please use targeted learning time for re-teaching.

Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 2 Products and Factors	Length of the unit: 4 weeks
Purpose of the Unit: This unit builds on concepts developed in third grade. While in third grade, students find products and quotients for whole numbers within 100. This unit explores products and factors as they relate to multiplication and division. Students also solve multiplicative comparisons. This unit will lead into multi-digit multiplication and division which will be the next skills developed.	
Common Core State Standards Addressed in the Unit: **4.0A.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.** 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Big Ideas: 4. There are relationships among factors, products, multiples, and divisors. 5. There is a relationship between 2 factors of a product and the dimensions of a rectangle.	Essential Questions: 4. How are products and factors related? 5. What is the relationship between the multiples of a number and the factors of a number? 6. How are the factors of a number and the dimensions of a rectangle related?

Students will know:	Students will be able to:
1. that factors come in pairs 2. numbers greater than one all have at least two factors, one and the number itself 3. a prime number has only 2 factors, 1 and itself; a composite number has more than 2 factors. 4. 1 is neither prime nor composite 5. 2 is the only even prime number 6. square numbers have a square array made by multiplying two of the same factors 7. the relationship between a rectangle with a given area and the factors of that number 8. a rectangular array may be used to represent the product of factor pairs 9. there are multiple strategies to find the factors and multiples of a number such as using arrays, calculators, patterns, divisibility rules 10. understand that a list of multiples is infinite	1. generate all factors of a number using arrays, patterns, and calculators 2. generate a finite list of multiples 3. provide evidence for classifying numbers as prime, composite, square, even, and odd 4. use factors and multiples to solve problems and explain facts of everyday life 5. use mathematical language accurately to express whole number relationships 6. apply the relationship between factors and dimensions/areas of a rectangle 7. compare and contrast characteristics of whole numbers 8. use visual representations to demonstrate understandings of factors and multiples 9. solve multistep word problems involving factors multiples, and divisibility rules 10. interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) 11. use mental computation and estimation strategies including rounding to assess the reasonableness of answers 12. identify and describe patterns in the multiples of 2, 3, 5, 6, 9, and 10 13. use divisibility rules to determine if numbers are divisible by 2, 3, 5, 6, 9 and 10 14. make connections between multiplication and division 15. think logically about and discuss comparisons between products

Significant Task 1: Products and Factors

Significant task one is built from lessons in Math Trailblazers Unit 4 and is supplemented with lessons from On Core. The focus is on 4.OA.4 on the topic of products and factors. Concepts are developed over a series of 5 lessons. Students begin with MTB lesson 1, Multiplication and Rectangles. Working in collaborative groups, students build arrays for numbers between 1 and 25. Students share their results and make a whole class chart. Students participate in a class discussion concerning the arrays while looking patterns. The terms multiple, prime numbers, and square numbers are introduced. Please see the teachers note section for an adaption to this lesson. In lesson 2, Factors, students use square inch tiles to identify prime numbers and find factors using rectangular arrays and calculators. Students will use tables to organize data and make the connection to division by writing division sentences. In lesson

3, Floor Tiler, students work in pairs to represent multiplication problems using arrays. Students have to think logically about the factors. Students will use estimation and logical reasoning when deciding which spinner(s) to spin. Students should discuss their reasoning focusing on the size and area they are attempting to cover. Finally, in lesson 5, Product Bingo, students learn about products and factors through a game in small groups. The valuable part of this lesson is the discussion and explanation of mathematical reasoning comparing the different game boards. On Core 12, Prime and Composite Numbers, extends to higher numbers than the Math Trailblazers lessons. To align with 4.OA.4, students must determine if whole numbers between 1 and 100 are prime or composite.

This task directly targets standards: 4.OA.1, 4.OA.4, 4.NBT.5

Timeline: 9 days

Key vocabulary: product, factor, array, multiple, factor, factor pairs, prime, composite, represent, multiplication, equations, variables, multiplicative comparison, additive comparison

Resources:

- On Core 12
- Math Trailblazers unit 4 lessons 1, 2, 3, and 5
- Calculators

Significant task 2: Multiplicative Comparisons

Significant task 2 is all about exploring and solving multiplicative comparisons using various strategies. Students begin by completing Math Trailblazers CCSS Activity 8, Making Comparisons. Students solve real-world problems using equal groups or arrays. Students may use set models to solve multiplicative comparisons in On Core 1. Students will use multiplication and division thinking blocks on thinkingblocks.com to solve multiplicative comparisons. It is important that students have the opportunity to explore and solve problems on this site. Ideally this should be done independently, but it may be done in pairs or small groups if necessary. The front of On Core 2 can be done as a lesson. However, numbers 1 -6 on the back can be used to assess students' abilities to independently solve multiplicative comparison problems.

This task directly targets standards: 4.OA.1, 4.OA.2

Timeline: 4 days

Key vocabulary: represent, multiplication, equations, variables, multiplicative comparison, additive comparison

Resources:

- computers with internet access to thinkingblocks.com
- speakers/ headphones
- Math Trailblazers CCSS Activity 8
- On Core 1 and 2

Significant Task 3: Divisibility Rules

Significant Task Three builds on understandings developed around products and factors. In this task,

students explore ways to determine whether a multi-digit number is evenly divisible by a given number. Students use hundreds charts to look for patterns in multiples of 2, 3, 5, 6, 9, and 10 and connect those patterns to deduce divisibility rules. Students must decide if numbers are divisible by 2, 3, 5, 6, 9, 10 and provide evidence to support their decisions. Students continue to practice applying divisibility rules in On Core 9, Factors and Divisibility. This lesson combines newly developed divisibility concepts with concepts about factors from Significant Task 1. It also has students engage in some real world problem solving. Throughout this task, it is crucial that there is significant discussion around divisibility rules. Students should engage in small group discussion as well as full class discussion. Students should be encouraged to consistently provide proof for their conclusions citing specific divisibility rules and proof that a given number does or does not fit that rule.

This task directly targets standards: 4.OA.4

Timeline: 4 days

Key vocabulary: product, factor, divisible, divisibility rule, multiple, remainder, array, represent, reasonableness, multiplication, equations, ones, tens

Resources:

- Math Trailblazers Unit 7 Lesson 2
- On Core lessons 9
- Calculators

Common learning experiences:

- Math Trailblazers Unit 4 Lesson 6 Multiplying to Solve Problems: This lesson addresses standard 4.OA.3. Students solve real-world multi-step word problems.
- Consider using http://nlvm.usu.edu/en/nav/frames_asid_192_g_2_t_1.html?from=category_g_2_t_1.html under grouping to explore multiplication and area models.
- Consider using http://jmathpage.com/JIMSMultiplicationmodelsmultidigit.html for games that involve factors, products, and multiples.
- Significant task 1: Group students into heterogeneous groups when building arrays for products. Plan numbers given to each group accordingly so that each group has some prime numbers, composite numbers, number with more than two arrays etc.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 2 Products and Factors

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, use appropriate tools strategically, look for and make use of structure, and look for and express regularity in repeated reasoning.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on comparing and rounding through place value.

- Targeted Learning: Use basic fact assessments for addition, subtraction, multiplication, and division to determine student needs and focus instruction. Be sure to teach the strategies for learning the basic facts. Students must have understanding of the strategies before attempting and skill/ drill practice.
- Targeted Learning: If there are still students who have not demonstrated the ability to fluently add and subtract using the standard algorithm as well as use the bar model or thinking blocks as a model for addition and subtraction problems focus targeted learning on these skills.
- Unit Math Trailblazers Unit 4 Lesson 1 exponents are introduced in part 2. Please do not go into exponents. This concept will be explored in fifth grade.
- Grade 4 expectations for 4.OA.2 are limited to whole numbers less than or equal to 1,000,000.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 3 Multiplication	Length of the Unit: 6 weeks

Purpose of the Unit: In third grade, students are expected to develop fluency with all math facts for multiplication and division. They have some exposure to two-digit by one-digit multiplication, and multiply one-digit numbers by multiples of ten. In fourth grade, students further explore the concept of multiplication and develop strategies for solving multi-digit multiplication problems of up to four digits by one digit and two digits by two digits. Students use strategies based on place value and the properties of operations such as the all-partials method. **Students do not learn the compact method/ traditional algorithm for multiplication until fifth grade.** In fifth grade, the expectation is for students to expand their understanding of multiplication to the traditional algorithm, and master the skill. Students must also multiply numbers to the hundredths place.

Common Core State Standards Addressed in the unit:

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using

drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1] [1]Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

4.0A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.0A.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way*

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Big Ideas:	Essential Questions:
6. Multiplication involves counting groups of like size and determining how many are in all. 7. Patterns can be used to develop an algorithm. 8. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 9. Traditional algorithms work for all numbers but are often far from the most efficient of useful methods of computing.	7. How can patterns be generalized? 8. What benchmarks are helpful to estimate? 9. How do operations affect numbers?
Students will know:	Students will be able to:
1. basic facts: addition, subtraction, multiplication and division 2. a letter or variable can stand for an unknown quantity 3. the distributive, associative, and commutative properties of multiplication (students do not need to know the names of terms) 4. multiplication involves equal groups	1. apply the all-partials method of multiplication up to one-digit by four-digit and two-digit by two-digit 2. multiply multiples of 10, 100, 1,000, 10,000 3. solve multi-step problems involving the four operations 4. fluently add 5. write and solve multiplicative comparisons 6. use models such as bar models, area models, arrays, base-ten pieces, base-ten

	shorthand to represent operations 7. use estimation to determine the reasonableness of answers 8. explain calculations, arrays, area models, base-ten models and equations 9. represent unknown quantities with a remainder

Significant task 1: Developing the All-Partials Method

Significant task one is developed from a sequence of lessons from Math Trailblazers and On Core. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

This task begins with Math Trailblazers Unit 7 Lesson 4, Multiplying by 10s. In this lesson, students use base-ten pieces to develop an understanding of multiplication as repeated addition. Students look for patterns when multiplying a one-digit number by multiples of tens, hundreds, thousands, and ten thousands. Students also use unknown variables in number sentences. This lesson involves the journal prompt: "Why can multiplication problems be 'turned around'? Can addition problems be turned around? How about subtraction problems? What about division problems? Explain." It is important to engage students in a whole class discussion around this prompt. Although some of the problems used to present these concepts are have real-world contexts, some of the problems are simply an opportunity for skill practice and looking for patterns.

Unit 7 Lesson 4 combines well with Math Trailblazers Unit 7 Lesson 7, Multiplying Round Numbers, because it is expanding on the concept of multiplying by multiples of ten. Multiplying Round Numbers uses the context of a garden store to present problems that require multi-digit multiplication with rounded numbers. These lessons may be done in sequence, or Lesson 7 may be done at the conclusion of the task after students have had some practice with the compact method.

In Math Trailblazers Unit 7 Lesson 5, Multiplication, students are introduced as a whole class to the all-partials method for multiplication. Students should use base-ten pieces and base-ten recording sheets to model the mathematics. Be sure to have discussion around questions 1-6 as a whole class. Be sure to discuss models and numbers side by side.

In On Core 25, Multiplying Using the Distributive Property, students work independently or in small groups as they use area models to multiply two-digit by one-digit numbers.

The next lesson in this task is Math Trailblazers Unit 7 Lesson 6, Estimation, incorporate CCSS Activity 16 with Lesson 6. In this lesson, students develop strategies for computing estimates for multiplication. Students explore situations where estimates are appropriate (such as estimating mileage and shopping) and make estimates using convenient numbers. Questions 8-15 should be done in groups. Encourage students to use different strategies to solve problems and to share their strategies in a full class discussion. Discuss what convenient or round number they used in their mental calculations. CCSS activity 16 provides additional practice rounding three-digit whole numbers to the nearest hundred before multiplying.

This task directly targets standards: 4.OA.1, 4.OA.2, 4.OA.5, 4.NBT.3, 4.NBT.4, 4.NBT.5

Timeline: 11 days

Key vocabulary: multiple, product, factor, represent, reasonableness, multiplication, equations, variables, multiplicative comparison, ones, tens, hundreds, thousands, ten-thousands, all-partials method, distributive property, partial product, algorithm, round, estimate

Resources: Math Trailblazers Unit 7 Lessons:4, 5, 6, and 7, Math Trailblazers CCSS Activity 16, On Core Lesson 25

Significant task 2: Application of All-Partials

Significant task 2 requires students to apply the all-partials method for 2-digit by one-digit multiplication. The task is built from Math Trailblazers Unit 7 Lesson 8 A Camping Trip, Math Trailblazers CCSS Activity 17, and On Core Lesson 3, Problem Solving: Multistep Multiplication Problems. MTB Unit 7 Lesson 8 is a series of word problems focused around the context of a camping trip which require estimation and computation. CCSS Activity 17 extension for the camping trip lesson requires students to write stories involving multiplicative comparisons for the three problems presented. On Core Lesson 3 requires students to draw diagrams and perform two or more operations to solve real-world problems. Students should work through these problems in small groups then as a whole class they should share their diagrams and strategies for problem solving.

This task directly targets standards: 4.OA.2, 4.OA.3, 4.NBT.4, 4.NBT.5

Timeline: 3 days

Key vocabulary: represent, reasonableness, multiplication, equations, multiplicative comparison, all-partials method, partial product, round, estimate, diagram

Resources: Math Trailblazers Unit 7 Lesson 8, Math Trailblazers CCSS Activity 17, and On Core Lesson 3

Significant task 3: Expanding the All-Partials Method to Larger Numbers

Significant task three is grounded in several lessons where students learn to adapt strategies theya they have learned previously. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

In MTB Unit 11 Lesson 1, students use manipulatives to review the concept of multiplication. Students expand their understanding of multiplying by multiples of ten and the all-partials method of multiplying a one-digit by a two-digit number. As students practice these skills it is important to stress the use of estimation to determine the reasonableness of answers. For questions 11-15 it is important to discuss as a class multiplication by multiples of 10 and 100 by looking at the base ten pieces.

In MTB Unit 11 Lesson 2, computations involving one-digit multiplied by multidigit numbers are discussed. Estimation of products is stressed again here as a way of determining the reasonableness of answers. Much of this lesson should be done as individuals or in small groups. Student should discuss their strategies and things they learned from this work. Students should realize that the zeros in their work are a result of the products of the numbers in the tens' hundreds' and thousands' places.

MTB Unit 11 Lesson 4, focuses around the context of a new school being built. Students use base ten models to represent larger products. This will help students understand the all-partials method of two-digit by two-digit multiplication. This lesson should be introduced as a whole class. Students should work on questions 2 and 3 in small groups and then come back as a full class to discuss the strategies before moving on.

On Core 33 uses rectangular area models with partial products to solve two-digit by two-digit multiplication. Finally, in On Core 5 students solve multi-step real-world math problems involving multiplication of two-digit numbers followed by comparison between the resulting products. In this lesson, students use bar models for comparisons. Small group and full class discussion should focus on students' strategies for solving problems.

This task directly targets standards: 4.OA. 3, 4.NBT.3, 4.NBT.4, 4.NBT.5

Timeline: 11 days

Key vocabulary: multiple, product, represent, reasonableness, multiplication, equations, variables, multiplicative comparison, ones, tens, hundreds, thousands, ten-thousands, all-partials method, partial product, round, estimate

Resources: Math Trailblazers Unit 11 Lessons 1, 2, and 4, On Core Lesson 33 and 5

Common learning experiences:

- All students should do the Math Trailblazers CCSS Lesson 14. This lesson uses real-world problems to explore multiplicative comparisons.
- Significant task 1: On Core Lesson 26: Multiplying Using Expanded Form, Lesson 23: Multiply Tens, Hundreds, and Thousands, Lesson 24: Estimate Products, and Lesson 31: Multiplying by Tens provide additional practice for students that need it.
- Significant task 3: As extra practice for those who need it consider using On Core Lesson 27: Multiplying Using Partial Products, Lesson 28: Multiplying Using Mental Math, Lesson 34: Multiply Using Partial Products, and Lesson 32: Estimate Products
- Use http://nlvm.usu.edu/en/nav/frames_asid_192_g_2_t_1.html?from=category_g_2_t_1.html for area models when multiplying multi-digit numbers. You can also access this by going to nlvm.usu.edu then clicking on Number and Operations Grades 3-5 then scrolling down to rectangle multiplication. Click on "lattice" to get arrays larger than 10 by 10. We are not teaching the lattice method, but the visual models created on this site are great! Use the camera capture tool to capture the images you want to use into a SMART Notebook document.
- Use thinkingblocks.com for bar models. These are great for problem solving especially comparison problems.

Common assessments including the end of unit summative assessment:

This unit has 2 assessments one for the middle of the unit and one at the end of the unit.

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 3 Mid Unit Multiplication

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 3 End of Unit Multiplication

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, attend to precision, and look for and express regularity in repeated reasoning.
- Targeted Learning: Using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on concepts related to products, factors, and divisibility rules.
- According to the CCSS fourth grade students are expected to multiply, "using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models." Therefore, in fourth grade, instruction will focus on these strategies. **Students will NOT be taught the compact method/ traditional algorithm for multiplication. This will come in fifth grade.**
- Throughout the unit, if students are having difficulty lining up place value columns let them use the base-ten recording sheet as a tool. Students may also use graph paper, or lined paper turned sideways to keep numbers lined up in columns.
- Often traditional computations are done from right to left. However, with the all-partials method there is nothing wrong with beginning on the left.
- Grade 4 expectations for 4.OA.2 are limited to whole numbers less than or equal to 1,000,000.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 4 Division	Length of the unit: 3 Weeks
Purpose of the Unit: In third grade, students are expected to develop fluency with all math facts for multiplication and division. In this unit, students will develop strategies grounded in place value, the properties of operations, and the relationship between multiplication and division to find whole number quotients and remainders with up to four digit dividends and one digit divisors. In fifth grade, students expand their use of the area model to find quotients of whole numbers with up to four-digit dividends and two-digit divisors. **Students do not learn the traditional algorithm for division until sixth grade.**	
Common Core State Standards Addressed in the unit:	

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.0A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Big Ideas:	Essential Questions:
10. Division is breaking apart into equal size groups. 11. Multiplication and division are inverse operations. 12. Patterns can be used to develop an algorithm. 13. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 14. Traditional algorithms work for all numbers but are often far from the most efficient of useful methods of computing.	10. How can division be modeled? 11. What are the benefits of representing division in a certain way? 12. How are multiplication and division related? 13. What strategies make solving multiplication and division problems easier?
Students will know: 1. basic facts: addition, subtraction, multiplication and division 2. a letter or variable can stand for an unknown quantity 3. division is equal shares and leftovers are called remainders	Students will be able to: 1. find quotients for problems with up to four-digit dividend and one-digit divisors using strategies based on place value, properties of operations, and/or relationships between multiplication and division 2. build or illustrate calculation for division using equations, rectangular arrays and/or area models 3. calculation using equations, rectangular arrays and/or area models 4. interpret the remainder 5. represent unknown quantities with a remainder

Significant task 1: Base Ten Division

Significant task 1 is developed from two SMART Notebook lessons, Intro to Division with Base-Ten Blocks and Division with Base-Ten Shorthand. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. In this task students are introduced to the concept of division as equal shares. Students are presented with a

problem where 2 children are trying to share a specific number of marbles. Base-ten blocks are used to represent items in the lesson. It is important for students to have experience with the hands on models. The whole class should engage in discussion around how the children in the problem decide how many marbles they will each get. The problems that follow this focus around the context of a summer camp and involve the interpretation of remainders. The class should work the next few problems together before students are ready for independent application. Discussion about the different strategies after each problem is crucial. The teacher should make clear that various approaches taken can be correct. The second lesson builds on these concepts, but transfers students to using base-ten shorthand instead of base-ten pieces.

This task directly targets standards: 4.OA.3, 4.NBT.6, 4.NBT.4

Timeline: 3 days

Key vocabulary: division, divisor, quotient, dividend, remainder, multiply, subtract, add, product, represent, reasonableness, equations, variables, ones, tens, hundreds, thousands, ten-thousands, base-ten

Resources: SMART Notebook lessons: Intro to Division with Base-Ten Blocks and Division with Base-Ten Shorthand.

Significant task 2: The Area Model for Division

Significant task 2 is grounded in two SMART Notebook lessons, Introduction to the Area Model and Area Model with Remainders. In this task students transition from splitting base-ten pieces into equal groups to using base-ten pieces to construct area models. Students use variables and must interpret remainders. This task is meant to provide practice for students. Students will work in small groups and discuss their strategies for finding solutions.

This task directly targets standards: 4.NBT.6, 4.NBT.4

Timeline: 4 days

Key vocabulary: division, divisor, quotient, dividend, remainder, multiply, subtract, add, product, represent, reasonableness, equations, variables, ones, tens, hundreds, thousands, ten-thousands, area model, base-ten

Resources: SMART Notebook lessons: Introduction to the Area Model and Area Model with Remainders

Significant task 3: Abstract Rectangles with the Forgiving Method

Significant task 3 is grounded in the SMART Notebook lesson, Abstract Rectangles with the Forgiving Method. Teachers should present this lesson as a full class instruction and then allow time for students to defend and/ present their strategies for solving problems. In this task, students move from using base-ten pieces to using abstract rectangles. Students learn the forgiving method (an algorithm for division) along aide the abstract rectangles. This helps to connect each step in this algorithm to a model. Students are immediately introduced to the idea that there is more than one way to solve these division problems. Students should share their strategies in whole class discussion.

This task directly targets standards: 4.OA.3, 4.NBT.6, 4.NBT.4

Timeline: 3 days

Key vocabulary: division, divisor, quotient, dividend, remainder, multiply, subtract, add, product, represent, reasonableness, equations, variables, ones, tens, hundreds, thousands, ten-thousands, area model, base-ten, forgiving method, abstract rectangle

Resources: SMART Notebook lesson: Abstract Rectangles with the Forgiving Method

Common learning experiences:

- Significant task 1: Bring your students to the computer lab or give access to computers with Kidspiration. Students can use the program to model division.
-

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 4 Division

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, model with mathematics, attend to precision, and look for and express regularity in repeated reasoning.
- Targeted Learning: Using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on concepts related to multiplication.
- When using the area model, some students get confused by the bits representing the divisor and accidentally add them in with the dividend. It may help to have these students use different colored bits for the divisor, and/ have students use a mat with the division bracket.
- The division terms can be difficult for some students. Teachers should use the proper terms and review vocabulary at the start of each lesson. Consider a word wall.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 5 Fractions	Length of the unit: 6 weeks

Purpose of the Unit: As part of the third grade curriculum, students develop the part-whole concept of fractions. Students represent fractions on number lines, and find simple equivalents for fractions using visual models. Students also express whole numbers and fractions and compare fractions with common numerators and denominators. In this unit, students will further explore fraction concepts. Students will use various strategies to find equivalent fractions and compare fractions with like and unlike denominators. Students will add and subtract fractions with like denominators and multiply fractions by whole numbers. In fifth grade, students move on to adding, subtracting, multiplying, and dividing fractions with unlike denominators.

Common Core State Standards Addressed in the unit:

[1] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

4.NF.1 Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.4a Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

4.NF.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. [2] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.*

Big Ideas:	Essential Questions:
15. The more fractional parts used to make a whole, the smaller the parts. 16. Two equivalent fractions are two ways of describing the same amount by using different-sized fractional parts. 17. The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	14. How can models help us understand fractions and computation with fractions? 15. What are the benefits of representing a relationship in any given way? 16. How does computation with fractions compare to computations with whole numbers?
Students will know:	Students will be able to:
1. comparisons between fractions are only valid when referring to the same size whole 2. why/when two different fractions can be equal 3. composition and decomposition of fractions involves joining and separating unit fractions 4. fraction vocabulary (numerator, denominator, equivalent, etc.) 5. the larger the denominator the smaller the unit piece	1. compare fractions with different numerators and denominators based on benchmarks, finding common denominators, using visual models 2. use the symbols >, =, < to compare fractions 3. justify conclusions about fractions using visual models 4. add and subtract fractions and mixed numbers with like denominators 5. solve word problems for fractions 6. multiply fractions by whole numbers

Significant task 1: Fraction Strips Addition and Subtraction

For significant task 1, teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

Significant task 1 is a sequence of lessons in which students begin by creating a set of fraction strips using 3 x 18 inch pieces of construction paper. Students use their fraction strips to show different fractions and find equivalent fractions as is described in Math Trailblazers unit 12 lesson 1. These strips are then used to play the games Fraction Cover Up and Fraction Exchange in pairs. These games allow students to use fractional parts of a whole, recognizing relative sizes and equivalent fractions. Throughout this part of the task, students should discuss ordering fractions, sizes of fractions, equivalent

fractions, and reasoning for all of their conclusions.

In Math Trailblazers Unit 12 Lesson 2 Adding and Subtracting with Fraction Strips, students use the fraction strips they created to add, subtract, and reason about the computation described in real-world problems. Through a journal prompt students explore a common misconception students have about adding the denominators. Students have additional practice with adding fractions using fraction strip models in On Core 56 Write Fractions as Sums.

This task directly targets standards: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d,

Timeline: 7 days

Key vocabulary: fraction, numerator, denominator, equivalent, common denominator, common numerator, improper fraction, mixed number, visual fraction model, less than, greater than, equal to, sum, whole number

Resources: Fraction Kit Games, Math Trailblazers Unit 12 Lesson 1, Math Trailblazers Unit 12 Lesson 2, On Core lesson 56 Write Fractions as Sums

Significant task 2: Comparing and Sorting Fractions

Significant task 2 is developed from three Math Trailblazers lessons, a couple On Core lessons, and an additional resource. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems.

In Math Trailblazers Unit 12 Lesson 3 Comparing Fractions, students organize their fraction strips into a chart and use fraction strip charts to compare and order fractions according to their size. Students use fractional concepts such as benchmarks for one-half to reason about comparisons. A journal prompt in this lesson asks students to, “Explain why one-half is a good benchmark to use when comparing the sizes of different fractions.” In Sorting Fractions, students further their use of benchmarks by working with a partner or small group to sort fractions. Fractions are first sorted according to if they are greater than or less than one-half. Next students sort fractions by reasoning if they are near 0 or near 1. Finally students sort fractions into three categories, near 0 near one-half, near 1. This activity should start out as whole group with discussion around how students know if the fraction is greater than or less than one-half. When students move to work with partners, students should continue to support their decisions with reasoning. The teacher can differentiate here when creating sets of fraction cards for students to use in sorting. On Core Lesson 52 Compare Fractions Using Benchmarks, provides additional practice comparing fractions using benchmarks. Students are encouraged to use fraction models such as area models, fraction strips, and number lines to support their reasoning.

In Math Trailblazer Unit 12 Lesson 4 Frabble Game and Bubble Sort, students use a deck of fraction cards to complete two activities. First students play a game called Frabble in small groups in which they order fractions according to their size by strategically placing cards on the table. Then, in an activity called Bubble Sort, each student holds a fraction card and stands in a line. Then, following some simple rules, students rearrange themselves so the cards are in decreasing order. To differentiate, if some students are not ready for the level of reasoning involved in comparing multiple fractions at once in Frabble Game, it may be more appropriate for these students to use the Frabble cards to play War. For students ready for more of a challenge, there is a set of Challenge Frabble Cards available.

In Math Trailblazers Unit 12 Lesson 5 Equivalent Fractions Students find equivalent fraction charts from Lesson 3, write number sentences to represent the equivalent fractions, and look for patterns in the number sentences. Students use these patterns to write an equivalent fraction fro a given fraction. Students develop the algorithm for finding equivalent fractions in this lesson. **This should be students' first exposure to the algorithm.** On Core Lesson 47 Equivalent Fractions provides additional practice with finding equivalent fractions relying on visual models as support. While teaching this lesson, teachers should use the NCTM side listed in the resources section below. This site allows students to create equivalent fractions by breaking whole squares or circles of the same size into a different number of pieces and matching each fraction to its location on a number line. The next lesson, On Core Lesson 48 Generate Equivalent Fractions, has students practice using the algorithm to find equivalent fractions. Students extend this skill farther in On Core Lesson 54 Compare and Order Fractions when they use the algorithm and find common denominators to order sets of three fractions.

This task directly targets standards: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d,

Timeline: 9 days

Key vocabulary: fraction, numerator, denominator, equivalent, common denominator, common numerator, improper fraction, mixed number, visual fraction model, less than, greater than, equal to, sum, whole number

Resources: Math Trailblazers Unit 12 Lesson 3 Comparing Fractions, Sorting Fractions, On Core Lesson 52 Compare Fractions Using Benchmarks, Math Trailblazer Unit 12 Lesson 4 Frabble Game and Bubble Sort, On Core Lesson 47 Equivalent Fractions, http://illuminations.nctm.org/activitydetail.aspx?id=80 , On Core Lesson 48 Generate Equivalent Fractions, On Core Lesson 54 Compare and Order Fractions

Significant task 3: Mixed Numbers, Multiplication, and Application

Significant task three explores the concepts of mixed numbers in fractions, multiplication of a fraction by a whole number and application of fraction skills so that students may solve problems using the concepts and skills they have developed. Teachers should present these lessons as a full class discussion and then allow time for students to work in small groups and pairs where they can defend and/ present their strategies for solving problems.

This task begins with Math Trailblazers CCSS Activity 25 part A. In part A, students use pattern blocks as models to add and subtract mixed numbers and improper fractions. On Core Lesson 58 Add and Subtract Mixed Numbers provides additional practice adding and subtracting mixed numbers with like denominators. Instruction begins by using area models to support thinking.

On Core Lesson 65 Multiples of Unit Fractions prepares students to learn to multiply fractions by whole numbers. This lesson is built on the idea that students know that multiplication is repeated addition. Using this idea, given a fraction, students will write it as a product of a whole number and a unit fraction. Students also write a series of multiples of unit fractions. In the next lesson, On Core Lesson 66 Multiples of Fractions, the skill of writing multiples of unit fractions is applied to writing multiples of other fractions, again using repeated addition. In, CCSS Activity 25 part B, students use multiplication of fractions by a whole number. A fractional hopper and some real-world problems are presented. A number line model is used to reinforce "jumps" of equal sizes. Unit fractions are used in the problems presented in this lesson. In the second part of Math Trailblazers CCSS Activity 24 students multiply

fractions by whole numbers using the set model of a box of doughnuts to support reasoning. In this lesson students move beyond multiplying unit fractions. Students get additional practice in multiplying fractions by whole numbers with the next lessons, On Core Lesson 67 Multiplying a Fraction by A Whole Number Using Models. In this lesson, students work with fraction strips and circles. They apply the concept of multiplication as a number of equal groups and illustrate with models. Math Trailblazers CCSS Activity 27 Part B provides students with the opportunity to solve real-world problems involving multiplication of fractions.

In Math Trailblazers Unit 12 Lesson 7 Solving Problems with Pattern Blocks, students use pattern blocks to solve real-world word problems involving the ordering of fractions and addition of fractions. Using the context of dividing food fairly, students investigate the relationship between the number of equal parts in a whole and the size of the fraction. This task concludes with On Core Lesson 64 Problem Solving: Multistep Fraction Problems. The numbers in some of the problems in this lesson have been modified so that number lines can be used to model (see SMART Notebook document) In this lesson students apply what they have learned about number lines, fractions strips, and other models to solve real world fraction problems.

This task directly targets standards: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d,

Timeline: 9 days

Key vocabulary: fraction, numerator, denominator, equivalent, common denominator, common numerator, improper fraction, mixed number, visual fraction model, less than, greater than, equal to, sum, multiply, whole number

Resources: Math Trailblazers CCSS Activity 25 parts A and B, On Core Lesson 58 Add and Subtract Mixed Numbers, On Core Lesson 65 Multiples of Unit Fractions, On Core Lesson 66 Multiples of Fractions, the second part of Math Trailblazers CCSS Activity 24, On Core Lesson 67 Multiplying a Fraction by A Whole Number Using Models, Math Trailblazers CCSS Activity 27 Part B, Math Trailblazers Unit 12 Lesson 7 Solving Problems with Pattern Blocks, Modified On Core Lesson 64 Problem Solving: Multistep Fraction Problems use SMART Notebook document

Common learning experiences:

- Significant task 1: If students need additional practice with adding and subtracting fractions with like denominators consider using On Core Lesson 55, Add and Subtract Parts of a Whole, On Core Lesson 61 Adding Fractions Using Models, On Core Lesson 62 Subtract Fractions Using Models, and/ On Core Lesson 63 Add and Subtract Fractions.
- Significant task 3: On Core Lesson 68 Multiply a Fraction or Mixed Number by a Whole Number may be used as extra practice for some students. On Core Lesson 69 Problem Solving: Comparison Problems with Fractions may be used as extension for some students.
- Fraction Fairway is a game that students can play in partners or small groups to practice various fraction concepts.
- http://illuminations.nctm.org/activitydetail.aspx?id=80 used to explore equivalent fractions in significant task 2, is also available as a mobile app.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 5 Fractions

Teacher notes:

- Process standards to highlight through instruction: construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and look for and make use of structure.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on division.
- In significant task 1 Math Trailblazers unit 12 lesson 1 asks students to make fraction strips by folding small strips of paper. Rather than doing that, students should make a set of fraction strips from 3 x 18 inch paper.
- When beginning to add/ subtract with fractions, some students will try to add/ subtract the denominators.
- **The use of models in fractions is crucial.** Models can help students clarify ideas that are often confused in a purely symbolic mode. Sometimes it is useful to do the same activity with two different models. There are three main types of models students will see. These are Length models, region models, and set models.
- As part of this unit, all students should be able to write an equivalent fraction for a given fraction. However, rules should not be taught or used until the students understand what the result means. In a problem-based classroom, students can develop an understanding of equivalent fractions and also develop from that understanding a conceptually based algorithm.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 6 Decimals	Length of the unit: 4 weeks
Purpose of the Unit: Fourth grade is students' first introduction to decimal instruction. This unit begins development of decimal concepts by building on fractional understandings. Students must use decimal notation for fractions, and compare decimal fractions. Students also have to add fractions with denominators 10 and 100. In fifth grade, students read, write, compare, and round decimals to thousandths. Students are also expected to perform all four operations with decimal numbers to hundredths.	
Common Core State Standards Addressed in the unit: **4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**	

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* [2] *Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.*

Big Ideas:	Essential Questions:
18. Decimal numbers are simply another way of writing fractions. 19. The base-ten place value system extends infinitely in two directions: to tiny value as well as to large values. 20. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less.	17. How do fractions relate to decimals? 18. How does a digit's placement in a number affect its value?
Students will know: 6. decimals are another way of writing fractions 7. similar models can be used to represent both fractions and decimals 8. fractions with different denominators can be equivalent 9. decimal comparisons are only valid when two decimals refer to the same size whole	Students will be able to: 1. read, write, compare decimals to hundredths 2. express a fraction with a denominator 10 as a fraction with denominator 100 3. add two fractions with denominators 10 and 100. 4. use decimal notation for fractions with denominators 10 or 100 5. locate decimals on a number line diagram 6. compare two decimals to hundredths 7. use the symbols >, =, < to record decimal comparisons

Significant task 1: What Are Decimals?

Significant task one is built from two Math Trailblazers lessons with additional tools added in. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. In Math Trailblazers Unit 10 Lesson 2 Tenths, students work with base-ten pieces to build their understanding of tenths using both common fraction and decimal fractions. When students complete the Tenths Helper part of this lesson, it is important to stop at 0.9 and discuss what is going to come next. Some students will suggest that 0.10 will be next. This discussion will provide a chance to clear up any misconceptions while using base-ten pieces to support reasoning. This lesson also involves the journal prompt, "Compare 1.3 meters and 1.3 with base-ten blocks. How are 1.3 m and 1.3 flats similar? How are they different?" This prompt should be discussed as

a whole class or in small groups before student attempt to complete it independently.

In Math Trailblazers Unit 10 Lesson 3 Hundredths, students work with base-ten pieces to build their understanding of decimals through hundredth using both common fractions and decimal fractions. This lesson includes the game Hundredths, Hundredths, Hundredths in which students work with a partner build numbers using base-ten pieces and record the fraction and decimal for the number. Students may use groups of base-ten pieces that require regrouping. As warm ups during day one of the Hundredths lesson, teachers should introduce and use the hundredths disk using the warm up problems in the SMART Notebook lesson. On days 2 and 3 of the Hundredths lesson teachers should use the Decimal Place Value Board as a warm up. Math Trailblazers CCSS Activity 22 A is an extension to the Hundredths lesson. It provides the opportunity to practice comparing decimals to hundredths using greater than, less than, and equal to.

This task directly targets standards: 4.NF.6, 4.NF.7

Timeline: 7 days

Key vocabulary: tenths, hundredths, whole number common fraction, decimals fraction, decimal, numerator, denominator, greater than, less than, equal to, visual fraction model

Resources: Math Trailblazers Unit 10 Lesson 2 Tenths, Math Trailblazers Unit 10 Lesson 3 Hundredths, SMART Notebook lesson for Unit 10 Lesson 3, hundredths disk, Decimal Place Value Board, Math Trailblazers CCSS Activity 22 A

Significant task 2: Working with Decimals

Significant task 2 has been built from a variety of resources including various games, Math Trailblazers and supplemental On Core lessons. This task helps students to build various interwoven skills including finding equivalent fractions for tenths and hundredths, adding tens and hundredths, reading, writing, and comparing decimals. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. Throughout the games and small group activities in this unit, teachers should be moving amongst the student groups observing, coaching discussion, and keeping an observation log of skills students have attained or on which students need additional instruction.

This task begins with Math Trailblazers CCSS Activity 22 B. This activity builds on skills developed in the fractions unit. Students rename fractions with the denominator 10 to fractions with the denominator 100 so that tenths and hundredths can be added. Students have continued practice with this concept with On Core Lesson 71 Add Fractional Parts of 10 and 100. In this lesson, it is important that students recognize the 10 to 1 relationship that exists between tenths and hundredth. This understanding will simplify the work of writing fractions with denominator of 10 as fractions with denominator 100. A real-world connection is made between fractions and money with On Core Lesson 74 Relate Fractions, Decimals, and Money. This is another lesson that reinforces the 10 to 1 relationship.

In On Core Lesson 75 Compare Decimals, students have the opportunity to compare decimals using greater than, less than, and equal signs using number lines as models. In Math Trailblazers Unit 10 Lesson 5 Decimal Hex, students move two tokens to travel across a game board by correctly comparing two decimal fractions or a decimal and a common fraction. This game is played in partners. Students should explain to the partner how they know if the number they are moving to is greater than or less

than the number they are currently on. Race for the Flat is another game played it partners. It allows students to roll a dice with tenths and a dice with hundredths. Students may choose to roll one or both die. Students use base-ten pieces to get a whole. This game is great for reading, writing, and comparing decimals Students need to reason about the size of decimals as they decide which dice to roll. Double digit decimals is a game that involves, building, reading, and comparing decimals using logical reasoning about the sizes of digits in certain place values. This game can be played as a whole class, in small groups, or in pairs. It is suggested to play a couple rounds as a whole class and then play in small groups. Students should be expected to explain their reasoning for why they put digits in certain places, and how they know which number is the greatest. Decimal War should be played in partners. It provides students with practice comparing decimals. Cards that go to thousandths are available for those students who are ready for this extension, but fourth grade students are not expected to be able to compare decimals to thousandths. The final activities in this task are the decimal models activities students use logical reasoning in three increasingly more difficult activities as they match numbers to representations and reason if they are near zero, near one half, or near one whole. Then the visuals are taken away and students have to reason if numbers to hundredths are near zero, near one half, or near one whole. The final piece has students add two decimals and determine if they are near zero, near one half, or near one whole.

This task directly targets standards: 4.NF.5, 4.NF.6, 4.NF.7

Timeline: 9 days

Key vocabulary: tenths, hundredths, whole number common fraction, decimals fraction, decimal, numerator, denominator, greater than, less than, equal to, visual fraction model

Resources: Math Trailblazers CCSS Activity 22 B, On Core Lesson 71 Add Fractional Parts of 10 and 100, On Core Lesson 74 Relate Fractions, Decimals, and Money, On Core Lesson 75 Compare Decimals, Math Trailblazers Unit 10 Lesson 5 Decimal Hex, Race for the Flat,

Common learning experiences:

- Significant task 1: If students need additional practice with comparing tenths use CCSS Activity 21 Part A. If students need practice relating decimal tenths to fractional tenths with models use On Core Lesson 72 Relate Tenths and Decimals.
- Math Trailblazers Unit 10 Lesson 3 in significant task 1 includes an optional assessment activity titled, Linda's Base-Ten Pieces. This activity is scored using a rubric.
- Significant task 2: The following are suggestions for additional practice. On Core Lesson 70 Equivalent Fractions and Decimals, On Core Lesson 73 Relate Hundredths and Decimals
- I Have, Who Has? Decimals is great to play as a whole class as a quick warm up to lessons
- Decimal Match is another great warm up where students match numbers to decimal models.
- Roll for a Whole is a similar game to Race for a Flat and may be substituted.
- Double Digit Decimals is another great game for reading, writing, and comparing decimals, it also gets students ready to add decimals using models. This extension may be appropriate for some students.
- Ordering Decimals is a game that can be played independently or students can play side by side. Students roll two die, create a decimal number and then using estimation and logical reasoning place it between .01 and 1.0.

• Decimal arrow cards are a great tool for exploring decimal place value concepts.
Common assessments including the end of unit summative assessment: • Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 6 Decimals

Teacher notes: • Process standards to highlight through instruction: reason abstractly and quantitatively, attend to precision, and look for and make use of structure. • Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on fractions. • When introduced to decimals, some students have difficulty with reading decimals. It helps to make the connection to fractions and have a place value chart to which students can refer. • When ordering decimals, some students have difficulty distinguishing between tenths and hundredths. For example, students may think 0.4 is smaller than 0.09 because they are only paying attention to the non-zero digit. The use of models helps to minimize this misconception.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 7 Patterns and Measurement	Length of the unit: 4 weeks
Purpose of the Unit: In this unit, students will explore and solve problems involving line plots as well as various customary and metric units of measure in length, weight/ mass, liquid measures, time, and money. In third grade, students were expected to find arithmetic patterns, worked on measurement, told and wrote time to the nearest minute. This unit prepares students for fifth grade standards on volume, solving multistep problems using the four operations and fractional information in line plots, as well as conversions of various measures.	
Common Core State Standards Addressed in the unit: **4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.** ***For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*** **4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid**	

volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Big Ideas:	Essential Questions:
21. Patterns can be used to develop an algorithm. 22. Relationships can be represented as tables, graphs, and equations. 23. Estimation of measures and the development of personal benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement. 24. The choice of measurement tool depends on the measurable attribute and the degree of precision required.	19. How can patterns be generalized? 20. What are the benefits of representing a relationship in any given way? 21. How do you decide which measurement systems to use? 22. How are different measures related?
Students will know:	Students will be able to:
10. patterns exist in mathematics and the real-world 11. how to measure in fractional parts of inches 12. relative sizes of customary and metric measures within one system of units including km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec, gallons, quarts, pints, cups, dollars and cents	7. generate number and shape patterns 8. identify features of patterns that are not explicit in the pattern itself 9. create and interpret a line plot using measurements in fractions of units 10. use and accurately read various measurement instruments 11. find measurement equivalents and record them in a two-column table 12. solve word problems that involve converting units of measure into smaller units

Significant task 1: Patterns

Significant task one focuses on patterns and is built from Math Trailblazers Unit 15 Lesson 4, Function Machines, and a task adapted from Georgia Department of education titled Earth Day Project. In Function Machines, students will be introduced to functions through a vignette and an activity, Guess My Rule. This lesson will begin as a whole group lesson with significant time spent discussing strategies students use to find rules. As students are ready, grouping will change to independent and small group work. Students will record findings in a data table and explore different ways to describe the patterns. In the task Earth Day Project, students are presented with a real-world situation involving a set of data. The context of the task is a fourth grade class collecting cans for a recycling project. Using the data, students determine the pattern formed by the numbers in the data set. They extend the pattern and use the data to make predictions, and solve problems. Students engage in small group and full class discussion around strategies for finding relationships in the t-chart.

This task directly targets the following standard: 4.OA.5

Timeline: 5 – 6 days

Key vocabulary: function, function machine, input, output, pattern, prediction, values, relationship, rule, term, odd, even, sequence

Resources: Math Trailblazers Unit 15 Lesson 4, Earth Day Project Task

Significant task 2: Length: Measuring Mania

Significant task 2 involves length measures. In this task, Measuring Mania adapted from the Georgia Department of Education, students work individually for the first part of the task. The second part of the task may be done in small groups. In the task, students develop a deeper understanding of linear measurement. Students will explore relationships in measurement lengths to the nearest one-half, one-fourth, and one-eighth of an inch. Students will then create and interpret a line plot. Students will be expected to justify their thinking in writing as well as oral dialogue in small groups as well as whole class discussions.

This task directly targets standards: 4.MD.1 and 4.MD.4

Timeline: 2 days

Key vocabulary: half-inch, quarter-inch, eighth-inch, line plot, data, length, measure

Resources: Measuring Mania task

Significant task 3: Weight

Significant task three is grounded in four smaller tasks: Worth the Weight; A Pound of What?; Exploring and Ounce; Too Heavy? Too Light?. Each of these tasks explores customary and metric measures of weight and mass. It is suggested that these tasks are completed as stations. Students will engage in the hands on measurement part of the tasks in small groups followed by whole class discussions of discoveries and conclusions. In Worth the Weight, students will experiment with gram and kilogram weights. Students will select objects to weigh, estimate their weight, and then use a spring scale to determine the actual weight. In A Pound of What?, students will be involved in a kinesthetic activity that helps them experience how heavy a pound is and develop a conceptual understanding of a pound. Students will then use that experience to estimate the weight of everyday items. At the end of the first

two activities there will be a full class discussion focusing on benchmarks for grams, kilograms, and pounds, as well as things that are appropriate to measure in these units, strategies for how students determined these, and new understandings that were developed through exploration. In Exploring an Ounce, Students will construct an ounce and investigate its uses in weight and measurement. In Too Heavy? Too Light? Students will solve real-world problems of different units but within the same system. Conversion of units will need to be used. At the end of the final two activities there will be a full class discussion focusing on how you can estimate an ounce, strategies for choosing appropriate measures for weight/ mass, as well as strategies for solving each problem in Too Heavy? Too Light?.

This task directly targets standards: 4.MD.1 and 4.MD.2

Timeline: 4 days

Key vocabulary: gram, kilogram, pound, ounce, balance, scale, weight, reference weight, prediction, more than, less than, equal to, estimate, actual

Resources: Four tasks adapted from Georgia Department of Education: Worth the Weight; A Pound of What?; Exploring and Ounce; Too Heavy? Too Light?

Significant task 4: Liquid Measures

Significant task four is grounded in two tasks, Capacity Line-Up and Gallon Man. In the first part of this task, students explore estimation and measurement of capacity and volume with real-world tools. Students will participate in exploratory activities in small groups to compare the capacity of different containers using liters and milliliters. In the second part of significant task four, students will explore conversions between liquid measures. Students will generate conversion tables for various liquid measures. Student will create and use nonlinguistic representations to solve problems. At the end of this task there will be a full class discussion focusing strategies for comparing the volume of similar items.

This task directly targets standards: 4.MD.1 and 4.MD.2

Timeline: 2 days

Key vocabulary: liter (l), milliliter (ml/ mL), gallon, quart, pint, cup, graduated cylinder, volume, capacity, conversion table

Resources: Capacity Line-Up adapted from Georgia Department of Education, Gallon Man lesson and SMART Notebook document

Significant task 5: Time and Money

Significant task five is built from On Core lesson 85, Problem Solving: Elapsed Time, On Core 84, Problem Solving: Money, and a Basketball task. Throughout this significant task, students will work flexibly moving between individual and small group problem solving with whole class discussion of solutions. In On Core 85 students use diagrams to determine elapsed time for real-world problems. In the Basketball task, students will create a schedule for a basketball league. In On Core 84, students use the four operations to solve problems involving money. In some cases, students will not yet know how to use a standard algorithm to solve problems involving decimals. When this occurs students will use other problem solving strategies such as acting out the problem.

This task directly targets standards: 4.MD.1 and 4.MD.2

Timeline: 4 days

Key vocabulary: hours, minutes, seconds, diagram, money, dollars, cents

Resources: On Core lesson 85 Problem Solving: Elapsed Time, On Core 84 Problem Solving: Money, and Basketball task

Common learning experiences:

- Students will create a chart of benchmark measures throughout this unit.
- Significant task one: On Core lessons 13 and 14 are optional resources. After a preassessment you may use these if you determine that your students are not yet prepared to do the Function Machines Lesson.
- Online resources: Function for machines, http://www.learningtoday.com/corporate/files/games/Algebra_Functions_L3_V1_T4a.swf or http://www.mathplayground.com/functionmachine.html For a more challenging function machine, try http://www.amblesideprimary.com/ambleweb/mentalmaths/functionmachines.html Use http://nlvm.usu.edu/en/nav/frames_asid_185_g_2_t_1.html?from=grade_g_2.html for number patterns.
- Significant task two: as a launch consider using: "Example 2: Stacking Data Using Line Plots" (1:56) video clip from discoveryeduction.com
- Significant task 3: As launches for this task consider using Brainpop videos: Customary Units; Metric Units; Metric vs. Customary
- Significant task 4: Consider using Brainpop Jr. video: Cups, Pints, Quarts, and Gallons to launch the Gallon Man part of this task.
- I Have, Who Has? Measurement is a great game to play as a warm up once students have familiarity with a variety of measurement concepts.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 7 Patterns and Measurement

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, and attend to precision.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on decimal concepts.
- Each school has a set of nonfiction texts on measurement that would be fabulous for read alouds. The following are titles and the concepts addressed: Tracking Time – Measuring Time; Timing Races – Measuring Time; Olympic Technology – Elapsed Time; Hosting the Olympic Summer Games – Elapsed Time; All About Sharks – Units of Measure; Life in the Ocean Layers –

Units of Measure; Natural Measures – Measuring Objects; At the Fire Station – Measuring Objects

- Be sure that students understand how to use and read each measurement tool before students begin working on their own.
- Estimation of measures and the development of benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement.
- Some students initially believe that measuring in larger units will result in a greater answer.
- Prior to the work with measurement, as part of this unit, students will explore number and shape patterns. Understanding patterns will help with measurement conversions.
- In third grade, students were expected to find arithmetic patterns. Students also worked on measurement concepts in third grade. Students needed to tell and write time to the nearest minute, as well as solve problems involving intervals of minutes. Students learned to measure and estimate measures involving grams, kilograms, and liters and solve one step problems involving these units. Finally, students learned to show measurement data on a line plot that had been marked in appropriate numbers being whole numbers, halves, or quarters.
- Some students may benefit from using the app, Convert Anything.
- The distinction between mass and weight is not made until middle school, when students begin their study of gravity. Therefore, the emphasis of this unit should be placed on measurement. In the classroom, teachers should just use the term, "weight".

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 4 Mathematics

Purpose of the Course (from CCSS): In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Name of the Unit: Unit 8 Geometry	Length of the unit: 4 weeks

Purpose of the Unit: In third grade, students reason with shapes and attributes. Students are expected to recognize area as an attribute and understand the concepts of area measurement as related to multiplication and addition. Students also find perimeter of polygons in third grade. In this unit students will apply area and perimeter formulas, recognize lines of symmetry, students will explore and measure angles as well as draw and identify lines angles, and classify shapes by their properties, of their lines and angles. In fifth grade, students classify two dimensional figures into categories.

Common Core State Standards Addressed in the Unit:

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. ***For example, find the width of a rectangular room given the area of the flooring and the***

length, by viewing the area formula as a multiplication equation with an unknown factor.

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

4.MD.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Big Ideas:	Essential Questions:
25. What makes shapes alike and different can be determined by an array of geometric properties. 26. Area and perimeter are related to each other.	23. How can two-dimensional figures be described? 24. How are area and perimeter related?
Students will know:	**Students will be able to:**
13. classification of two-dimensional figures 14. angles are geometric shapes 15. an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.	13. apply area and perimeter formulas in real world and mathematical problems 14. draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures 15. classify two-dimensional figures based on the presence or absence of parallel or

16. an angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles 17. an angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees 18. recognize angle measures as additive 19. when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts 20. how to use a protractor to measure angles	perpendicular lines, or the presence or absence of angles of a specified size 16. recognize right triangles as a category, and identify right triangles 17. measure angles in whole-number degrees using a protractor 18. sketch angles of specified measure 19. solve addition and subtraction problems to find unknown angles on a diagram 20. recognize and draw lines of symmetry for two-dimensional figures

Significant task 1: Symmetry

Significant task one uses the symmetry packet. In this task, students fold two-dimensional figures on lines of symmetry and draw lines of symmetry in other figures. Students should work independently on this task. The teacher should then allow time for students to defend and/ present their solutions.

This task directly targets the following standard: 4.G.3

Timeline: 1 day

Key vocabulary: line symmetry, symmetric

Resources: Symmetry Packet

Significant task 2: Area and Perimeter

Significant task 2 is grounded in a couple of investigations from Math Trailblazers and supplemental lessons from On Core. Teachers should present these lessons as a full class discussion and then allow time for students to defend and/ present their strategies for solving problems. The task begins by using Math Trailblazers Unit 2 Lesson 2 Investigating Area and Perimeter. This lesson is set in the context of a fictional city called Antopolis. In this lesson students work with partners and use string to measure the perimeter of objects. This provides a brief and concrete review of the idea that perimeter is a measurement of length. Students then use square inch tiles to find the area and perimeter of irregular figures and a fountain in Antopolis. Finally, students design a playground for Antopolis with a specified area and perimeter. Students then communicate the process they used to solve the problem. Their writing is scored using a rubric.

Students then complete On Core Lesson 88, Area, which requires students to apply the area formula. The next On Core Lesson 89, Area of Combined Rectangles, requires students to separate combined rectangles, use information to determine the measures of unknown side lengths so that area can be determined. Full class discussion should focus on strategies students used for finding sides of shapes and determining area and perimeter. In On Core Lesson 91, Problem Solving-Find the Area, students solve real-world multi-step problems involving area. This task concludes with a return to the fictional city of Antopolis in Math Trailblazers Unit 2 Lesson 4 Helipads for Antopolis. In this task, students design helipads for the Antopolis Airport. After designing several helipads (rectangles) with a perimeter of 14

inches, students determine which helipad has the maximum area. Students must explain how they have found the maximum-area design. This lesson should begin with whole class discussion, however, students should work independently to find helipads and defend their solutions.

This task directly targets the following standard: 4.MD.3

Timeline: 6 days

Key vocabulary: area, perimeter, unit of measure, units, square units, length, width, rectangle, square

Resources: Math Trailblazers Unit 2 Lesson 2 Investigating Area and Perimeter, Math Trailblazers Unit 2 Lesson 4 Helipads for Antopolis, On Core Lesson 88: Area, On Core Lesson 89: Area of Combined Rectangles, On Core Lesson 91: Problem Solving-Find the Area

Significant task 3: Shapes, Line, and Angles

Significant task 3 focuses on various concepts related to geometry such as shapes, lines, and angles. The task was built from a variety of lessons from different sources. Teachers should introduce these lessons as a full class discussion within the lessons there area suggestions for grouping.

This task begins with a brief review of polygons and introduces geometric concepts such as parallel lines through the use of the Geometry Packet. Students should be reminded to provide reasoning and proof in their discussions.

For the next part of this task Math Trailblazers Unit 2 Lesson 6 Angles is used. In this lesson, angles are introduced. Acute, right, and obtuse angles are discussed. Students use angle circles and corners of paper to compare angles and identify angles in shapes. This lesson is followed by Math Trailblazers Unit 2 Lesson 7 Angles in Pattern Blocks coupled with Math Trailblazers CCSS Activity 2. Activity 2 can be used as a warm up as students identify angles in triangles and identify the category of right triangles. Students must prove their answers. In lesson 7 students further their understanding of angles by investigating angles in pattern blocks. Students build shapes from other shapes and angles from smaller angles. Students calculate angles rather than measure them at this point. In Math Trailblazers Unit 9 Lesson 1 Lines, students are introduced to geometric vocabulary about lines and line segments through the context of city streets. They use the terminology to talk about and solve problems about geometric shapes. There should be a lot of whole class discussion supported by reasoning throughout this lesson. Two On Core Lessons that build on these concepts are On Core 98 Lines, Rays, and Angles and On Core 99 Parallel and Perpendicular Lines. After a whole class introduction, students should work on these lessons independently or in partners. Math Trailblazers CCSS Activity 18 is an extension to the lesson on lines. In this lesson, students draw geometric concepts including specifically labeled, lines, rays, line segments, parallel and perpendicular lines.

Math Trailblazers Unit 9 Lesson 2 What's Your Angle?, provides students first introduction to measuring and drawing angles with a protractor. Many of these problems are presented through the context of a playground. Each student should have his/ her own protractor for this lesson. This lesson proposes the journal prompt, "Explain why the measure of an angle does not depend on the length of the angle's sides." This prompt should be discussed as a class before students write independently. The SMART Notebook Lesson Join and Separate Angles Intro should be used to introduce On Core Lesson 96 Join and Separate Angles. In this part of the task, students continue their exploration of angles by working with segmented angles. Students measure angles and add to find the sum of angles. Many of these

instances mirror real-life situations involving angles measurements. Students discover in this lesson that angles are flexible and can be decomposed and renamed.

This task directly targets the following standards: 4.MD.5abc, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2

Timeline: 13 days

Key vocabulary: angle, endpoint, ray, protractor, degrees, side, vertex, mid point, points, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular line, parallel line, intersect, two-dimensional figures, plane figure, right triangle, degree

Resources: Geometry Packet, Math Trailblazers Unit 2 Lesson 6 Angles, Math Trailblazers Unit 2 Lesson 7 Angles in Pattern Blocks, Math Trailblazers CCSS Activity 2, Math Trailblazers Unit 9 Lesson 1 Lines, On Core Lesson 98 Line Rays and Angles, On Core Lesson 99 Parallel Lines and Perpendicular Lines, Math Trailblazers CCSS Activity 18, Math Trailblazers Unit 9 Lesson 2 What's Your Angle?, SMART Notebook Lesson Join and Separate Angles Intro, On Core Lesson 96 Join and Separate Angles

Common learning experiences:

- Significant task 1: If students need additional practice with symmetry the following are supplemental resources that can be used to differentiate instruction: On Core Lesson 102 Line Symmetry; On Core Lesson 103 Find and Draw Lines of Symmetry; Math Trailblazers Unit 9 Lesson 3 Symmetry; Math Trailblazers Unit 9 Lesson 4 Journey to Flatopia
- Significant task 2: If students need additional practice with area and perimeter teachers may use: On Core Lesson 87, Perimeter and On Core Lesson 90, Find Unknown Measures
- Significant task 3: If students need additional practice with area and perimeter teachers may use: On Core Lesson 87 Perimeter, On Core Lesson 90 Find Unknown Measures, On Core Lesson 95 Measure and Draw Angles, On Core Lesson 100 Classify Triangles, On Core Lesson 101 Classify Quadrilaterals
- The song, Cool Geometry is great to sing with students throughout the unit and particularly significant task 3. The song uses music and kinesthetic movements to reinforce vocabulary related to geometry.
- Brainpop videos that relate to this unit and would be good to initiate lessons are: Parallel and Perpendicular Lines; Angles; Polygons
- When measuring and drawing angles, teachers should use the angle tools in SMART Notebook to model.

Common assessments including the end of unit summative assessment:

- Windsor Public Schools Grade 4 Summative Assessment and Scoring Guide Unit 8 Geometry

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriate tools strategically, attend to precision

- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on patterns and measurement.
- Protractors are new tools for fourth grade students. With so many numbers and the zero line in different places on various protractors, some students will make errors in using this tool. Carefully monitor students' use of protractors to be sure they are using them correctly.
- When thinking about angles, some students believe that the length of the sides affect the size of the angle. This misconception should be discussed. Teachers can use different size angle circles, different sized scissors, etc. to model two angles of the same size with different length sides.
- Each school has two nonfiction texts on area and perimeter that would be fabulous to use as read-alouds throughout this unit. They are titled, *Towns and Cities* and *Amusement Parks.*

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1)developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 1 Patterns in the Base-Ten System	Length of the unit: 4 weeks

Purpose of the Unit: This unit builds on the base-ten unit taught in Grade 4 and the CCSS 4.NBT.4. for adding and subtracting whole numbers. Students learned to read and write multi-digit whole numbers, write expanded form, compare two multi-digit numbers using >, =, and < symbols, and used place value understanding to round multi-digit whole numbers to any place. In fifth grade they will continue to recognize the magnitude of a number, explain patterns and fluently multiply multi-digit numbers.

Common Core State Standards Addressed in the unit:

5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.

Big Ideas:	Essential Questions:
1. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less. 2. Multiplying and dividing by powers of ten is related to place value.	1. How does a digit's placement in a number affect its value? 2. How is place value connected to multiplying and dividing by powers of 10?
Students will know: 1. expanded form 2. the relationship of powers of ten to place value 3. place value related to decimals 4. attributes of exponents 5. the standard algorithm for multiplication of multi-digit numbers 6. estimation strategies of	Students will be able to: 1. read, write, order, compare, and round big numbers to a million 2. write numerals in expanded form 3. describe patterns when multiplying/dividing by powers of ten 4. describe patterns in the placement of the decimal point when multiplying or dividing by a power of ten 5. use whole-number exponents to denote powers of ten

multiplication	6. fluently multiply whole numbers 2 digits by 4 digits using the standard algorithm 7. estimate products when multiplying multi-digit numbers

Significant task 1: Big Numbers and Place Value

Significant Task 1 is a review of the base-ten number system through the population of states. This task will begin with students reading a play about children who work together to solve a problem about big numbers. Teachers will check students understanding of big numbers using a place value chart. In partners students will discuss and complete questions based on a population chart and then order the big numbers on a number line. In groups of three, students will practice reading large numbers by playing the Spin and Read Number Game.

The second part of this task is divided into three lessons. Lesson 1 uses base-ten pieces to review our number system and find as many different ways to group a specified amount of bits and record their groups both numerically and pictorially. Lesson 2 uses the base-ten pieces to model addition and Lesson 3 models subtraction. The teacher will continue to direct students for addition and subtraction using base-ten boards and recording sheets. Students will work in small groups or pairs solving addition and subtraction problems. Class discussion should center on the different ways of mentally computing and estimating addition and subtraction problems.

To conclude this task, students will read and write whole numbers through the hundred millions and recognize the 10 to 1 relationship among place value positions. There are On Core lessons that can be used for this direct instruction. After the direct instruction, individual guided practice will be provided.

In this task the students will:

- explore standard, expanded form, and word form and discuss a period is a group of three digits within a number separated by a comma
- read, write, estimate, compare, order and round numbers to the millions
- write large numbers in expanded form
- use place value charts and number lines
- find as many different ways to group a specified amount of bits and record their groupings both numerically and pictorially
- use the base-ten pieces to estimate
- estimate the difference before solving the problems
- connect the base ten pieces and the standard algorithm to solve subtraction of large numbers
- use a place value chart and recognize patterns to write numbers that are 10 times as much as or 1/10 of any given number

This task directly targets the following Common Core Standard: 5.NBT.1

Timeline: 6 – 7 days
Key vocabulary: billion, million, ten million, hundred million, digit, place-value, expanded form, standard form, exponent, powers of 10, product

Resources**:** Math Trailblazers: URG 2: Big Numbers: Lesson 1: Reading and Writing Big Numbers; URG 2: Base Ten Number Systems Lesson 3: (see URG 2: L3 pgs. 79-88 for worksheets), On Core Lessons 7 & 8

Significant task 2: Multiplying and Estimating Products and Using Exponents

In grade 4 students were introduced to 1 digit by 4 digit multiplication using the all-partials and the compact method. The students were also introduced to the area model for multiplication using base-ten blocks and the pictorial representation, computational estimation and exponents. The students developed strategies for multiplying numbers with ending zeros and estimating products.

This task will begin with the teacher directing students to read a vignette, "Reach for the Stars" about multiplication. Students will work with a partner or in small groups using calculators to solve multiplication problems. Next, the students will work independently to complete multiplication problems using paper and pencil methods.

The teacher will introduce exponents and the concept of scientific notation using On-Core lessons. Students will work in pairs or independently on On-Core lessons.

In this task the students will:

- describe the patterns that will help them multiply numbers with ending zeroes, and estimate products involving money
- review the use of exponents and scientific notation
- read, write and say numbers displayed in scientific notation on a calculator.
- modeling multiplication using base-ten pieces
- practice different multiplication methods using all-partials method and compact method
- estimate products using convenient numbers
- multiply numbers with ending zeroes
- represent large numbers with exponents and various types of multiplication problems
- use a basic fact and a pattern to multiply mentally by multiples of 10, 100, and 1,000
- review scientific notation and write exponents to show powers of 10

This task directly targets the following Common Core Standard: 5.NBT.2, 5.NBT.5

Timeline: 9 – 10 days
Key vocabulary: product, compact multiplication method, partial product, all-partials multiplication method, convenient numbers, estimate, multi-digit numbers, algorithm, fewest pieces rule, exponents, scientific notation
Resources: URG 2: Big Numbers : Lesson 5: Multiplication; URG 2: Lesson 6: Estimating Products: Emphasize "10" is a convenient number; URG 2: Lesson 8: Exponents and Large Numbers: Part 1 only; On-Core teacher's guide and student workbook lessons 10 and 11 ; Daily Practice Problem worksheets; Supplemental worksheets from Patterns R Us (Common Core Georgia Performance Standards Frame)

Common Learning Experiences:

- Smart Exchange: Playing with Place Value
- Smart Exchange: Exponents
- Use On-Core pages 7, 8, 10, 11 that will reinforce concepts your students may need for extra practice

Common Assessments:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Patterns in the Base Ten System

Teacher notes:

- Process standards to highlight through instruction: reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others.
- Targeted Learning: use time to reinforce knowledge and skill developed in this unit and multiplication and division facts.
- Significant task 1: Big Numbers and Place Value: Intervention: The teacher and students will continue to use the base-ten pieces and transfer to the base-ten shorthand method until the students have a solid understanding and are comfortable with regrouping large numbers correctly. Next, students will complete addition and subtraction with regrouping using the paper and pencil method. The teacher will monitor the student's ability to add and subtract large numbers. If needed, students may use any of the three methods to solve addition and subtraction problems.

- Significant task 2: Multiplying and Estimating Products and Using Exponents: Intervention: Students having difficulties should continue to use base-ten pieces, use the all-partials method and work in small groups with the teacher's assistance
- Some students will be able to extend their multiplication to 2-digit x 3-digit multiplication using the compact method and solve word problems involving multiplication.
- Some students do not regroup correctly, often forgetting to cross out the number in the 10's or 100's column resulting in too large an answer.
- Students subtract larger numbers from smaller numbers instead of regrouping from the column to the left.
- Students have difficulties with regrouping with a zero in the tens column, forgetting to continue to the 100's column to take 1 away.
- Some students will need extended time using manipulatives as an intervention.
- As an extension of the unit, some students will be able to multiply a number by 0.1 and answer the following questions. What happens when you multiply that same number by 0.01? Can a conjecture be made based on the results? Students write their conjecture. Students share their conjecture with a partner. Are the two conjectures the same?

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole

numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 2 Division	Length of the unit: 4 weeks
Purpose of the Unit: In Grade 4 students learned the area model of multiplication and division based on place value and the relationship between multiplication and division. The students found whole number quotients and remainders with up to four digit dividends and one digit divisors. In this unit grade the focus is on division using four digit whole number dividends and two-digit divisors using rectangular arrays and area models. In this unit students will continue to explore the area model of division using base-ten pieces with a dividend to the thousands divided by one and two digit divisors. **In grade 6 students will develop the standard algorithm for division.**	
Common Core State Standards Addressed in the unit: **5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	
Big Ideas: 3. Division is breaking apart into equal size groups. 4. Multiplication and division are inverse operations. 5. Patterns can be used to develop an algorithm. 6. Flexible methods of computation involve taking apart and combining numbers in a wide variety of ways. 7. Traditional algorithms work for all numbers but are often far from the most efficient of useful methods of computing.	Essential Questions: 1. How can division be modeled? 2. What are the benefits of representing division in a certain way? 3. How are multiplication and division related? 4. What strategies make solving multiplication and division problems easier?
Students will know: 1. place value relationships 2. the commutative property 3. distributive property 4. estimation strategies for division 5. the grouping method for division 6. the area model of multiplication and division	Students will be able to: 8. use strategies based on place value to solve division problems 9. use properties of operations to understand how operations are related 10. use estimation to know when a quotient is reasonable 11. use concrete models and/or drawings to show how to solve division by grouping 12. use base-ten pieces and abstract rectangles to show/explain the process of division 13. understand that addition/subtraction and multiplication/division are inverse

	operations 14. divide up to four-digit dividends by two-digit divisors using area models

Significant task 1: Base-ten Division

Significant task 1 is grounded in base-ten division using manipulatives to show division by grouping. Students will begin as a whole class reviewing the vocabulary terms for the names of the parts of a division example. The full class lesson will focus on solving division problems using base-ten pieces by grouping. Students will then work in partners grouping the base-ten pieces to solve the division problems. The task will end with the teacher demonstrating how to change the base-ten division problems into base-ten shorthand and the students completing base-ten division shorthand independently.

In this task the students will:

- review the division vocabulary terms
- divide base-ten pieces into equal groups with one digit divisors
- transfer from base-ten pieces to base-ten shorthand dividing up to 4 digits by 1 digit

This task directly targets the following Common Core Standard: 5.NBT.6

Timeline: 4 days
Key vocabulary: dividend, divisor, quotient, remainder
Resources: Williamstown Elementary School supplemental unit on Area Model for Multiplication and Division; Smart Notebook lessons from the Elementary Math for Teachers Folder

Significant task 2: Base-ten Area Model Division

Significant task 2 is grounded in division using base ten pieces using the area model. Students will draw an area model for division and numerically "record" the steps. This task begins with an area model rectangle with square units to represent the dividend. Numbers are placed in the rectangle to show the total number of units divided by the divisor number. The numbers in the model look similar to the long division algorithm. This task begins with a Smart Notebook lesson using Kidspiration 3 demonstrating the use of base-ten pieces. The teacher will then direct students to work in pairs or individually solving area model division problems.

In this task, students will:

- build an area model division problem using Kidspiration 3
- build an area model division problem using base-ten pieces up to 4 digits by 2 digits
- build an area model division problem using base-ten shorthand up to 4 digits by 2 digits

This task directly targets the following Common Core Standard: 5.NBT.6

Timeline: 4 days
Key vocabulary: dividend, divisor, quotient, remainder
Resources: Williamstown Elementary School supplemental unit on Area Model for Multiplication and Division; Smart Notebook lessons from the Elementary Math for Teachers Folder; Kidspiration 3; computers

Significant task 3: Abstract Rectangles for Division

Significant task 3 involves students moving away from the pictorial representation to the abstract representation of division. Students have had experiences with the base-ten manipulatives and will now move to the abstract representation. The students will not be solving division with the standard algorithm in grade 5, but will be exposed to the abstract rectangle representation and the standard algorithm being demonstrated side by side. The teacher will introduce the lesson as a whole group using Smart Notebook lessons and then students will work in pairs or independently solving division problems. The teacher will close the lesson with a full class discussion focusing on the strategies the students used to solve division using abstract rectangles.

In this task, students will:

- partition the dividend into two compatible numbers
- work as a class solving abstract rectangle problems for up to 4 digit by 2 digit
- work independently on division problems using the abstract rectangle method
- relate multiplication to division
- understand the concept of the remainder

This task directly targets the following Common Core Standard: 5.NBT.6

Timeline: 4 days
Key vocabulary: dividend, divisor, quotient, remainder
Resources: Williamstown Elementary School Supplemental Unit on Area Model for Multiplication and Division; Smart Notebook lessons from the Elementary Math for Teachers Folder;
MTB DAB pages 153 & 155 worksheets

Common learning experiences:

Technology Links:

- view a video solving division problems using base-ten pieces by grouping: see Grade 5: Smart Notebook Lesson: Unit 2 Lesson 1: slide #2
- view a video on abstract rectangles for division: L:\Grade 5\NEW! Smart Notebook Lessons\Unit 2 Division\Abstract Rectangles.doc

Area Models for Multiplication and Division
http://www.learner.org/courses/learningmath/number/session4/part_b/index.html

Common assessments:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Division

Teacher notes:

- Process standards to highlight through instruction: **model with mathematics, use appropriate tools strategically, attend to precision**, and **look for and make use of structure.**
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine

student needs and focus instruction on multiplication.

- Significant task 2: Base-ten Area Model Division: Intervention: Students will work with the teacher in a small group using base-ten pieces to reinforce the area model concept concentrating on 2 digit divided by 1 digit and then progressing to 3 digit divided by 1 digit. Students will work independently with concrete base-ten blocks until they are comfortable with physically setting up the problem, but can also show the numerical long division process. They should also write the four number sentences the model describes.
- In this unit teacher should not instruct students in the traditional algorithm. The division algorithm will be introduced in grade 6.
- For students who have learned the algorithm outside of school should still model using the visual representation.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 3 Decimals	Length of the unit: 6 weeks

Purpose of the Unit: In grade 4 students have been taught decimals to the hundredths with base–ten pieces. In this grade students expand their understanding of place value to read, write, compare, and round decimals, to explain the patterns of zeroes and exponents in a product, and to add, subtract, and multiply decimals using models and drawings. **Standard algorithms for operations on decimals are developed in grade 6.**

Common Core State Standards Addressed in the unit:

5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.3: Read, write, and compare decimals to thousandths.

5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

5.NBT.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1 /10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NBT.4: Use place value understanding to round decimals to any place.

Big Ideas:	Essential Questions:
8. The base-ten place value system extends infinitely in two directions: to tiny value as well as to large values. 9. In the base ten number system numbers to the left of the digit are ten times larger and numbers to the right are ten times less. 10. Exponents are used to represent repeated multiplication. 11. Knowing properties of operations and number patterns allows us to be flexible when working with numbers.	3. How does a digit's placement in a number affect its value? 4. How does computation with decimals compare to computations with whole numbers? 5. How is place value connected to multiplying and dividing by powers of 10?
Students will know:	**Students will be able to:**
7. decimal place value 8. pattern of zeroes in multiplication of powers of 10 9. strategies to read, write, compare, and round decimals 10. how to add, subtract, multiply and divide decimals using place value strategies and/or drawings (standard algorithms are done in grade 6)	15. read, write, and compare, and round decimals to thousandths 16. explain patterns of zeroes when multiplying by powers of 10 17. read and write decimals to thousandths using base ten numbers in expanded form 18. compare decimals to the thousandths using symbols 19. use concrete models and drawings to add, subtract, multiply and divide decimals

Significant Task 1: Investigating Decimals

Significant Task 1 is comprised of three lessons involving decimals. The teacher will introduce decimal arrow cards, model shading in decimal grids and reading a decimal place value chart with the whole class referring to the Smart Notebook lessons. Students will then work in pairs or independently answering questions related to the grids and place value chart. The lesson will end discussing patterns that the students noticed and the relationship between the values on the chart.

Lesson 1: ***Decimal Models*** begins with students using area models to review tenths, hundredths and introduce thousandths. The students will use place value charts to help them read and write decimals and use square grids as models to round and compare decimals. ***Decimal Arrow Cards****:* The class will use commercially made decimal arrow cards to understand the concept of decimal place value. The cards are used to understand the concept of the tenths, hundredths, and thousandths place. They can also be used to order and compare decimals.

In this task the students will:

- shade decimal grids for tenths, hundredths, and thousandths
- use a decimal place value chart to help them read and write decimals
- develop a number sense for decimals
- look for patterns in the decimal place value chart
- explain why 0.4 = 0.40
- recognize that the place value system continues indefinitely in both directions.
- make decimal numbers to the thousandths using arrow cards
- order decimals
- compare decimals
- relate decimal numbers to the pictorial grid

Lesson 2: ***Comparing and Rounding Decimals*****:** Teachers may refer to the Smart Notebook lesson to introduce comparing and rounding decimals. The students will use square grids to model rounding and comparing decimals. The lesson will also use benchmarks and place value charts to compare and round decimals to the nearest whole number, tenths, and hundredths.

In this task the students will:

- use benchmarks to order decimals
- use place value charts to compare decimals
- choose tools to help them order and compare decimal and discuss strategies
- round decimals

This task directly targets the following standards: 5.NBT.2, 5.NBT.3; 5.NBT.3a; 5.NBT.3b; 5.NBT.4

Timeline: 8 days
Key vocabulary: estimating; decimal; tenths; hundredths; thousandths; period; expanded form; standard form
Resources: MTB: Lesson 1: Unit 7 Lesson 2: *Decimal Models*; Lesson 2: MTB: Unit 7: Lesson 3; *Score One* game; Daily Practice Problem ***Digits Game;*** On-Core #14; CCSS: Activity, #13; Decimal Arrow Cards; Discovery Assignment Book pages 106 – 109, DAB Working with Decimals: page 99 (Part 6) homework; DAB: The Swim Meet page 100 (problem solving) homework;

Significant task 2: Grid Work

In Unit 7: Lesson 4: ***Adding and Subtracting Decimal:*** The teacher will demonstrate the lesson using Smart Notebook, then calling on students to demonstrate filling in a grid to add and subtract decimals. Then the students will practice adding and subtracting decimals using paper and pencil. The teacher will demonstrate how to write the problem vertically in conjunction with the grid.

Intervention: The teacher will work with a small group of students practicing adding and subtracting decimals using the grid model.

This task directly targets the following standards: 5.NBT.7

Timeline: 2 days
Key vocabulary: estimating; decimal; tenths; hundredths; thousandths; period; expanded form; standard form

Resources: Smart Notebook lessons in the teacher folder; Math Trailblazer Unit 7: Decimals and Probability; DAB: pages 113 – 118, ; Decimal Arrow Cards; base-ten blocks; Estimating Decimals: Supplemental materials Van De Walle; Estimating Sums and Estimating Difference

Significant task 3: The Carpet Caper

In Unit 7: Lesson 5: ***Multiplying Decimals with Area;*** The teacher will begin the lesson with the students reading a vignette on the Multiplying Decimals with Area in the student guide. The students in the vignette will be estimating the area of a carpet. Each student uses a different strategy to estimate the area of the carpet. The students will work in four small groups and use centimeter grid paper to solve the problems on page 249. Each group takes a different area in the house to estimate and calculate. The four areas are the: closet, upstairs hall, bedroom, and bedroom closet. Students will work together to solve the problem and then present their results to the whole class through the use of a document camera or the Smartboard. In conclusion, the students should construct viable arguments and critique the reasoning of others after each group's presentation.

This task directly targets the following standards: 5.NBT.7

Timeline: 2 days
Key vocabulary: estimating; decimal; tenths; hundredths; thousandths;
Resources: On Core pages: 45 & 48 use for pictorial representations

Common learning experiences:

- The students will also work in pairs on the ***Score One*** game and/or the Daily Practice Problem ***Digits Game***.
- Students will work independently on Discovery Assignment Book activity pages shading in grids comparing and rounding decimals.
- CCSS Activity #11 and #14 (optional)
- On Core pages: #9, 12, 13, 14, 15, 16, 30, 31, 32, 33, 34, 36, 41, 51 (optional)
- DAB page 111 Connect the Dots (optional)
- CCSS Activity #12: Multiplying Decimals with Area
- DAB page 123 Decimal Quiz (optional as a formative assessment)
- K–5MathTeachingResources.com; Multiplying a Decimal by a Power of 10 (worksheet)
- On Core pages:
- DAB page 130: A Birthday Party (problem solving)
- DAB pages 137 & 139 *Three in A Row* game (optional)

Common assessments including the end of unit summative assessment:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Decimals

Teacher notes:

- Process standards to highlight through instruction: use appropriate tools strategies, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

- Targeted Learning: Using the Teacher Reflection sheet from the previous assessment, determine

student needs and focus instruction on division.

- Intervention: Significant Task 1: Investigating Decimals: *Lesson 2: Comparing and Rounding Decimals*: The teacher will work with a small group of students using decimal arrow cards to review ordering and comparing decimals, students who need reinforcement of the decimal model grids, and reading the place value chart.

- Intervention: Significant task 2: Grid Work: The teacher will work with a small group of students practicing adding and subtracting decimals using the grid model.

- Students need to see the area model on centimeter grid paper before completing the paper and pencil method

- Use On-Core lessons to see worksheets that will reinforce concepts your students may need for extra practice.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 4 Algebraic Concepts	Length of the unit: 4 weeks

Purpose of the Unit: In grade 4 numerical expressions are taught using the unknown quantity through multi-step word problems. Grade 5 introduces the use of parentheses and brackets to order numbers for the four operations. Students plot ordered pairs on a coordinate plane in the first quadrant using real world problems. In Grade 6 the focus is on using variables to represent numbers and write expressions when solving real-world or mathematical problems.

Common Core State Standards Addressed in the unit:

5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 +921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the

coordinate plane, and interpret coordinate values of points in the context of the situation.

5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Big Ideas:	Essential Questions:
12. Knowing properties of operations and number patterns allows us to be flexible when working with numbers. 13. Patterns can be used to develop an algorithm. 14. Relationships can be represented as tables, graphs and equations.	6. Why is it important to follow an order of operations? 7. How can patterns be generalized? 8. What are the benefits of representing a relationship in any given way?
Students will know:	Students will be able to:
11. grouping symbols: parentheses, brackets, or braces 12. the order of operations 13. the attributes of the coordinate (Cartesian) grid and procedures/notation to plot points	1. understand the use of parentheses, brackets, or braces 2. generate, interpret, and write two numerical patterns using two given rules 3. understand x and y axis and their direction from the origin 4. graph ordered pairs on a coordinate plane

Significant task 1: Developing Order of Operation

This task begins with the students understanding order of operation through the use of inch tiles. Knowing the rules helps students to communicate more accurately as they gain fluency in manipulating symbolic relationships. The students will derive the rules for order of operations on their own during the task. The lesson begins with the teacher writing an equation on the board and having students building with their tiles, the equation in two ways and then comparing and discussing why there needs to be a specific order to build the equation. In groups of 4, students will complete another task using

tiles, paper, and pencils. Here the students will be provided with the rules for simplifying numeric expressions. As a whole class discuss the possible solutions and the order in which solutions were evaluated.

The next part of this task is taken from the grade 4 Math Trailblazers. The students explore and compare order of operations through the use of 2 calculators. Students will be given several examples to explore using the two different types of calculators. Students are to determine and discuss which calculator follows the order of operation rules. The teacher will reconvene the students to discuss the differences in the two calculators. In groups of 2 or 3 students will play the *Operation Target* game. The goal of the game is to use each of the four digits just once. The students can use operations more than once or not at all. On day two students will continue to work independently on worksheets to practice the skill.

In this task, students will:

- construct tile models for order of operation problems
- write expressions to represent each model
- discuss how their group and the other groups evaluated their solutions
- discuss how parentheses are used within the order of operations
- use calculators to determine order of operations
- play Operation Target to practice ordering digits

This task directly targets the following standard: **5.OA.1, 5.OA.2**

Timeline: 3 days
Key vocabulary: variable; algebraic expression; function table; brackets; braces; operation, order of operation
Resources: color tiles; 1 sheet copy paper; pencils; Grade 4 MTB Unit 7: Lesson 1; Order of Operation Student Guide Pages 180 – 183; 2 calculators: 1 that follows the order of operations and 1 that does not; Grade 5 MTB Unit 4: Lesson 5 Part 2;

Significant task 2: Fluency with Order of Operations

In this significant task students will work in small groups, pairs and individually to become fluent in the application of the order of operations to simplify numeric expressions. This task is more computational focused and as such lends itself to differentiation. Using the various resources identified, teachers should release students to work on more challenging expressions while working with students who need small group instruction. This task is four days leaving additional time during targeted learning to continue building fluency with the application of the order of operations to simplify numeric expressions. Students are encouraged to check the accuracy of their work with a calculator and to model their thinking through recording their steps in the computation process.

In this task, students will:

- write expressions to represent each model
- discuss how their group and the other groups evaluated their solutions
- discuss how parentheses are used within the order of operations
- use calculators to determine order of operations
- fluently apply the order of operations to simplify numeric expressions

This task directly targets the following standard: **5.OA.1, 5.OA.2**

Timeline: 4 days

Key vocabulary: variable; algebraic expression; function table; brackets; braces; operation, order of operation

Resources: Various On-Core/Math Trailblazer's resources identified in the Common Learning box found below; calculators

Significant task 3: Cartesian Grid

This task is broken into two lessons that both focus on the development of Cartesian graphing which is the foundation to future work in Algebra. The focus of this development is building the structure, vocabulary and becoming precise with the notation and process for plotting points.

Lesson 1: This task will be the first time that students will be introduced to the use of Cartesian coordinates. The students will be using a map of the Great Barrier Reef off the coast of Australia. The first quadrant is introduced and the three other quadrants are explored. The students are only responsible for mastering the first quadrant. The students will use coordinates to locate objects, find locations on maps, or plot points on graphs. The teacher will use a Smart Notebook lesson to introduce the Cartesian coordinates. The students can work in pairs or independently to complete the Great Barrier Reef Game where students "hide" a pod of whales, a shipwreck, migrating turtles, and a flock of birds on a sheet of grid paper. Students use a table to record their attempts, as well as recording them on their game mat.

Lesson 2: This lesson is called the Mountain Rescue Mission. This game will help reinforce students' understanding of the coordinate system. The coordinate geometry use numeric methods to represent a location. The two teams will be moving from the coordinate (0,0) to (10, 10) in order to win the game. Teachers will begin by showing a map to see the lines of latitude and longitude and explain that these are used in the same method as a quadrant grid. This is played by dividing the class into two teams and moving throughout the grid by rolling dice and rescuing the victim with the shortest pathway.
In sixth grade students will learn the four quadrants.

In this task, students will:

- be introduced to coordinate grids
- use coordinates to locate objects
- find location on maps
- plot points using ordered pairs in the first quadrant
- play the Great Barrier Reef game
- play the Mountain Rescue Mission game
- become mathematical problem solvers
- reason mathematically

This task directly targets the following standard: **5.G.1, 5.G.2**

Timeline: 6 days
Key vocabulary: coordinate plane; quadrant; ordered pair; origin; axes; Cartesian coordinates;

Resources: Grade 5 MTB: Unit 10: Lesson 2: Great Barrier Reef Game; Mountain Rescue Mission: Activity 17 from http://www.uen.org/Lessonplan/preview?LPid=6168

Common learning experiences:

http://lessonplanspage.com/mathciorderofoperationsphotostory68-htm/ : This is a lesson plan for students to illustrate real world order of operations problems using PowerPoint and Photo Story. Students could work on these during targeted instruction.

http://www.learningwave.com/wonline/numbers/ordofops.html: addition instruction to practice order of operations

http://www.nzmaths.co.nz/resource/four-fours-challenge?parent_node= provides teachers with additional student center lessons to develop the concept of order of operations

http://lessonplanspage.com/mathciorderofoperationsphotostory68-htm/: a lesson plan website for students to illustrate real world order of operations problems using PowerPoint and Photo Story

Grade 5 MTB: DAB pages 162 Part 4 and DAB pages 71 Part 2 (optional)
On-Core lessons: pages 1, 2, 3 (optional) review 5.OA.1; 5.OA.2
On-Core lessons: pages 4, 5, 6 (optional) review of 5.OA.3
Unit 8: Applications: Lesson 7; Review Problems Page 281 #6 (homework)
On-Core on pages 94 and 95
MTB: DAB: pages 162 (part 3) and 191 (part 6)

For order pairs students can read the book "Fly on the Ceiling" by Dr. Julie Glass. (see 5th grade binder for supplemental materials)

Students can play "Battleship"

For extension:

- Students can explore the complexities of order of operations by creating and solving their own numerical expressions and defend their solutions in writing.
- Students are given a target number and ask them to create complex expressions equivalent to the number. Encourage students to continually expand the expression.

Common Assessments:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Algebraic Concepts

Teacher notes:

- Process standards to highlight through instruction: attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with decimals.
- Intervention: Significant task 1: Developing Order of Operation: Intervention**:** For students who are having difficulty, targeted instruction time can be focused on re-teaching. The teacher needs to provide more opportunities for students to explore order of operations using color tiles and then practice following the order of operation rules.
- Intervention: Significant task 2: Fluency with Order of Operations: Intervention: For students who are having difficulty, teachers should work in small groups to practice understanding of the operation rules. At this time, students should put the rules into a journal so they have a guide while practicing the problems.
- Intervention: Significant task 3: Cartesian Grid**:** Intervention: For students who are having difficulty, teachers should work in small groups to practice understanding how to plot points in the first quadrant. Examples of plotting points in the first quadrant are in On-Core on pages 94 and 95.
- Teachers should spend extra time devoted to the x and y axes. Students often mix up the two axis and then the coordinates are backwards.
- Teachers will need to spend time on the vocabulary since this will be difficult for students. Using journals, concentration games, word walls, etc. would be beneficial.
- It is important for the students to attend to precision with graphing the coordinates. Students need to use the symbols/notation ex: (2,3) when recording points and plot the points accurately. Teacher should use various forms of formative assessment to monitor each of these concepts.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 5 Adding & Subtracting Fractions	Length of the unit: 7 weeks
Purpose of the Unit: In Grade 4 students compare, add, subtract and solve for equivalent fractions with like denominators through the use of paper folding, pattern blocks to model fractions. In Grade 5 the students will be using pattern blocks, number lines, and rectangles on dot paper to define a whole unit, represent fractions as a whole, and add and subtract fractions with unlike denominators. This unit will be exploring number sense, estimation and reasonableness to add and subtract fractions with unlike	

denominators using models or equations.

Common Core State Standards Addressed in the unit:

5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. ***For example, 2/3 + 5/4 = 8/12 + 15/ 12 = 23 /12. (In general, a/b + c/d = (ad + bc) / bd.)***

5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. ***For example, recognize an incorrect result 2 / 5 + 1 / 2 = 3 / 7 , by observing that 3 / 7 < 1 / 2 .***

5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit (1 / 2 , 1 / 4 , 1 / 8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Big Ideas:	Essential Questions:
1. Benchmarks are helpful in estimation. 2. Operations can be modeled with a visual representation. 3. The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	9. What benchmarks are helpful to estimate? 10. How can models help us understand fractions and computation with fractions? 11. How does computation with fractions compare to computations with whole numbers?
Students will know:	Students will be able to:
14. how to find equivalent fractions 15. how to find common denominators 16. strategies to solve addition and subtraction of fractions with unlike denominators 17. how to use benchmark fractions and number sense to estimate the reasonableness of answers 18. attributes of line plots to display information	20. compute sums and differences of fractions with unlike denominators using an area model and the standard algorithm 21. estimate using benchmark fractions and number sense to assess reasonableness of answers 22. make a line plot to display a data set which will include measurements in fractional units

Significant task 1: Introduction to Fractions
This task is comprised of lessons from Math Trailblazers URG 3 and URG 5. **Unit 3** lessons begin with

whole class discussions and then students will work in small groups or independently using pattern blocks to solve problems involving finding equivalent fractions. ***Unit 5*** lessons also begin with whole class discussions and then students will work in small groups or independently to review and expand their knowledge of fraction concepts to include models for finding common denominators. The students can use these models to develop procedures for comparing fractions with unlike denominators.

MTB: Unit 3: Fractions and Ratios

Lesson 3: ***Equivalent Fractions***: In Part 1, students explore fractions using pattern blocks and a number line model. Students look for patterns to develop procedures for finding equivalent fractions. In Part 2 students will be introduced to fractohopper using a number line and in Part 3 using number lines to find equivalent fractions. In conjunction with the pattern block models the students will write number sentences showing pairs of equivalent fractions. At the end of the lesson the teacher should direct a class conversation to describe strategies and methods for finding equivalent fractions.

Lesson 4: ***Comparing Fractions***: Students compare and order fractions using the benchmarks of 0, ½, 1 and more than 1. Students order sets of fractions with common denominators and sets of fractions with common numerators. Number lines provide a visual model for students as they order fractions according to size. As a whole class discussion, teachers should focus on the various strategies the students used for ordering fractions.

MTB: Unit 5: Investigating Fractions:

Lesson 1: ***Geoboard Fractions***: Students explore fractions and mixed numbers using geoboards and rectangles on dot paper. The terms denominator and numerator are reviewed. Given a rectangle representing one whole, students show different ways to represent fractions of the whole and fractions greater than one. In Part 1, No-Diagonal Rule, teachers will work with a small group of students while the rest of the students complete the geoboard fractions activity pages introducing the No-Diagonal Rule. In Part 2, Denominators: Dividing the Whole into Equal Parts, students work in pairs and discuss how the area of the rectangle chosen for one whole determines the denominator you can show dividing the whole. In Part 3, Numerators: Using Equal Parts of the Whole, students explore 3 x 4 rectangles and practice modeling fractions as a whole class lead by the teacher. In Part 4, Fractions Greater Than One, students will work in small groups modeling mixed number and improper fractions using rectangles on dot paper.

Lesson 2: ***Parts and Wholes:*** Students compare fractions modeled with pattern blocks from Unit 3 to fractions modeled with rectangles on dot paper in Unit 5. Then given a fraction, they show one whole and other fractional parts of the whole. The teacher will model fractions using the Smart Board lessons and ask students to model the same fractions using rectangles on dot paper and with pattern blocks. Students work in pairs to model fractions to complete activities from the student guide.

Lesson 3: ***Using Dot Paper Rectangles:*** Students practice writing fraction sentences using dot paper rectangles in a game called “Fraction Cover-All”. The students write equivalent fractions using dot paper rectangles. This lesson prepares students to find common denominators in order to compare, add and subtract fractions.

Lesson 4: ***Using Common Denominators:*** Teachers begin this lesson demonstrating fractions on centimeter dot paper. Students compare fractions using common denominators. The students can pair

up to complete the activities for modeling pairs of fraction on centimeter dot paper and represent the fractions with symbols.

The students will:

- review vocabulary
- use pattern blocks to model equivalent fraction
- describe patterns in number sentences
- use fractohoppers on a number line
- describe methods for finding equivalent fractions
- compare and order fractions using the benchmarks of 0, ½, 1 and more than 1
- compare fractions using common denominators
- order sets of fractions with common denominators and sets of fractions with common numerators
- explore fractions and mixed numbers using geoboards and rectangles on dot paper
- show different ways to represent fractions of the whole and fractions greater than one

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 10 days
Key vocabulary: denominator, numerator, improper fractions, proper fractions, equivalent fractions, benchmarks, reciprocal
Resources: URG: Unit 3 Fractions & Ratios: Lesson 3 & 4; URG: Unit 5 Investigating Fractions: Lessons 1-4; Fraction Cover All game page 157 of student guide; 5 pieces of centimeter dot paper for each student; set of six index cards with the numbers ½, 1/3, ¼, 1/6, 1/12, 1/12; Assessment #1 Fractions and Ratios; DAB: 35 – 39

Significant task 2: Estimating with Fractions
This task is developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 1: Estimating With Fractions***. The focus of these two lessons is using benchmarks to determine if the sum is nearest to 0, ½, 1 and estimation strategies to discover if the sum is an overestimate or underestimate. The lessons begin as a whole class. Then students will move to small groups or partners to play the games. As the students play the games they should be critiquing and questioning the reasoning of their opponent's answers and strategies.

Lesson 1.1: ***Getting Close:*** In this lesson, students play a game based on estimating sums of fractions and decimals. Decimal and fraction cards are mixed to help students build flexibility in moving between representations. While playing the game, students practice making estimates and explore estimation strategies. The last part asks students to decide if a situation calls for an underestimate or overestimate of the fraction sum. This lesson focusing on review of whole-number benchmarks by drawing a number line. When students are comfortable with estimating the placement of a single number then the students are asked to estimate the sum of two numbers and decide whether the sum is closest to 0, 1, or 2. Students should be writing sentences to show their estimated sums and thinking about strategies for using benchmarks.

Lesson 1.2: ***Estimating Sums:*** In this lesson students will be playing the "Getting Close" game. The students have to estimate to decide what number the exact sum was nearest to. Students practice estimating in realistic situations for which they have to decide whether they need an overestimate or an overestimate.

The students will:

- Use benchmarks and fraction relationships to develop estimation strategies for finding sums
- Develop ways to model sums, differences, products, and quotients
- Use estimation skills and exact solutions to make a decision
- Look for rules to generalize patterns in numbers
- Use their knowledge of fractions and equivalence of fractions to develop algorithms for adding, subtracting, multiplying and dividing fractions
- Recognize when addition, subtraction, multiplication or division is the appropriate operation to solve a problem
- Make decisions about whether an overestimate or underestimate will suffice
- Practice estimating in realistic situations

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 7 days
Key vocabulary: fraction, numerator, denominator, equivalent fractions, common denominators,
Resources: Bits & Pieces II: Investigation 1: Lesson 1.1, 1.2

Significant task 3: Adding and Subtracting Fractions

This task is also developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 2: Adding and Subtracting Fractions***. Teachers should introduce these lessons as a full class, break students into small groups to carry out the activities for buying and selling land, using recipes and then write an efficient algorithm. Full class discussion should focus on group strategies to solve the various problems and wide variety of strategies that may have been used.

Lesson 2.1: ***Land Sections: Writing Addition and Subtraction Sentences***, students use area model in the context of buying and selling land to reason about how to add and subtract fractions.

Lesson 2.2: ***Visiting the Spice Shop: Using Addition and Subtraction***, students continue to work on addition and subtraction, using spice recipes as a context.

Lesson 2.3: ***Just the Facts***, students use fact families to explore the relationship between addition and subtraction.

Lesson 2.4: ***Designing Algorithms for Addition and Subtraction,*** students encounter addition and subtraction problems grouped into categories based on how they are solved. Students are asked to decide what each group has in common and then write an efficient algorithm for adding and subtracting fractions.

The students will:

- use number sentences to express sums and differences
- explore the use of fractions as operators (e.g., 2/3 of 640 acres)
- write number sentences to represent situations for adding and subtracting fractions and mixed numbers
- explore the inverse relationship between the addition and subtraction of fractions
- develop and use efficient strategies for adding and subtracting fractions and mixed numbers

- develop an efficient algorithm for adding and subtracting fractions

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 7 days
Key vocabulary: equivalent fractions, common denominators, number sentence, fact family, algorithm,
Resources: Bits & Pieces II: Investigation 1: Lesson 2.1, 2.2, 2.3, 2.4

Significant task 4: Sacks of Flour

This task is comprised of one lesson taken from K–5MathTeachingResources.com that focuses on measurement involving a line plot to display a data set of measurements in fractions of a unit (1 / 2 , 1 / 4 , 1 / 8). Teachers should introduce this lesson as a full class to describe the task. Students will then break into small groups to carry out the activities for solving the problem of redistributing the flour equally among ten bags. Students should make sense of the fraction data set problem and persevere in solving it.

The students will:

- order the fraction numbers from smallest to greatest
- create a number line
- label the x-axis
- plot the measurements on a line plot
- answer the question about redistributing the flour equally
- explain their thinking

This task directly targets the following Common Core Standard: 5.MD.2

Timeline: 2 days
Key vocabulary: redistribute, kilogram (kg), line plot, x-axis
Resources: K-5MathTeachingResources.com: Sacks of Flour, 1 inch graph paper

Significant task 5: Building Procedural Fluency for Adding and Subtracting Fractions

This task is comprised of ten lessons from On-Core Mathematics. The focus is on adding and subtracting fractions with unlike denominators. Using the observations from the previous tasks and on-going observations from this task, teachers should group students with like abilities and differentiate through the duration of the task. It is more important for students to progress at their pace and master the essentials before moving on to the next level of difficulty. Teachers should use small group instruction to provide re-teaching so that all students are able to add and subtract fractions, estimate sum and differences with both fractions and mixed numbers and add mixed numbers. Some students should be stretched to problem solve and subtract mixed numbers with regrouping as well. However, not all students will gain fluency with subtracting mixed numbers with regrouping at this grade level.

The students will:

- use a common denominator to write equivalent fractions
- add and subtract fractions with unlike denominators with regrouping and mixed numbers
- find patterns and unknown terms
- understand the properties for addition
- estimate sums and differences

- problem solve for adding and subtracting fractions

This task directly targets the following Common Core Standard: 5.NF.1; 5.NF.2

Timeline: 5-8 days
Key vocabulary: mixed numbers, reducing fractions, improper fractions,
Resources: On-Core Mathematics: Grade 5 supplemental resource pages 52 - 61

Common learning experiences:

- Discovery Assignment Book (DAB): pages 73, 74, 77, 78
- On-Core Mathematic pages: Lesson 52 to 61
- K-5MathTeachingResources.com

Common assessments including the end of unit summative assessment:

Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Unit 5: Adding and Subtracting Fractions

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, **construct viable arguments and critique the reasoning of others, and model with mathematics.**
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with algebraic concepts.
- **There will be 5-8 days for students to build procedural fluency in task 5. Teachers should move through the first four tasks understanding that additional time will be available at the end of the unit for this procedural fluency development. Students are not expected to be fluent as they develop the understanding during task 2 and 3.**
- Not all students will gain fluency with subtracting mixed numbers with regrouping at this grade level. Additional time developing this skill will be done in grade 6.
- **Significant task 4 need not be done immediately after task 3. It could be done while working on task 5 to give students a break from the procedural fluency developed in task 5.**
- Students should not be taught the **"butterfly method"** of adding and subtracting fractions. The standard states solving fractions with unlike denominators using models or equations. The National Council of Teachers of Mathematics (NCTM) specifically recommends that the **"butterfly method"** not be used as it prohibits the development of flexible number sense when computing with multiple fractions.
- Teachers should keep observation notes throughout these significant tasks to inform their

instruction for Significant Task 5.

- Targeted Learning: For students having difficulty, targeted learning time can be focused on re-teaching the previous Algebraic Concepts unit or review for finding a common denominator.
- Intervention: Significant Task 2: Students may struggle with deciding if they are overestimating or underestimating. Suggest the student do their estimate first and then decide if they overestimated or underestimated.
- Intervention: Significant Task 2: students need a firm understanding of factors and finding common denominators before beginning to add and subtract factors with unlike denominators.
- Intervention: Significant Task 3: teachers should be monitoring their students to ensure accurate labeling of the land sections and correctly writing number sentences.
- Intervention: Significant Task 3: teachers should be encouraging students to share their strategies for learning the fact families for fractions.
- Intervention: Significant Task 4: If teachers feel the students need more practice in line plots they should spend another day on Fractions on a Line Plot problem solving activity which can be found in their supplemental resources for unit 5.
- Intervention: Significant Task 5: teachers should choose On-Core Mathematics lessons based on the data collected in Significant Tasks 1, 2, and 3, to reinforce the concept of adding and subtracting of unlike denominators.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Multiplication and Division of Fractions

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: 6: Multiplying and Dividing with Fractions	Length of the unit: 5 weeks

Purpose of the Unit: In Grade 4 students will explore multiplication of fractions by repeated addition and understand how to multiply a fraction by a whole number. In Grade 5 students will solve problems by using visual models to multiply and divide fractions and to interpret multiplication of fractions by comparing the size of a product to the size of one factor. Students will also develop the algorithm for multiplication of fractions. In grade 6, students will develop the standard algorithm to divide fractions.

Common Core State Standards Addressed in the unit:

5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.4a: Interpret the product (*a/b*) × *q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b*. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) ×(c/d) = ac/bd)*

5.NF.4b: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5.NF.7a: Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3

5.NF.7b: Interpret division of a whole number by a unit fraction, and compute such quotients. ***For example, create a story context for 4 ÷ (1/5) , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.***

5.NF.5: Interpret multiplication as scaling (resizing).

5.NF.5a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.NF.5b: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a) / (n \times b)$ to the effect of multiplying a/b by 1.

5.NF.7c: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3 –cup servings are in 2 cups of raisins?*

Big Ideas:	Essential Questions:
15. Benchmarks are helpful in estimation. 16. Operations can be modeled with a visual representation. 17. The meanings of each operation on fractions are the same as the meanings for the operations on whole numbers.	12. What benchmarks are helpful to estimate? 13. How can models help us understand fractions and computation with fractions? 14. How does computation with fractions compare to computations with whole numbers?

Students will know: 1. strategies to estimate products and quotients of fractions 2. strategies and models for multiplying and dividing fractions 3. standard algorithm for multiplication of fractions	Students will be able to: 23. use area model to multiply and divide fractions solve problems involving multiplication of fractions and mixed numbers 24. interpret multiplication as scaling 25. explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number 26. explain why multiplying a given number by a fraction less than 1 results in a product less than the given number 27. relate multiplying the numerator and denominator of a fraction by the same number to the effect of multiplying a fraction by 1 28. use the standard algorithm to multiply fractions

Significant task 1: Multiplying with Fractions
This task is also developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 3: Multiplying with Fractions***. Teachers should introduce each lesson using the Smart Notebook and then have students work in small groups or pairs. While students are working the teacher circulates among groups asking students about their estimation strategies and reasoning. Full class discussion should highlight the strategies groups develop to solve the problems. By the end of this task, students will have developed the standard algorithm to multiply fractions.

Lesson 1: ***How Much of the Pan Have We Sold?***
Students work with an area model for fractions in the context of brownie pans. The students will be learning that the models represent the product of two fractions and finding a fraction of a number means multiplication. Teachers should allow the student to find ways to make sense of the problem using the models. The students do not need to develop a deep understanding of the algorithm at this stage. Instead, get them to think about what it means to find a "part of a part".

Lesson 3: ***Modeling More Multiplication Situations***
In this lesson students explore estimation in situations where fractions and mixed numbers are multiplied. Students develop strategies for multiplying mixed number built on their previous work and use estimation to check the reasonableness of their answers.

Lesson 4: ***Changing Forms***
Two multiplication strategies are explored in this lesson. One strategy introduced involves changing the form of mixed numbers and whole numbers so students can operate in the same way as when both

factors are fractions. This will allow the students to draw on a computational strategy they have already explored. The second strategy is an application of the distributive property.

Lesson 5: ***Writing a Multiplication Algorithm***
This problem allows students to look at problems and find something in common in order to develop an algorithm.

In this task, students will:

- learn vocabulary for multiplication of fractions
- use models to represent the product of two fractions
- be introduced to a linear model
- explore estimation in situations where fractions and mixed numbers are multiplied
- use strategies which involve changing the form of mixed numbers and whole numbers
- develop and use algorithms for multiplying fractions
- estimate products of fractions

This task directly targets the following standard: 5.NF.4a

Timeline: 7 days
Key vocabulary: products, area model, mixed number, improper fractions, distributive property; algorithm, reciprocal
Resources: Bits and Pieces II: Multiplication of Fractions 3.1, 3.3, 3.4, 3.5; smart board; student notebooks; graph paper, white boards

Significant task 2: Servings at the Fifth Grade Ice Cream Party (multiplication of fractions)

Students will solve story problems about ice cream cake servings at a fifth grade party and goal targets for a contest. There are a variety of problems and students will incorporate the use of fraction bars and number lines. Students will be estimating the products that results from taking parts of parts. Students will begin to develop the following generalization: when you multiply two whole numbers, neither of which is zero, your product is always equal to or greater than each of the factors; when you multiply a fraction less than 1 by another fraction less than 1, the product is always less than either factor.

In this task, students will:

- decompose fractions additively and related repeated addition to multiplication (4 x 1/3 = 1/3 + 1/3 + 1/3 + 1/3)
- relate partitioning and sharing contexts to fractions (division of numerator by the denominator)
- understand that the resulting product of two fractions less than one is less than either factor
- understand that the resulting product of a whole number and a fraction less than one will be greater than the fraction and less than the whole number factor
- interpret and create visual models for multiplying fractions (number lines and fraction bars)

This task directly targets the following standard: 5.NF.3; 5.NF.4; 5.NF.6

Timeline: 2 days
Key vocabulary: factor, product, fraction, fraction less than one, fraction bars, number lines
Resources: Activity sheets for “Servings at the Fifth Grade Ice Cream Party”; colored pencils, graph paper, fraction bars

Significant task 3: Dividing With Fractions

This task is also developed with materials from the ***Connected Math Program (CMP2)*** using lessons from ***Bits and Pieces II: Investigations 4: Dividing with Fractions*** focusing on division of fractions using area model of division. Teachers should introduce each lesson using the Smart Notebook and then have students work in small groups or pairs. Teachers can put student work on the document camera. Teachers should be encouraging the students to construct viable arguments and critique the reasoning of others.

Lesson 1: ***Preparing Food***
Students will divide whole numbers by fractions to decide how many pizzas can be made with given amounts of cheese. Students are encouraged to draw pictures or diagrams to model the problems. Students should *Think-Pair-Share* and then share with the whole class. Students could put their pictures or diagrams on the document camera to share. The teacher should encourage the students to write number sentences that represent their pictures and reflect how they solved the problems.

Lesson 2: ***Fundraising Continues***
Students divide fractions by whole numbers to determine shares. Students work individually and then compare then in pairs to compare solutions and strategies. This activity builds on their experiences from Lesson 1 and encourages students to see a pattern. Students firm up their understanding by writing problems that fit the computation.

Lesson 3: ***Summer Work***
Students divide to find the number of bows that can be made with given amounts of ribbon. Students should be reminded that they have ways of thinking that can be applied to these problems even though they are a bit different. Students should continue to have conversations about the strategy of drawing a diagram.

In this task, students will:

- learn vocabulary for division of fractions
- use models to represent division situations (a whole number divided by a fraction)
- explore estimation in situations where fractions and mixed numbers are multiplied
- develop and use strategies which involve dividing a whole number by a fraction, a fraction by a whole number, and a fraction by a fraction
- understand when division is the appropriate operation
- explore the inverse operations of multiplication and division

This task directly targets the following standard: 5.NF.7; 5.NF.7a; 5.NF.7b

Timeline: 7 days
Key vocabulary: grouping, sharing, inverse
Resources: Bits and Pieces II: Division: 4.1, 4.2, 4.3; calculators, student journals, graph paper, white boards

Common learning experiences:

- In task 2: Students in need of an extension could solve an alternative task: instead of 1/3 of 1/2 , they could look at 1/6 or 1/3 of ½.
- After significant task 1 and at any time in the remainder of the unit time should be spent developing procedural fluency of multiplication of fractions using the standard algorithm. This is limited to multiplication only at this grade level and should be differentiated in a similar way to the last unit. Resources include: On-Core lessons 64-72

Common assessments including the end of unit summative assessment:

Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Multiplying and Dividing with Fractions

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, model with mathematics.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with fractions.
- Students should only do division of fractions using the area model since all of the standard algorithms for division (whole numbers, decimals, and fractions) are developed in grade 6.
- Significant task 1: Intervention: Teachers should take small groups of children to reinforce them area model method for multiplication. The students should continue to draw area models using white boards or centimeter grid paper.
- Significant task 2: Intervention: The teacher will work with students who need the help in navigating through the ice cream activity.
- Significant task 2 can be done at any time after task 1.
- Significant task 3: Intervention: Teachers should take small groups of children to review vocabulary and continue to draw area models of division. Lesson 4.3 goes beyond the expectation for this grade level and will stretch for most students.
- These students will need review of multiplication of fractions, use of number lines and bar models, decomposition of fractions additively. It is recommended these students use different colored pencils.
- Teachers should review adding and subtracting fractions during Targeted Learning.
- Teachers should be using the document camera to model the mathematical problems.

Windsor Public Schools
Curriculum Map for the Intermediate Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations

with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 7 Classifying 2-Dimensional Figures	Length of the unit: 3 weeks
Purpose of the Unit: Students will have had exposure to 2-dimensional figures in 4th grade focusing on perpendicular and parallel lines, points, symmetry, lines, right triangles, etc. This unit will extend their prior knowledge to categorizing these shapes and their properties.	
Common Core State Standards Addressed in the unit: **5.G.4: Classify two-dimensional figures in a hierarchy based on properties.** 5.G.3: Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	
Big Ideas: 18. Characteristics allow us to name and categorize shapes. 19. What makes shapes alike and different can be determined by an array of geometric properties.	Essential Questions: 15. How can two-dimensional figures be described? 16. How can you describe angles in shapes?
Students will know: 19. classification of triangles by the length of their sides as either scalene, isosceles, or equilateral 20. classification of triangles by the size of their angles as either acute, obtuse, or right 21. classification of angles as either right, acute, or obtuse 22. classification of quadrilaterals 23. how to measure length with accuracy 24. hierarchy diagrams	Students will be able to: 29. accurately identify and classify scalene, isosceles, and equilateral triangles 30. accurately identify and classify acute, obtuse, and right triangles by the size of their angles 31. classify 2 – D figures based on a hierarchy of properties 32. understand that attributes belonging to a category of 2-D figures also belong to all subcategories of that category 33. measure length of the sides of triangles to determine the type of triangle 34. identify quadrilaterals 35. build triangles on a geoboard 36. sort and classify quadrilaterals 37. how to create a hierarchy diagram

Significant task 1: Classifying Triangles
This task is comprised of a variety of resources including one lesson from Math Trailblazers and a four day lesson from Bridges to Mathematics. These lessons focus on geometry specifically classifying triangles by the length of their sides and the size of their angles. The lessons should be introduced as a whole class and students can work in small groups, pairs or independently to complete the tasks.

In **Math Trailblazers, Unit 6, Lesson 1: Geometry**, students review angles and estimate angles using benchmarks. The protractor is introduced and demonstrated by the teacher using the Smartboard so students understand the size of the angles, such as acute, obtuse, and right.

In **Bridges to Mathematics,** students will begin a hands-on lesson building and recording four different triangles on their geoboards. Then they classify their triangles, first by angle size and then by side length. The teacher will begin this unit using the virtual geoboard on the Smartboard while students use their geoboard at their seats. Students may then work in pairs to classify their own triangles. The teacher then pulls the students back as a whole class to share and compare some of the triangles they created. Students should strategically use appropriate tools such as geoboards. Students can complete the independent worksheet 1 & 2: More Geoboard Triangles and Color & Construct Triangles.

In this task students will:

- review and estimate angles using benchmarks
- be introduced to a protractor
- understand the size of angles
- learn the names of triangles
- classify triangles
- use appropriate tools

This task directly targets the following Common Core Standard: 5.MD.1

Timeline: 6 days

Key vocabulary: angle, straight angle, protractor, vertex, right angle, obtuse angle, acute angle, scalene triangle, isosceles triangle , equilateral triangle

Resources: MTB: URG 6: Geometry; Bridges to Mathematics: Grade 5 Supplement C1; Activity 1; Triangles Record Sheet, Types of Triangles, Smartboard Geoboard, class set of geoboards and rubber bands, class set of rulers, smartboard protractor, Word Resource Cards: acute angle, obtuse angle, right angle. Memory Game to reinforce vocabulary terms.

Significant task 2: Sorting and Classifying Quadrilaterals
This task is comprised of a four day lesson from Bridges to Mathematics. These lessons focus on Sorting and Classifying Quadrilaterals. The lessons should be introduced as a whole class utilizing the Smartboard and then students can work in small groups/pairs to complete the tasks. After the initial lesson is complete students work independently to make sense of problems and persevere in solving the activities in the unit.

Bridges to Mathematics: Sorting and Classifying Quadrilaterals: **Lesson 1**: **C1- Activity 2**: Students review what they have learned about quadrilaterals as a whole class and use the information to sort and classify quadrilaterals in a variety of ways. The teacher poses several questions to the students to review

the terms with the class. This is a good time to ask questions and have students "Turn & Talk" and share their ideas with the class about the characteristics of the quadrilaterals. Next, Different Kinds of Quadrilaterals worksheet is displayed on the Smartboard. Students are asked to jot their answers to the 5 questions in their journals, students are asked to be prepared to explain and justify each answer. The teacher should hold a class discussion around the 5 questions. Next students will work in pairs to label and cut out a set of paper quadrilaterals. The students will be labeling and sorting these quadrilaterals. The students will then sort the shapes onto a Venn Diagram.

Classifying Quadrilaterals: Set C1: Independent Worksheet #3 and #4: In these two activities students are asked to sort and classify quadrilaterals. These activities can be done in small groups or partners. The students should be discussing why they sorted and classified the quadrilaterals in a specific way and explaining their reasoning. The teacher can have the whole class do both activities or split the class into two groups each completing one of the activities and then sharing out their results.

In this task students will:

- review the properties of quadrilaterals
- learn the characteristics of quadrilaterals
- turn & talk about the characteristics of quadrilaterals
- explain and justify their answers
- label paper quadrilaterals
- sort quadrilaterals

This task directly targets the following Common Core Standard: 5.MD.1

Timeline: 6 days

Key vocabulary: perpendicular, parallel, square, rectangle, rhombus, trapezoid, polygon, quadrilateral, triangle

Resources: Bridges to Mathematics: Grade 5 Supplement C1, Activity 2; scissors, Paper Quadrilaterals worksheet, rulers, protractors

Significant task 3: Quadrilateral Hierarchy

This task focuses on the hierarchy of quadrilaterals. It is comprised of On-Core page 100 as the introduction to hierarchy diagrams and one task from Georgia Department of Education adapted from K-5 Math Teaching Resources. This task can be completed in pairs or individually depending on the skill level of the each student.

This task **Quadrilateral Hierarchy Diagram** focuses on the students' understanding that the attributes of two-dimensional figures belong to a category and can be classified in a hierarchy based on properties. The students will create a Hierarchy Diagram using the terms: quadrilaterals, parallelogram, non-parallelograms, rectangle, square, rhombus, trapezoid, kite and other 2-dimensional figures. Students will cut out the quadrilaterals and place each figure in the appropriate place on the diagram. The students will list the properties specific to each quadrilateral. Students will be making sense of the attributes of the shapes to create the hierarchy diagram. When the task is complete the teacher should have a full class discussion focusing on the reasoning behind the student decisions.

In this task students will:

- understand the attributes of 2 – dimensional figures
- categorize shapes into a hierarchy
- list the properties of specific quadrilaterals
- create a hierarchy diagram using shapes and the names of shapes

This task directly targets the following Common Core Standard: 5.MD.2

Timeline: 2 days

Key vocabulary: hierarchy, perpendicular, parallel, square, rectangle, rhombus, trapezoid, polygon, quadrilateral, triangle, kite

Resources: Quadrilateral Hierarchy Diagram: Georgia Department of Education; construction paper 9 x 11 or larger for hierarchy, glue sticks, markers, scissors, one set of shapes worksheet per student

Common learning experiences:

Signifcant task 1: Bridges to Mathematics Extension: Students complete the independent worksheet 1: More Geoboard Triangles

Significant task 2: Sorting and Classifying Quadrilaterals Extension: Students complete the challenge problem-solving activity, problem #5.

Significant task 2: Sorting and Classifying Quadrilaterals Extension: The Logic of Quadrilaterals is an extension activity for those students who are ready to work independently. Once the students have completed the activity they should work in a small group to discuss their outcomes.

Grandfather Tang's Story by Ann Tompert - This literature book helps students to recognize, describe, and perform transformations of 2-Dimensional figures. Teachers can read the book aloud outside of math time and students can complete the activities during targeted learning.

Additional re-teaching materials: On-Core 97 & 98

Common assessments including the end of unit summative assessment:
Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Classifying 2–D Figures

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, use appropriate tools strategically

- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on operations with fractions.
- While students create their quadrilateral hierarchy diagram, they should be encouraged to use their notes for the definition of the shapes.
- Students may use the protractors to determine the types of triangles (acute, obtuse, right) but do not need to have mastery of measuring angles in Grade 5.

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 5 Mathematics

Purpose of the Course (from CCSS): In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Name of the Unit: Unit 8 Volume and Measurement	Length of the unit: 3 weeks

Purpose of the Unit: This unit focuses on both volume and measurement. The students will be gaining procedural fluency through problem solving with converting time, length, capacity, and weight and also develop the concept of volume. Students have had experience in third and fourth grade exploring both concepts. In grade 6 students will further develop the standard algorithm for volume of rectangular prisms.

Common Core State Standards Addressed in the unit:

5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.3a: A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

5.MD.5a: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

5MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD.5b: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

5.MD.5c: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Big Ideas:	Essential Questions:
1. The choice of measurement tool depends on the measurable attribute and the degree of precision required. 2. Estimation of measures and the development of personal benchmarks for frequently used units of measure help students increase their familiarity with units, prevent errors in measurements, and aid in the meaningful use of measurement. 3. Volume is the amount of space inside a three-dimensional object measured in unit cubes.	1. How do you decide which measurement systems to use? 2. How do time, mass, and volume relate to each other? 3. How is the volume of a figure measured?
Students will know: 25. how to convert customary unit of length, capacity, and weight 26. place value of the metric system 27. how to solve elapsed time by converting units of time 28. volume measure the space inside a 3-d figure	Students will be able to: 1. convert customary units of length, capacity, and mass 2. solve multi-step problems using conversion of customary and metric measurement 3. convert by using multiplication or division by a power of 10 4. use converting to solve elapsed time problems 5. measure volume by counting unit cubes 6. solve problems involving volume of a right rectangular prism with whole number side lengths 7. show volume is the same as multiplying height x area of base 8. find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts

Significant task 1: Measurement: Converting

In Grade 4 students have explored and solved problems involving customary and metric units of measure in length, weight/ mass, liquid measures, time, and money. This task is comprised of seven lessons from the **On-Core** mathematics series. Teachers should focus on presenting each lesson as a whole class and then allowing time for small groups/pairs to complete the activity pages. Students have had experience in previous grades and have familiarity with these terms and experience working with measurement tools. Students should attend to precision while solving the problems of conversion. Teachers can choose to complete this task at any time during the three week unit. It is important to connect the procedures of converting to place value for metric conversions and not to present these as a "trick." Students may believe that converting customary units is like converting metric units; using the base-ten system. They will need to be reminded of equivalent measures in customary units if they are confused.

In this task students will:

- compare, contrast, and convert customary units of length
- compare, contrast, and convert customary units of capacity
- compare, contrast, and convert customary units of weight
- convert measurement units to solve multistep problems
- compare, contrast, and convert metric units
- solve problems about customary and metric conversions using the strategy *make a table*
- convert units of time to solve elapsed time problems

This task directly targets the following Common Core Standard: 5.MD.1

Timeline: 5 days

Key vocabulary: conversion/convert, metric measurement, customary measurement, liquid volume, mass, length, kilometer(km), meter(m), centimeter(cm), kilogram(kg), gram(g), liter(L), milliliter (mL), inch(in), foot(ft), yard(yd), mile(mi), ounce(oz), pound(lb), cup(c), point(pt), quart(qt), gallon(gal), hour, minute, second

Resources: Grade 5: On-Core Lessons and On-Core Teacher's Guide Lessons 78-85

Significant task 2: Introducing Volume

This activity is grounded in the **Bridges in Mathematics program: Set D2: Activity 1**: In this activity students are learning efficient methods for finding the volume of cubes and rectangular solids. It is comprised of four days of learning vocabulary, determining volume in three-dimensional shapes, selecting appropriate strategies and tools for solving problems that involve estimating or measuring volume, and measure necessary attributes of shapes to use volume formulas to solve problems. Students will be sharing their strategies and solutions for estimating and accurately finding the volume of shapes and will be asked to explain how they solved each problem.

In this task students will:

- determine volume in a 3 dimensional shape
- understand a cube is the standard unit for measuring volume
- select appropriate units, strategies, and tools for solving problems that involve estimating or

measuring volume
- measure attributes of shapes to use volume formulas to solve problems

This task directly targets the following Common Core Standard: 5.MD.3a

Timeline: 4 days

Key vocabulary: volume, base, formula, height, square units, area, unit cubes, cubic units

Resources: Bridges in Mathematics Grade 5 Supplement: Set D2: Activity 1: pages D2.1 – D2.5

Significant task 3: More Paper Boxes

This activity is also grounded in the **Bridges in Mathematics program: Set D2: Activity 2:** This activity is an extension of Significant task 2. Students will be working together to generate efficient methods, including the standard formula by using paper boxes and centimeter cubes to find the volume of rectangular solids. The students will be assigned partners to Construct Box A and B and asked to estimate the number of centimeter cubes it will take to completely fill the boxes. The teacher directs a class discussion to write a general formula (not necessarily the algorithm) for finding the volume of a rectangular solid.

In this task students will:
- determine volume in a 3 dimensional shape
- select appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume
- measure attributes of shapes to use volume formulas to solve problems

This task directly targets the following Common Core Standard: 5.MD.3b

Timeline: 4 days

Key vocabulary: volume, base, formula, height, square units, area, unit cubes, cubic units

Resources: Bridges in Mathematics Grade 5 Supplement: Set D2: Activity 2: pages D2.7 – D2.14

Significant task 4: Rolling Rectangular Prisms

In this task taken from Georgia Department of Education, students will draw and label rectangular prisms and roll a die to determine the measurements to calculate its volume. There are two parts to this task. It combines finding the volume, applying the formula, and converting cubic meters to cubic centimeters. This task is introduced as a whole class lesson by the teacher and then students can partner or complete the task independently.

In this task students will:
- review and estimate angles using benchmarks
- understand the size of angles
- learn the names of triangles
- classify triangles
- use appropriate tools

This task directly targets the following Common Core Standard: 5.MD.1, 5.MD.3, 5.MD.5

Timeline: 4 days

Key vocabulary: volume, base, formula, height, square units, area, unit cubes, cubic units

Resources: Resources: Supplemental worksheets from Rolling Rectangular Prisms (Common Core Georgia Performance Standards Frame)

Common learning experiences:

- On-Core lessons pages 78 – 84 for classwork, intervention, targeted learning, or homework.
- **Extension for Task 2 & 3:** students can extend their learning by using the notation for volume of a cube ***is s x s x s = s^3,*** where ***s*** is the length of one edge of the cube. Students can compare the notation to the formula for finding the volume of a rectangular prism and asked: "How are the two alike?" and "How are they different?"
- **Extension for Task 2 & 3:** worksheets 1: Volume Review and 2: The Camping Trip will give students more practice selecting and using appropriate units and formulas to determine length, area, and volume.
- On-Core lessons pages 87 - 92 for intervention, targeted learning, or homework

Extension Activities for Task 4: Rolling Rectangular Prisms

- Students may use both dice to increase the size of their rectangular prisms
- Students may convert metric units of measure to millimeters

Additional Extensions:

- Read ***Counting on Frank*** by Rod Clement a book about counting and measuring. This read aloud can be done before or after this task 2.
- Complex Rectangular Prisms: slide presentation and worksheets: http://learnzillion.com/lessons/1809-find-the-volume-of-complex-rectangular-prisms
- Exploring Volume K – 5 : TeacherResources.com
- Building Rectangular Prisms with Given Volume: TeacherResources.com
- Ordering Rectangular Prisms by Volume: TeacherResources.com
- 3 – Dimensional Structure: TeacherResources.com
- Roll a Rectangular Prism: TeacherResources.com
- Interactive Volume Activity: http://illuminations.nctm.org/ActivityDetail.aspx?id=6
- Investigating Volume Lesson: http://teachers.net/lessons/posts/3636.html

Common assessments including the end of unit summative assessment:

Windsor Public School Grade 5: Summative Assessment and Scoring Guide: Volume and Measurement

Teacher notes:

- Process standards to highlight through instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and attend to precision.
- Targeted Learning: using the Teacher Reflection sheet from the previous assessment, determine student needs and focus instruction on volume and remain fraction concepts.
- Teachers can use lightweight cardboard or cardstock to construct the boxes.

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit**:
UNIT1: Many Places…Many Voices	15-18 Blocks
Purpose of the Unit: To develop an understanding about why people tell stories and to analyze the techniques writers use to build engagement when sharing their ideas and messages.	

Common Core State Standards Addressed in the unit:

RL.9-10.5
Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise.

W.9-10.3a
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or character.

Create a smooth progression of experiences or events.

W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

L.9-10.3a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Big Ideas:	**Essential Questions:**
-People from around the world communicate their message in a variety of ways. -Authors use cultural, global, and personal experiences to form a narrative.	-Why do we tell stories? -What makes a good story? -How do people from different places tell stories in different ways or with different intentions? -What techniques do authors use to engage readers?
Students will know: -how people from around the world communicate their messages; -the techniques authors use to engage readers and the reasons for those choices; -the importance of cultural, global and personal experiences. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Analyze authors' choice in creating texts. 2. Discuss how an author tells his/her story through the narrative. 3. Understand the importance of the writing process. 4. Organize and develop a story/narrative. 5. Present a fluent story. 6. Use comprehensive editing and revision tools. 7. Select relevant textual evidence. 8. Define the following terms: - plot structure - story elements - pacing - point of view - annotations - inference - symbolism - conflict - diction - syntax - plot - figures of speech - images - characterization - motivation - inference - plausibility - thesis - analysis - MLA citation

Significant task 1: *Annotation Connections*

The teacher should explain the following to the students:

> *Highlighting and annotating a text is like having a conversation with a book. It allows active readers to ask questions, comment on meaning, make inferences, and mark events in passages they want to revisit. The annotation of a text can also take place during a discussion that is focused on a certain textual passage. Annotation can be a permanent record of the reader's intellectual conversation with the text.* See: The Annotation Guide.

Students should be given one page from a text and asked to mark the text and write notes about the reading. The teacher will then display an annotated version of the same text and explain briefly about the annotations and margin notes. The teacher may ask students to respond to: "How does annotating improve our ability to understand a text and its quality?" Students will then be given a pre-assessment—Annotating Text: Talking to the Page. Before collecting the survey, class will discuss what they marked on the text and the methods they used to mark them.

Students will then be given a new text from the unit and the following guidelines for annotations. In pairs, the students will read the text aloud. They will mark their texts. Additionally, students will indicate passages from the text that reflect on the following questions or statements that are related to the author's choices.

- What do I notice about the text?
- Identify any character changes and possible causes.
- What connections to people or experiences can I make?
- What other texts, authors or ideas might I compare this to?
- What generalizations can I make about the text or author so far?
- What techniques does the author use to engage readers, and why?
- What was the author trying to achieve? Was he/she successful?

The annotations will guide students in monitoring their reading and increase their reading comprehension. Students will then write a well-developed 1-page (minimum) Reading Response reflecting on the characters, plot, conflict and their thoughts about the story, again, as related to the author's choices.

Teachers should explain to students that they also have the option to highlight the text for the following:

- images;
- details that evoke emotional responses in the reader;
- unfamiliar or unusual words (diction);
- comparisons and their effects on the reader;
- important plot events and/or conflicts;
- interesting sentence structure (syntax);
- or other literary elements, figures of speech or literary techniques.

Timeline: 2-3 Blocks

Key vocabulary:

- annotations
- inference
- symbolism
- conflict
- diction
- syntax
- plot
- figures of speech
- images

Resources:
- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)
- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- Highlighting and Annotating Tips
- Active Reading: Questions to Consider and Use
- Jim Burke's Tools and Texts Bookmarks
- all hyperlinked resources

Significant task 2: *Character Analysis and Sketch*

PART 1
Students will complete a written analysis to understand how character development contributes to story quality and author's intentions. The analysis will be of a character of their choice from one of the texts read in this unit. Students will analyze character traits and motivation and the relationship between plot and character.

Teachers will define terms and methods of characterization (see: key vocabulary below), study plot structure and story elements, and evaluate a character's development through the stories read in class. Students will then complete the following tasks in preparation for the character analysis:

- Create a Character Chart that shows the methods of characterization within the story. Examples of words and actions, physical appearances, interactions with other characters, and dialogue will help convey the character's personality.

In preparation for a Character Analysis Essay, teachers will facilitate discussions on the following topics; students can keep journals, or use sticky notes to track their findings:
- inferences and conclusion in regards to character motivation and action;
- how the character's actions and motivations impact the plot (structure);
- "plausibility" of the character.

Using the key vocabulary, character chart and other pre-writing preparations, students will complete a multi-paragraph essay in which they analyze and explain the character's development and significance to the plot and theme. Students will explain how the story's elements and structure contribute to the total understanding of the story. Students will need to develop a focused thesis in which they identify their reasons for their position. Students will then need to incorporate textual evidence (direct quotations) to support their points, using MLA citation. In using the writing process, students will brainstorm using graphic organizers and then complete multiple drafts while focusing on the use of proper writing mechanics. Teachers can reference Implementing the Writing Process in the resources section. Students will practice peer-editing and revision before submitting a final draft.

PART 2

Students will complete a Personal Character Sketch. They will answer a series of questions about themselves from a virtual Personality Trait Questionnaire. Students will choose a number of the responses to develop their sketches. Students will write a one page sketch of themselves using their chosen responses.

The character sketch will require students to incorporate description of themselves to effectively create a plausible representation of themselves as a "character." Not only will students identify the traits that describe them, but they will also need to add explanation to support their proposed character traits. These will include physical, intellectual and emotional characteristics. Students will include their own cultural background and details about their heritage. From their personal research, students will choose information to build on the character sketch.

This one page character sketch will be used in preparation for the short story common summative assessment in which students will use themselves as a character (protagonist or antagonist) in a fictional story and use their knowledge of what makes a good story to create realistic and synthetic characters.

Timeline: 7-8 Blocks

Key vocabulary:

- characterization
- plot elements
- motivation
- inference
- plausibility
- thesis
- analysis
- MLA citation
- trait
- sketch

Resources:

- http://www.outofservice.com/bigfive/
- Implementing the Writing Process
- all hyperlinked resources
- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)
- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *A Long Way Gone* (Ishmael Beah)
- *The Other Side of the Sky* (Farah Ahmedi)
- *A Separate Piece* (John Knowles)
- *Looking for Alaska* (John Greene)

Significant task 3: *Elements of Narrative Mini-Lesson*

In this task, the teacher will assist students in designing and implementing a mini-lesson on the elements of narrative (see: key vocabulary for the recommended elements). Students will select their texts or passages from any of the unit resources. The teacher will guide this process by providing a certain number of options and by "narrowing down" the amount of text being used for the lesson.

Students will create an actual mini-lesson that they will teach to their peers. The teacher will distribute a Lesson Plan Template and will model how to complete it. (The teacher may choose to model an entire lesson.) Each lesson will include some or all of these elements: an objective, a visual aid, key vocabulary, a focus passage(s), and an "assessment." The 21st Century Rubrics will be used to grade student performance on oral communication.

Timeline: 2-3 Blocks

Key vocabulary:
- conflict (man v. man, man v. self, man v. nature, man v. society)
- setting
- subject
- theme

Resources:
- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
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- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *A Long Way Gone* (Ishmael Beah)
- *The Other Side of the Sky* (Farah Ahmedi)
- *A Separate Piece* (John Knowles)
- *Looking for Alaska* (John Greene)
- all hyperlinked resources

Common learning experiences:
- guest authors to come in and meet with students
- book talks with media specialists

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment (Summer Reading):
1. Analyze your summer reading book, in 1-2 pages, by addressing and supporting responses to the

following questions:

- How successful was the author in creating a high quality story, especially in regard to the development of the story's characters?
- What text can be used to support your thinking about the story's quality?
- How do people from different places tell stories in different ways or with different intentions?

The Story Analysis Rubric will be used to grade this assignment; it will also be used for the Post-Test.

Mid-Unit Assessment:

2. Students will be asked to evaluate one of the story's read during the unit. Students will choose a story and explain how successful the author was in creating a good story by answering these questions:
   - How successful was the author in creating a high quality story, especially in regard to the development of the story's characters?
   - What text can be used to support your thinking about the story's quality?
   - How do people from different places tell stories in different ways or with different intentions?

   The student must be able to use textual evidence for support to explain their thinking. Students will also need to reference any story elements and literary terms learned during the unit. The Story Analysis Rubric will be used to grade this assignment.

   The teacher will also include: multiple choice, true/false, matching questions to assess students' knowledge of the literary elements, terms and application of short story characters and plot.

Unit Post-Assessment:

3. Students will write a story in which three characters (including the students as one of these "characters") interact with each other through a particular situation in a particular setting. Students will choose the setting, topic, subject and characters from the provided Word Bank List.

   Students will also be required to select a conflict: man vs. man, man vs. self, man vs. nature, man vs. society and develop the conflict over the course of their story. Additionally, students will employ learned story techniques and story elements within their story. These will have been pre-taught throughout the unit. Students will be assessed on their ability to demonstrate narrative writing skills. From within this narrative, students will have the opportunity to reveal their ability to identify, develop, and express a theme that is both complex and meaningful.

   Students will have the option of using Microsoft Word, Storyboard, Digital Storytelling, Techno Tales, or other digital media to present their story. Students will be scored according to the Narrative Writing Rubric.

Teacher notes:

Core Literary Resources:

Short Stories:

- "Haircut" (Ring Lardner)
- "Fastest Runner on 61st Street" (James T. Farell)
- "The Catbird Seat" (James Thurber)
- "Secret Life of Walter Mitty" (James Thurber)
- "Appointment in Samarra" (John O'Hara)
- "Godfather Death" (Brothers Grimm)

- "The Open Window" (Saki)
- "The Lottery" (Shirley Jackson)
- "The Bass, the River, and Sheila Mant" (W.D. Wetherell)
- "The Cold Equations" (Tom Godwin)
- "The Pedestrian" (Ray Bradbury)
- "The Red Convertible" (Louise Erdrich)
- "The One Who Walks Away from Omelas" (Ursula K. Le Guin)

Fiction:
- *A Separate Piece* (John Knowles)

Non-fiction:
- "Hair" (Malcolm X)
- "The Rights to the Streets of Memphis" from Blackboy (*Richard Wright)*
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *A Long Way Gone* (Ishmael Beah)
- *The Other Side of the Sky* (Farah Ahmedi)

Rubrics:
- 21st century school wide rubrics
- Discussion Rubric
- Narrative Scoring Guide
- Story Analysis Rubric

Key Vocabulary:
- plot structure
- story elements
- pacing
- point of view
- annotations
- inference
- symbolism
- conflict
- diction
- syntax
- plot
- figures of speech
- images
- characterization
- motivation
- inference
- plausibility
- thesis
- analysis
- MLA citation

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 2: Clash of Cultures and Values	10-12 Blocks
Purpose of the Unit:	
Explore the term "culture," understand how an author's experiences are reflected in their works, and develop appreciation for the beliefs and values that are exhibited in our world.	

Common Core State Standards Addressed in the unit:

RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.6
Determine an author's point of view or purpose in a text;

Analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.2c
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.3c
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.9-10.1d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Big Ideas:	**Essential Questions:**
- In the process of surviving an oppressive environment, innocence and childhood can be lost. - Authors illustrate competing belief systems through their characters and plot. - Our lives, our cultures, are composed of many overlapping stories. If we hear only a single story about another person or country, we risk a critical misunderstanding.	- Why is it important for people in different cultures to construct narratives about their experiences? - How do beliefs, ethics or values influence different people's behavior? - What is the danger of "the single story"? - To what extent are we all witnesses of history and messenger of humanity? - What is the relationship between our stories and our identities?
Students will know: - the importance of a country's cultural background; - how point of view and cultural experience are reflected in a piece of literature; - the bias that can occur in telling or believing "the single story." Refer to the links below: Depth of Knowledge LA	**Students will be able to:** 1. Analyze research to create a coherent product. 2. Use transitions effectively to link ideas. 3. Define or review the following: - inquiry - summary - diction - syntax - memoir - personal narrative - biography - qualify - refute - justify - summarize - annotation - annotated Bibliography

Significant task 1: *Key Line Journal Entries*

Key Line Journal Entries require close reading and analysis of texts. Students use them to identify significant sections from the reading. In this task, the teacher will show students how to choose key lines from the text and to explain why the passages are important when considering the Essential Questions and Big Ideas of the unit. For example, students may choose passages that reveal a character's or narrator's cultural experiences, values, beliefs, or identities. Once students choose their passages, they will need to explain the significance and also give a personal response offering their own insight and commentary about the passage. A Model Key Line Journal should be available to students.

This task will prepare students for their common and summative assessments, in which they will need to explicate a short story by analyzing and identifying key passages and narrative techniques.

Teachers will determine number of entries based upon length of the core text(s) used during the duration of

the unit, however, a minimum of 6 entries will be required. Using their selected passages, students will then write a brief Key Line Reflection on the importance of one of the unit's Essential Questions. A 5 Level Rubric will be used to grade this part of the task.

Timeline: Ongoing

Resources:
- Key Line Journal Entry
- Active Reading: Questions to Consider and Use
- Jim Burke's Tools and Texts Bookmarks
- all hyperlinked resources
- *The Book Thief (*Markus Zusak)
- *Things Fall Apart* (Chinua Achebe)
- *In the Time of the Butterflies* (Julia Alvarez)
- *The Power of One* (Bryce Courtenay)
- *Maus* (Art Spiegelman)
- *When the Legends Die* (Hal Borland)
- *Sarah's Key* (Tatiana de Rosnay)
- *Night* (Eli Wiesel)
- *A Long Way Gone* (Ishmael Beah)
- *I am Nujood, Age 10 and Divorced* (Nujood Ali)
- *Breaking Night* (Liz Murray)
- *Aria: Memoir of a Bilingual Childhood* (Richard Rodriguez)
- *The Other Side of the Sky* (Farah Ahmedi)
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *Lipstick Jihad* (Azadeh Moaveni' s)
- *Falling Leaves* (Adeline Yen Mah)
- "Chixchulb" (TC Boyle)
- "The Shawl" (Cynthia Ozick)
- "The Flowers" (Alice Walker)
- "Conversion of the Jews" (Philip Roth)
- *I Want to Live!* (Thom Jones)
- "The Last Butterfly" (Pavel Friedmann)
- "Hip Hop Becoming a World Wide Language for Youth Resistance" from *An Anthology for Reading Apprenticeship*

Significant task 2: *R.A.F.T*

In this task, teachers will assist students in analyzing a particular point of view or cultural experience reflected in a text. Using R.A.F.T., students will assume a ROLE (point of view), for a particular AUDIENCE; they will also implement a specific FORMAT to convey a TOPIC. The possible topics will be outlined by the teacher and are derived from the unit's Essential Questions and Big Ideas. Suggested topics include the following:
- surviving an oppressive environment
- the danger of telling or believing "the single story"
- responsibility to humanity
- responsibility for sharing accounts of events

A C.R.I.S.S. RAFT Resource for teachers is available.

The goal of this task is for students to be able to personalize their understanding of the themes, points of view, and cultural experiences reflected in the texts they are reading in class.

To supplement this task, the teacher can lead the class through an exercise in which they brainstorm possible

roles, audiences, formats, and topics. Students are expected to submit a writing proposal, which must be approved by the teacher, prior to beginning the first draft. A 5 Level Rubric will be used to grade this assignment.

Timeline: 3-4 blocks

Resources:
- RAFT Explanation
- RAFT Chart
- All hyperlinked resources
- *The Book Thief (*Markus Zusak)
- *Things Fall Apart* (Chinua Achebe)
- *In the Time of the Butterflies* (Julia Alvarez)
- *The Power of One* (Bryce Courtenay)
- *Maus* (Art Spiegelman)
- *When the Legends Die* (Hal Borland)
- *Sarah's Key* (Tatiana de Rosnay)
- *Night* (Eli Wiesel)
- *A Long Way Gone* (Ishmael Beah)
- *I am Nujood, Age 10 and Divorced* (Nujood Ali)
- *Breaking Night* (Liz Murray)
- *Aria: Memoir of a Bilingual Childhood* (Richard Rodriguez)
- *The Other Side of the Sky* (Farah Ahmedi)
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *Lipstick Jihad* (Azadeh Moaveni' s)
- *Falling Leaves* (Adeline Yen Mah)
- "Chixchulb" (TC Boyle)
- "The Shawl" (Cynthia Ozick)
- "The Flowers" (Alice Walker)
- "Conversion of the Jews" (Philip Roth)
- *I Want to Live!* (Thom Jones)
- "The Last Butterfly" (Pavel Friedmann)
- "Hip Hop Becoming a World Wide Language for Youth Resistance" from *An Anthology for Reading Apprenticeship*

Significant task 3: *Annotated Bibliography*

Students will select a world location that is suffering from an oppressive government, religion or other societal issue. Students will then create a thesis, using a Thesis Generator about why it is important to be aware of and understand the issues, cultures, beliefs, and/or conflicts in other countries. The teacher should also instruct the students about the importance of creating a thesis that can be refuted, qualified and/or justified (see: key vocabulary below). Teachers may use the following resources to help students develop their thesis statements:
- *Tools & Texts for 50 Essential Lessons* by Jim Burke
- Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/

Using Noodletools, EasyBib and library resources, students will research their chosen location and find evidence to support their thesis. Students will create 3 annotated bibliography entries that support their thesis and provide information for the summative assessment.

Students will have the option to use a database, book, and website to research information. Students will complete the Annotation Criteria and Summary Worksheet in order to evaluate the validity of the source and summarize the information.

Teachers will work with the Library Media Specialist who will instruct students on the strategies for research, citations, and format.

Timeline: 4-5 blocks

Key vocabulary:
- summarize
- annotation
- annotated Bibliography
- qualify
- refute
- justify

Resources:
- Noodletools
- Easybib
- GaleNet
- EBSCO Host
- ICONN
- EBCO host
- CountryWatch
- CountryWatch Youth Edition
- CultureGrams
- Daily Life Through History
- Popular Culture Universe
- World Folklore & Folklife
- World History: The Modern Era
- Free Online Images
- In-text Citation Guide
- MLA Style Guide - 7th edition
- Notes by Source
- Notes by Subtopic
- Notes with Evaluation Criteria for Books
- Notes with Evaluation Criteria for Databases
- Notes with Evaluation Criteria for Websites
- Evaluating Sources
- Website Evaluation

Common learning experiences:
- Students will visit the Library Media Center to develop effective research strategies

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will first be given a list of most of the unit's essential questions. These questions include:

    - Why is it important for people in different cultures to construct narratives about their experiences?
    - How do beliefs, ethics or values influence different people's behavior?
    - To what extent are we all witnesses of history and messenger of humanity?

- What is the relationship between our stories and our identities?

Using a Thesis Generator (without any pre-teaching), the student must create a thesis statement that answers one of these questions. The student will then need to brainstorm how they could (1) support or (2) refute their own statement. This pre-assessment will allow the teacher to understand the level of student preparation for Significant Task 3.

Unit Post-Assessment:
Using the research conducted in Significant Task 3, students will choose a location that is suffering from an oppressive government, religion or other societal issue. Then, through the creation of multiple pieces of writing, they will depict the cultural, historical, and ethical implications of living in this place. The teacher and/or media specialists can guide students in choosing an appropriate location.

Teachers will instruct students to follow these steps and will offer support, as needed:

1. Students will choose from 3 formats: a journal, scrapbook, or blog or other digital media. Students can also get approval for other formats as appropriate to the assignment.

2. Before writing their pieces, students will research and collect information on the following aspects of their location:
   - an article about or from the country
   - a poem by a poet originating from selected country or region
   - a story (fiction) that relates to the country, region, culture or theme
   - photographs" or other visual depictions of the place
   - identify three striking differences between traditions of the country and the US
   - two positive aspects of the country or culture
   - two negative aspects of the country or culture
   - any relevant demographic information
   - MLA works cited page

   The teacher will provide options for Graphic Organizers for this step.

3. Students will write a specific number of pieces for their journal, scrapbook, or blog (as required by the teacher). The teacher will use a Project Rubric and/or the 21st Century Rubrics to grade this portion of the assessment.

4. Students will then choose two of the unit's essential questions, and using their own pieces from their journal, scrapbook, or blog (or text), students will answer the chosen essential questions through a thorough written Analysis Essay. A 5 Level Rubric will be used to grade this part of the assessment.

5. The written analysis will follow MLA documentation and reference both the information and texts covered throughout the unit.

Teacher notes:

Core Literary Resources:
- *The Book Thief (*Markus Zusak)
- *Things Fall Apart* (Chinua Achebe)
- *In the Time of the Butterflies* (Julia Alvarez)
- *The Power of One* (Bryce Courtenay)
- *Maus* (Art Spiegelman)
- *When the Legends Die* (Hal Borland)
- *Sarah's Key* (Tatiana de Rosnay)
- *Night* (Eli Wiesel)

- *A Long Way Gone* (Ishmael Beah)
- *I am Nujood, Age 10 and Divorced* (Nujood Ali)
- *Breaking Night* (Liz Murray)
- *Aria: Memoir of a Bilingual Childhood* (Richard Rodriguez)
- *Baghdad Burning: Girl Blog from Iraq* (Riverbend)
- *Lipstick Jihad* (Azadeh Moaveni' s)
- *Falling Leaves* (Adeline Yen Mah)

Short Stories:
- "Chixchulb" (TC Boyle)
- "The Shawl" (Cynthia Ozick)
- "The Flowers" (Alice Walker)
- "Conversion of the Jews" (Philip Roth)
- *I Want to Live!* (Thom Jones)

Poems:
- "The Last Butterfly" (Pavel Friedmann)

Essays:
- "Hip Hop Becoming a World Wide Language for Youth Resistance" from *An Anthology for Reading Apprenticeship*

Other:
- Ted Talks "Chimamanda Adichie: The Danger of the Single Story"
- Windsor High School's 21st Century Rubrics
- Virtual Travel Blogs
- CountryWatch
- CountryWatch Youth Edition
- CultureGrams
- Daily Life Through History
- Popular Culture Universe
- World Folklore & Folklife
- World History: The Modern Era
- Free Online Images
- In-text Citation Guide
- MLA Style Guide - 7th edition
- Notes by Source
- Notes by Subtopic
- Notes with Evaluation Criteria for Books
- Notes with Evaluation Criteria for Databases
- Notes with Evaluation Criteria for Websites
- Evaluating Sources
- Website Evaluation

Key Vocabulary:
- inquiry
- summary
- diction
- syntax
- memoir
- personal narrative
- biography
- qualify
- refute
- justify

- summarize
- annotation
- annotated Bibliography

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 3: *And Justice for all…?*	10-12 Blocks
Purpose of the Unit: To understand that power creates unequal relationships between people and that society has developed preconceived notions regarding "who belongs." Students will develop insight into the degrees of power within certain societies and cultures, and will understand that power is a social structure. This unit is an introduction to a subsequent unit on these concepts in the 11th grade year.	

Common Core State Standards Addressed in the unit:

RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.1a
Introduce precise claim(s);

Distinguish the claim(s) from alternate or opposing claims;

Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1e
Provide a concluding statement or section that follows from and supports the argument presented.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:	**Essential Questions:**
- Absolute power corrupts absolutely - Authors write about perspectives of justice across cultures and over time. - Situations arise due to misunderstandings of justice causing cultural conflicts.	- How does power corrupt? - How does culture influence people's understanding of justice?
Students will know: - how misunderstandings of justice cause cultural conflicts; - the importance of defending what is "right;" - the ways in which power corrupts. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Cite textual evidence to support analysis. 2. Develop inferences drawn from the text. 3. Make and support claims with evidence to defend characters' intentions. 4. Define the following terms: - allusion - justice - tragedy - tragic flaw - foreshadowing - dramatic irony - claim/counter-claim - injustice - perspective - culture - reflect - autobiography - biography

Significant task 1: *Dialectical Journals* Students will learn to read actively-through journaling- by creating double entry journal responses. Students will interact with the text by making personal responses, asking questions and analyzing or/and evaluating important passages from the text for essential idea. (Teacher will have already pre-taught the essential skills necessary for appropriate and meaningful connections and responses.) Dialectical journals are journals in which a reader records a mental conversation with the text, in which they analyze it and make inferences about it. Students will use these entries to identify explicit and implicit information by doing the following: - summarize and question - read closely for images, details, diction, patterns - write analysis and make connections

- connect method to purpose, effect, meaning to make choices about evidence
- make inferences about characters, symbols, etc.
- write analysis, justify assertion

See: *Laying the Foundation Grade 10* –Dialectical Journals Foundation Lesson

The class will proceed by reading the first few paragraphs of a short selection together. The teacher will then model an appropriate double journal entry. The teacher will choose a passage and model a response. The students will then continue to read the selection independently and will create 8+ journal responses. Students must include a variety of personal reactions, connections, and evaluative responses relating to the essential questions and big ideas. Each type of response must be used at least twice.

Timeline: Ongoing

Key Terms:
- inference
- analysis
- explicit
- implicit
- foreshadowing
- dramatic irony

Resources:
- all hyperlinked resources
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell
- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)

Significant task 2: *(Auto)Biographical Analysis*

While engaging in the unit readings, students will select a character that is in an unjust situation due to cultural conflict or a power struggle. Using sticky notes or other methods, students will track this character's actions and dialogue.

In an (Auto)Biographical Analysis, students will first explain the character's perspective about culture and justice by answering these questions:
- Why is the character involved in a cultural conflict? (Identify the conflict.)
- How much power does this character possess? Why?
- Why is this character a target of injustice?
- What can this character do to make other characters better understand his/her perspective?
- What are the character's motivations, when considering his/her culture and power standing?

The students must support these findings with accurately cited text.

Within the conclusion of the analysis, students will then answer the above questions about themselves. Students should consider their own cultural perspectives and unique situations that connect to the concepts of "justice" or "injustice." The teacher should invite the students to discuss their findings as a whole class. The 5 Level Rubric will be used to grade this task.

Timeline: 5-6 Blocks

Key vocabulary:

- justice
- injustice
- perspective
- culture
- reflect
- autobiography
- biography

Resources:
- all hyperlinked resources
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell
- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)

Significant task 3: *Debate*

Students will participate in a classroom debate to formulate claims about the topics of: corruption, power, justice, injustice, and misunderstanding. Students will first choose a position regarding whether or not justice was served regarding the actions taking place within the plot of a core text. Students will generate a claim based on their position and identify 3-5 specific examples from the text to support the position.

The teacher will quickly review all students' claims and will choose a compelling one, with which to accomplish this task. The teacher will then divide students into two groups—one must defend the chosen claim while the other must challenge it. Students will develop an opening statement stating their position and will briefly summarize the textual evidence that supports this position. Students should also prepare for the debate by identifying counterclaims to their respective position.

Prior to the debate, the teacher should set guidelines and expectations. This includes protocols for opening statements rebuttals, and closing statements.

The teacher will choose another compelling claim for debate. The students can go through the debate process until the teacher feels that most students have mastered the skill of making and defending a claim.

Finally, students will submit an exit slip stating which claims and correlating support they believe were the strongest. Teachers will use the 21st Century Rubrics to measure students' aptitude at presenting and communicating.

Timeline: 2-3 Blocks

Key vocabulary:
- claim
- counterclaim
- rebuttal
- opening statement
- closing statement

Resources:
- all hyperlinked resources
- Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell

- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)

Common learning experiences:

- Watching clips from *The Great Debaters*
- Reading opening and closing arguments from famous trials
- Reviewing Atticus Finch's opening and closing arguments from *To Kill a Mockingbird*
- Analyzing visual representations of injustice and/or power
- Reading and presenting poetry selections connected to the unit themes

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

Students will first be given a short, controversial article to read and annotate; the teacher can decide if he/she offers the students some choice in which one(s) to use. Articles can be acquired from *America Now* (Robert Atwan) or any other collection of recent periodicals. Teachers can also find articles in *Upfront Magazine*. Students will then complete 3 Dialectical Journal entries that will require them to analyze and/or evaluate important lines or passages.

Students will then write a Mini-Analysis, in which they must (1) take a position regarding the issue presented in the article and (2) generate a claim based on their position. Within this assessment, students will be required to (3) identify two specific examples from the article to support their claim and (4) identify one counter claim. The 5 Level Rubric will be used to grade the Mini-Analysis, but not the journal.

This pre-assessment will allow the teacher to understand the level of student preparation for Significant Tasks 1& 3.

Unit Post-Assessment(s):

Students will make interdisciplinary connections to the text by identifying and/or creating images, poetry and lyrics that relate to overall concepts of the unit. Students can choose from either of these assessments, as a way of demonstrating their understanding of the Big Ideas and the mastery of the designated skills. Both assignments are graded with the 5 Level Rubric.

1. Using their unit resources, students will first find 6 important passages and/or quotations on which to focus. These items should come from the core text(s) studied in the unit.

2. Next, students will search to find artwork to illustrate the meaning behind the selected passages and/or quote. Students will have the option to create their own visual representations, or they can use images from magazines, newspapers, catalogs, and/or approved online sources. Students will write an explanation for each, explicitly linking the text passages with the images.

3. Students will write a reflection in which they express what they learned about the text through the creation of their project. Students must answer the following questions in their Reflection Essay:
   - What surprised you about your learning or thinking in this unit?
   - In what ways has your understanding of a character influenced your ideas about justice and power?
   - What conclusion can you draw about the idea that absolute power corrupts absolutely?

OR

1. Students will find or write two poems, or two songs (or one of each), as a way explaining their character's motivations, actions and position in terms of the "power" they possess. Students should highlight and annotate words and phrases on copies of their texts to indicate connections and parallels. As students locate and/or draft their poems and songs, they should peer evaluate and edit in pairs or small groups. Students will be asked to share some of the songs and poems they found or created.

2. Students will write a reflection in which they express what they learned about the text through the creation or discovery of their poems or songs. Students must answer the following questions in their Reflection Essay:
   - What surprised you about your learning or thinking in this unit?
   - In what ways has your understanding of a character influenced your ideas about justice and power?
   - What conclusion can you draw about the idea that absolute power corrupts absolutely?

Teacher notes:

Core Literary Resources:
- various selections from the *Anthology for Reading*
- various selections from Joseph Campbell
- *Macbeth* (William Shakespeare)
- *Hamlet* (William Shakespeare)
- *The Metamorphosis* (Franz Kafka)
- *The Stranger* (Albert Camus)
- *America Now* (Robert Atwan)
- *Upfront Magazine*

Other:
- *Laying the Foundation Grade 10* –Dialectical Journals Foundation Lesson
- www.poetry365.com
- www.poetryoutloud.org
- www.poetry180.com
- www.sing365.com
- Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/

Rubrics:
- 5 Level Rubric
- Windsor High School's 21st Century Rubrics

Key Vocabulary:
- allusion
- justice
- tragedy
- tragic flaw
- foreshadowing
- dramatic irony
- claim/counter-claim
- injustice
- perspective
- culture
- reflect
- autobiography

- biography

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 4: A Question of Truth	15 Blocks
Purpose of the Unit: Understand how is truth is interpreted differently within a variety of cultures, historical events and societal beliefs.	

Common Core State Standards Addressed in the unit:

RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2c
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

L.9-10.1a
Use parallel structure.

L.9-10.5a
Interpret figures of speech (e.g., euphemism, oxymoron) in context;

Analyze their role in the text.

L.9-10.5b

Analyze nuances in the meaning of words with similar denotations.

L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Big Ideas:	**Essential Questions:**
- Truth is what people interpret it to be because of cultural and other biases. - We use multiple sources to confirm the accuracy and truth of our knowledge.	- How does the cultural setting of a text connect us to a perceived truth? - What does the word truth mean? - What are the different sides of truth?
Students will know: - the importance of U.S. documents and the connection to literary themes and concepts; - how to interpret truth based on cultural bias; - the value of multiple sources in order to confirm the accuracy and truth of our knowledge. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Establish and maintain a formal style and objective tone while writing. 2. Develop a strong, focused thesis, including: - Use transitions to connect ideas and create a coherent text. - Understand how language functions in different contexts and analyze nuances in words and language. 3. Define the following terms: - rhetoric - rhetorical triangle (ethos, pathos, and logos) - tone - parallel structure - repetition - diction - syntax - figures of speech - tropes - opposing - compare and contrast

Significant task 1: *Effects Journal*

Students will begin this task by using the library media center's Opposing Viewpoints Website to investigate current topics that challenge the idea of truth; research can also be conducted in the classroom with a school-approved device. The teacher and/or media specialists will provide students with examples of these types of

topics. The teacher can choose to incorporate brainstorming into the task before the investigation begins, so that the class can generate its own list of appropriate topics. Individual students must select a topic and read opposing articles about that topic; in total, students must read and annotate a minimum of two articles.

The teacher will then show the students how to create an Effects Journal, so they can begin to understand how to analyze multiple texts to connect the themes and concepts contained within them; this task will provide students with a foundation for eventually analyzing historical documents. The teacher should supply a Model of an Effects Journal. Students will complete 3-5 entries for each article they read. (In the Effects Journal, the students use a double-entry journal format; the left side is labeled with "what happened" and the right side with "what might/should have happened" as a result of this.)

After completing the entries, students will be asked to summarize their findings. They can use the bottom of the journal page, or answer in a typed response. The teacher should facilitate the summary by asking students to answer this question: "After reflecting on your entries, what do you notice are the common themes and concepts between or among your different articles, even though they represent varying viewpoints?"

The teacher should encourage all members of the class to share their findings.

Timeline: 1-2 Blocks

Key vocabulary:
- tone
- opposing
- compare and contrast

Resources:
- Issues and Opinions
- all hyperlinked resources

Significant task 2: *Introduction to Rhetoric and Rhetorical Analysis*

The teacher will begin this task by introducing all of the key terms (see below) in an Interactive Lecture about rhetoric. As a result, students should have a foundation for understanding what it is and how it is conveyed through an author's use of language. Following the lecture, students should complete John Collins Vocabulary Cards, as a way of studying and applying the terms presented by the teacher. The vocabulary cards will assist students in defining the terms, illustrating them, and searching for sentences or passages in which an author uses the terms "in action."

The teacher will provide students with text(s), in which they can search for use of the rhetorical strategies defined by the key terms. If a teacher allows students to use a core text, they must also require the reading and annotation of an historical document. (The students must read and annotate the texts prior to completing all of their vocabulary cards.) Recommended texts, each of which challenge student beliefs or question their idea of "truth," can be found in the "Resources" section below. For example, a student may partially complete a vocabulary card on tone by defining it and illustrating it, but they will need to read a text- for example, "On Civil Disobedience"- to provide a real example of tone, in order to complete the card.

After reading and annotating the text(s), and completing the vocabulary cards, students will demonstrate their knowledge of the author's purpose, as related to the idea of truth, by engaging in a small group discussion about these questions:
- What is the author's message or argument, as related to truth?
- What techniques does the author use to convey this message?
- Who does the author believe his/her audience to be? How do you know?

To improve the discussion, the teacher should invite students to create supplemental questions using Question Starters. The Essential Questions can also be used to enhance the discourse. Participation in the discussion will be graded using the Socratic Circles Rubric and/or the 21st Century Rubrics. At the culmination of the task, students must take a quick Learning Check on the key vocabulary words.

Timeline: 3-4 Blocks

Key vocabulary:
- rhetoric
- rhetorical triangle (ethos, pathos, and logos)
- tone
- parallel structure
- repetition
- diction
- syntax
- figures of speech
- tropes

Resources:
- *Malcolm X Letters*
- *Martin Luther King – April 4th Speech*
- *Emma Goldman Letter*
- "The Declaration of Independence" – Thomas Jefferson
- "Declaration of Sentiments" – Elizabeth Cady Stanton
- "The Other Beauty of Martin Luther King, Jr.'s Letter from Birmingham Jail"
- Excerpt from "On Civil Disobedience" (Mohandas Gandhi)
- Selections from *Crossing Cultures*
- Selections from *Essays from Contemporary Culture*
- Excerpt from "One Word of Truth Outweighs the World" (Alexander Solzhenitsyn)
- *Gandhi's Views On Truth: Truth Meaning of Truth*
- *The Stranger* (Albert Camus)
- *The Pearl* (John Steinbeck)
- *Don Quixote* (Miguel de Cervantes)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Prophet* (Gibran)
- *The Alchemist* (Paulo Coelho)
- Parallel Structure notes from *Get it Write*
- Speech Analysis Questions
- TV Tropes website: http://tvtropes.org/pmwiki/pmwiki.php/Main/TruthAndLies
- *Using the Rhetorical Triangle & Rhetorical Appeals:* http://www.youtube.com/watch?v=5ODwmSYb3Tw
- all hyperlinked resources

Significant task 3: *Preparation and Outline- Rhetorical Comparison*

The purpose of this task is for students to plan and create an outline for a hypothetical rhetorical comparison essay. Students will not actually write the essay; they will demonstrate, however, that they can develop a strong focused thesis and support it by means of their preparation to write.

To begin, the student must choose a "main source" from the list of core *or* historical texts in the unit. Then, they need to decide which "secondary source" will be used as a comparison piece. Students can choose from songs, art, and film. It is suggested that the following secondary sources are offered to the students:
- *song*: "I Need to Wake Up" (Melissa Etheridge)
- *film*: *An Inconvenient Truth* (David Guggenheim)
- *art*: works of M.C. Escher

The teacher should allot time for students to explore their options for this secondary source; the media center can be utilized, or students can use school-approved devices to conduct an inquiry. Searches for an appropriate secondary source can also occur at home.

Then, students will create an outline that helps construct the framework for an essay that answers the following question: "How does the author/artist/film-maker/song-writer use similar rhetorical strategies in showing us the relationship between doubt and truth?" In other words, the students should use the two different sources to study both rhetoric and the role of truth in our lives.

The teacher should use in-class writing workshops to guide students through the task. For more accelerated students, the essay can be assigned for extra credit. Many resources are available to students, including: the Thesis Generator, Writing Templates, and Model Outlines. Students should be encouraged to complete multiple drafts of their outline and to revise it to meet the teacher's expectations of the assignment.

Timeline: 2-3 Blocks
Key vocabulary:
- rhetoric
- rhetorical triangle (ethos, pathos, and logos)
- tone
- parallel structure
- repetition
- diction
- syntax
- figures of speech
- tropes
- opposing
- compare and contrast

Resources:
- all hyperlinked resources
- *The Stranger* (Albert Camus)
- *The Pearl* (John Steinbeck)
- *Don Quixote* (Miguel de Cervantes)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Prophet* (Gibran)
- *The Alchemist* (Paulo Coelho)
- *Letters to a Young Brother*
- *Letters to a Young Sister*
- *Malcolm X Letters*
- *Martin Luther King – April 4th Speech*
- *Emma Goldman Letter*
- "The Declaration of Independence" – Thomas Jefferson
- "Declaration of Sentiments" – Elizabeth Cady Stanton
- "The Other Beauty of Martin Luther King, Jr.'s Letter from Birmingham Jail"
- Excerpt from "On Civil Disobedience" (Mohandas Gandhi)
- Selections from *Crossing Cultures*
- Selections from *Essays from Contemporary Culture*
- Excerpt from "One Word of Truth Outweighs the World" (Alexander Solzhenitsyn)
- *Gandhi's Views On Truth: Truth Meaning of Truth*

Common learning experiences:

- movie clips of *An Inconvenient Truth*
- move clips of *Supersize Me*
- movie clips of *Waiting for Superman*
- listen to audio versions of speeches
- poetry readings and explications of selections that embody the concept of "truth"
- literature circles or book talks

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:
The Effects Journal (Significant task 1) can be used to assess the students' ability to determine central ideas, analyze multiple texts (including works of non-fiction), and to write in a formal tone. This task will also allow the teacher to understand the students' capabilities with summarizing text.

Unit Post-Assessment(s):

1. Students will write an Extended Essay Analysis, in which they address the following prompt:

   "I search after truth, by which man never yet was harmed," wrote the Roman statesman and philosopher Marcus Aurelius. What light do the selections in this unit shed on the remark of Marcus Aurelius? Has truth ever harmed anyone? Why is a search after truth a considerable undertaking?

   Refer to specific selections in answering and suggesting some of the difficulties with which truth presents us. This assessment will be graded using the 5 Level Rubric. The teacher can choose to provide any scaffolding or support that is necessary.

OR

2. Students will write an Extended Essay Analysis, in which they address the following prompt:

   Plato's "Allegory of the Cave" makes a distinction between what appears to be true and what is actually true. Explain the distinction. Which of the selections in this unit develop a contrast between how things seem on the surface, and how they really are? Do any of the selections accept the surface appearance of things as embodying reality and the truth?

   This assessment will be graded using the 5 Level Rubric. The teacher can choose to provide any scaffolding or support that is necessary.

Teacher notes:

Core Literary Resources:
- *The Stranger* (Albert Camus)
- *The Pearl* (John Steinbeck)
- *Don Quixote* (Miguel de Cervantes)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Prophet* (Gibran)
- *The Alchemist* (Paulo Coelho)
- *Letters to a Young Brother*
- *Letters to a Young Sister*

Historical Documents:

- *Malcolm X Letters*
- *Martin Luther King – April 4th Speech*
- *Emma Goldman Letter*
- "The Declaration of Independence" – Thomas Jefferson
- "Declaration of Sentiments" – Elizabeth Cady Stanton
- "The Other Beauty of Martin Luther King, Jr.'s Letter from Birmingham Jail"
- Excerpt from "On Civil Disobedience" (Mohandas Gandhi)
- Selections from *Crossing Cultures*
- Selections from *Essays from Contemporary Culture*
- Excerpt from "One Word of Truth Outweighs the World" (Alexander Solzhenitsyn)
- *Gandhi's Views On Truth: Truth Meaning of Truth*

Poems:
- "Not Waving, But Drowning" (Stevie Smith)
- "Allegory of the Cave" (Plato)
- "Night Face Up" (Julio Cortazar)

Other Resources:
- Parallel Structure notes from *Get it Write*
- Speech Analysis Questions
- TV Tropes website: http://tvtropes.org/pmwiki/pmwiki.php/Main/TruthAndLies
- *Using the Rhetorical Triangle & Rhetorical Appeals:* http://www.youtube.com/watch?v=5ODwmSYb3Tw
- http://www.history.com/speeches
- "Kohlberg's Six Stages of Moral reasoning" (Lawrence Kohlberg)
- Art: "Guernica " (Pablo Picasso)
- "I Need to Wake Up" (Melissa Etheridge)
- "An Inconvenient Truth" (David Guggenheim)
- Visual art (Escher)

Other:
- 5 Level Rubric
- Windsor High School's 21st Century Rubrics

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit:**
UNIT 5- Stirrings of the Imagination	15 Blocks
Purpose of the Unit:	
To appreciate a variety of art forms, which include painting, sculpture, drawing, and music, and how each medium tells a story. Through the examination of art and text students will understand how artist's and author's influences are revealed in their work.	

Common Core State Standards Addressed in the unit:

RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

Narrow or broaden the inquiry when appropriate;

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.9-10.1c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas;

Actively incorporate others into the discussion;

Clarify, verify, or challenge ideas and conclusions.

Big Ideas:	**Essential Questions:**
- An artist's influences are reflected in their art. - Artists and poets draw from things in the world around them as well as from their own inner experiences, thoughts, feelings to create their art.	- How is the imagination influenced by a place and experience? - How do different artistic mediums tell a story?
Students will know: - how an artist's influences are reflected in their art - a variety of artistic mediums - how literature, culture and beliefs influence different art forms **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Respond to art and text through gallery walks and question and answer sessions. 2. Research and analyze artists and writers using MLA. 3. Create digital media presentations to demonstrate learning. 4. Define the following: - visual rhetoric - existentialism - surrealism - allegory - proposal - artistic terminology - inference - justification - rhetorical devices - sensory details - environmental symbols

Significant task 1: *A Picture is Worth…*

Students will take pictures either within the building or outside it while using an approved electronic device. Students will download their images to their student account or electronic portfolios, and print copies from either the classroom computers or library color printer. They can also print the images at home.

When writing, students will analyze their own artistic work by answering this question: "What is emphasized and absent in your picture?" Students should reflect on their environment, sense of place, and their experiences, in terms of how these contribute to their image. Students will then use this understanding to see

how authors, poets and artists connect to their art form.

This task is a Reflection and will be graded as such; it is not a "formal" essay.

Timeline: 2-3 Blocks

Key vocabulary:
- artistic terminology: http://poly.lausd.k12.ca.us/gate/artistic.html

Resources:
- technology related to the completion of the assignment
- student online account

Significant task 2: *Visual Features Mini-Lessons*

In this task, the teacher will assist students in designing and implementing a mini-lesson on the visual elements that are contained in the core texts. These elements include: visual imagery, the integration of shapes, sensory details, colors, and environmental symbols (sun, stars, etc.).

Student groups will be selected by the teacher according to ability, mixed ability, or heterogeneous. The teacher can use a Class Group Configurations Template to organize this task. The teacher will guide this process by providing a certain number of options and by "narrowing down" the amount of text being used for the lesson.

Students will create an actual mini-lesson that they will teach to their peers. The teacher will distribute a Lesson Plan Template and will model how to complete it. (The teacher may choose to model an entire lesson.) Each lesson will include some or all of these elements: an objective, a visual aid, key vocabulary, a focus passage(s), and an "assessment."

Timeline: throughout the duration of the unit

Resources:
- *The Stranger (Albert Camus)*
- *The Metamorphosis (Franz Kafka)*
- *The Pearl (John Steinbeck)*
- *The Little Prince (Antoine de Saint-Exupéry)*
- "The Handsomest Drowned Man in the World" (Gabriel Garcia Marquez)
- Poetry Selections from *The Poetry of Our World*
- Poetry Selections from *Totems to Hip-Hop: A Multicultural Anthology of Poetry Across the Americas*, 1900-2002
- Poetry Selections from *The Poetry of Our World: An International Anthology of Contemporary Poetry*
- Visual Rhetoric: http://owl.english.purdue.edu/owl/resource/691/01/
- Visual Rhetoric Slide Presentation: http://owl.english.purdue.edu/owl/resource/729/01/

Key vocabulary:
- visual imagery
- sensory details
- environmental symbols

Significant task 3: *Art-Inspired Writing*

This is a multipart task that will give students the opportunity to reflect on the unit's essential question: "How do different artistic mediums tell a story?"

PART 1
Students will choose a picture or painting, with guidance from the teacher and/or the media specialist. The students can also consult with the school's art teacher(s). It will be best if the student chooses something relatively abstract. Once they make their selection, students will choose to create a story or write an essay based on the image presented. The overall objective of this task is for students to make inferences from viewing the picture.

If students choose to write the narrative, they must recall their understandings from Unit 1 and incorporate the elements of narratives: plot elements, character development, conflict, etc. The narrative will be graded using the Narrative Writing Rubric from Unit 1.

If students choose to write the essay, they should critique the rhetorical strategies utilized in the piece. A 5 Level Rubric will be used to grade the rhetorical critique.

The length of this will be no longer than three pages. Included in both responses, students will have to write a ½ page rationale justifying their inferences and how the artist of the image, or the image itself inspired students' thinking.

PART 2
In a graded discussion that uses the 21st Century Rubrics, students will present their art piece and their reflection on it (narrative or critique). The presentation could be in the form of a gallery walk, but this is at the teacher's discretion. After viewing all of the art pieces, the whole class will discuss the unit's essential question- "How do different artistic mediums tell a story?" The discussion can be extended by answering the other essential question, "How is the imagination influenced by a place and experience?"

Timeline: 4-5 Blocks

Key vocabulary:
- inference
- justification
- rhetorical devices
- surrealism
- existentialism
- poetry terms

Resources:
- mason.gmu.edu/~montecin/**museum**.htm
- www.met**museum**.org/
- http://emuseum.history.org/
- http://www.si.edu/Exhibitions
- http://www.glenbow.org/exhibitions/online/
- http://www.warmuseum.ca/exhibitions/online-exhibitions/

Common learning experiences:
- Explore virtual art galleries:
  - The Metropolitan Museum of Art- www.met**museum**.org/
  - Google Art Project- www.google**art**project.com/
  - Art & Museums Online- mason.gmu.edu/~montecin/**museum**.htm
  - Web Gallery of Art, image collection, virtual museum- www.wga.hu

- Visit actual art galleries for "Writing about Art" programs
- Classroom gallery walks
- Peer review
- Artistic expression

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will be shown a work of art and asked to respond to the following questions:
    - What is going on in this picture?
    - What else can you find?
    - What do you see that make you say that?
    - Who is the person (s) in the picture?(if applicable)
    - Where is this picture taking place?
    - When do you think this is taking place?
    - What stands out in this picture?

    Students may use a double entry/dialectical journal format to explore the pictures and record responses. Students must provide evidence for each of the questions.

Unit Post-Assessment:

1. Gallery Walk with Q and A
    - Students will select pieces of art that represent some idea, theme, plot element, or character from a core text or that relates to the mood or tone presented in the text. Students will display the piece(s) of "art" in the room with a sign displaying the artist, date, place (if given) and name of the art piece (if available).

    - As students participate in the Gallery Walk they will be required to comment or form a question about each piece they view. Students will be asked to incorporate questions from the Visual Art Questionnaire. The questions and comments will be on sticky notes and placed next to the art, so students can build on the knowledge of their peers.

    - For the Question and Answer Session, students will prepare a 3-5 minute presentation about the piece of art, the artist, and the influences that caused the artist to create it. Student will also be required to explain why he/she chose that particular piece of art, as well as how it connects to or represents the text. Students will then have the opportunity to address the "sticky note" comments and questions and take any new questions from the class. The 21st Century Rubrics will be used to grade oral communication.

    - Students will then create individual Gallery Brochures. These items will include each piece of art along with the students' own interpretations and explanations of the art; they will also include any connections they can make to the texts from the unit. Student writing will be graded using the 5 Level Rubric.

Teacher notes:

Core Literary Resources:

- *The Stranger (Albert Camus)*
- *The Metamorphosis (Franz Kafka)*

- *The Pearl (John Steinbeck)*
- *The Little Prince (Antoine de Saint-Exupéry)*
- "The Handsomest Drowned Man in the World" (Gabriel Garcia Marquez)

Poems:
- Poetry Selections from *The Poetry of Our World*
- Poetry Selections from *Totems to Hip-Hop: A Multicultural Anthology of Poetry Across the Americas*, 1900-2002
- Poetry Selections from *The Poetry of Our World: An International Anthology of Contemporary Poetry*

Other:
- www.readthinkwrite.com
- www.voicethread.com
- www.glogster.com
- www.museumbox.com
- mason.gmu.edu/~montecin/**museum**.htm
- www.met**museum**.org/
- http://emuseum.history.org/
- http://www.si.edu/Exhibitions
- http://www.glenbow.org/exhibitions/online/
- http://www.warmuseum.ca/exhibitions/online-exhibitions/
- http://owl.english.purdue.edu/owl/resource/691/01/
- http://owl.english.purdue.edu/owl/resource/729/01/
- technology related to the completion of the assignment
- student online account

Key Vocabulary:
- visual rhetoric
- existentialism
- surrealism
- allegory
- proposal
- artistic terminology
- inference
- justification
- rhetorical devices
- sensory details
- environmental symbols

Rubrics:
- Windsor High School's 21st Century Rubrics
- 5 Level Rubric
- Narrative Writing Rubric

Windsor Public Schools
Curriculum Map for the Secondary Level
English 10: World Literature

Purpose of the Course:
This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Name of the Unit:	**Length of the unit**:
UNIT 6- Crossing Borders	13 Blocks
Purpose of the Unit:	
To have students read about different cultures and make them aware of their own place in this world.	

Common Core State Standards Addressed in the unit:

RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

W.9-10.3a
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L.9-10.3a
Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Big Ideas:	**Essential Questions:**
- We can understand our world by showing compassion and respect toward other people and cultures. - We need to hear the voices of people of different	- How can literature open our mind to new ways of seeing the world? - How can learning about different cultures and

regions, connect our lives to theirs through awareness, and respect the differences of culture. - We need to make basic connections to the collective humanity, and show care and understanding about global injustice in all cultures.	time periods help us to understand the world? - How can we diminish harmful stereotypes and ensure that we treat people we encounter in our lives with respect every human being deserves? - What does it mean to be a citizen of the world?
Students will know: - about other cultures; - that people struggle to understand their individual identity in relation to their group identity; - the influence of your environment on self; - the connection between both world and American Literature. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Analyze U.S. documents for historical and literary significance and how they address related themes and concepts. 2. Develop and support claims and counterclaims. 3. Conduct research. 4. Demonstrate mastery of the writing process and conforms to the MLA guidelines. 5. Define these literary terms: - literary nonfiction - historical fiction - subjectivity - objectivity - human rights - humanitarian - humanist - human responsibility

Significant task 1: *Defining Humanity*

PART 1
Begin a whole class discussion of the statement "*We are all humanists*" (that is, we are all concerned about the human condition). Then, ask students to respond to these questions regarding the statement:

- What does that statement mean to you?
- Why should we care about places half a world away?

Students can either work independently or collaboratively to create Journal Responses. If they work in small groups, the teacher should encourage students to discuss each question and to justify their answers before writing them down.

PART 2
Students will then read the United Nations' Universal Declaration of Human Rights and quotes by Eleanor Roosevelt. By annotating the document and quotes, students will begin to explore the concept of humanity and what it means to be a humanitarian. The teacher can choose to have students read independently, in small groups, or as a whole class.

PART 3

Then, students will then take their findings and define "human responsibility." To show their understanding of it, pairs or small groups should create a Denotation-Connotation Poster that covers the following aspects:

- a concrete definition of "human responsibility,"
- 3 visual representations of it
- 3 connections to how it actually looks in our world.

To supplement the discussions of the journal questions and/or the term "human responsibility," students can also read: "Hollowman" (T.S. Eliot) and "The World is Too Much With Us" (Henry Wadsworth).

Students will share findings in brief classroom presentations.

Timeline: 2-3 Blocks

Key vocabulary:

- human rights
- humanitarian
- humanist
- human responsibility

Resources:

- all hyperlinked resources
- Laying the Foundation Lessons on Connotation and Denotation

Significant task 2: *Global Literacy I-Search*

The I-Search (Macrorie, 1998) empowers students by making self-selected questions about themselves, their lives, and their world the focus of the research and the writing process.

Teachers will introduce the concept of the I-Search by sharing with students that they will be learning about a country and the human rights violations that occur there. Possible countries could be Romania, Mexico, Russia, Afghanistan, Syria, El Salvador, or Brazil. Students may choose another country as long as they show proof that they discovered human rights violations taking place there. They can also draw from any research accomplished in previous units. Students should choose a country that seems to have the most potential to result in productive research.

Students will brainstorm as many questions as they can think of; brainstorming can occur independently, or as a whole class. Students should also consider the following questions in order to determine the validity of their chosen nation, as a "place of strife."

- Who has the power?
- Why do they have power?
- What is being done to eliminate the violations?
- What can be done to make the world more aware?

Students should use their research, questioning, and answering to create a tentative central question—the main focus for their inquiry—and four possible sub-questions—questions that will help them narrow their research in support of their main question. The I-Search Chart can help students begin to see the relationships among their inquiry questions.

Using the I-Search, students will write a Research Proposal about why they chose the topic they did, what they already know about the topic, and what they hope to learn from their research.

Students will present their information through Power Point, Prezi, or flyer/brochure, or blog. Students will complete an I-Search Process Reflection Chart. Their oral communication skills will be measured with the

21st Century Rubrics.

Timeline: 4-5 Blocks

Key vocabulary:
- subjectivity
- objectivity

Resources:
- http://www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-inquiry-30783.html
- all hyperlinked resources

Significant task 3: *Paired Texts*

To illustrate the idea that both world and American literature can serve as an "eraser" to that line between "us" and them" and to help them cross the border of understandings of other cultures, students will be given paired texts that are connected thematically and challenge students' awareness of themselves and their place and that of others.

In an Analysis Essay, students will be asked to identify the ideas found it the world text and connect what is similar in the American text. The essay will be graded with the 5 Level Rubric.

These text pairs are suggested:
- "King of the Bingo Game" (Ralph Ellison) and "The Metamorphosis" (Franz Kafka)
- Poetry of William Carlos William and Wole Soyinka
- *Black Elk Speaks* (John Neihardt) and *Things Fall Apart* (Chinua Achebe)

Teacher has the option of choosing additional texts from the Literary Resources of the unit.

Timeline: 3-4 class periods

Key Vocabulary:
- N/A

Resources:
- all hyperlinked resources
- *Things Fall Apart (Chinua Achebe)*
- *When Rain Clouds Gather (Bessie Head)*
- *The Tao of Pooh (Benjamin Hoff)*
- *A Raisin in the Sun (Lorraine Hansberry)*
- *The Other Side of the Sky: A Memoir (Farah Ahmedi with Tamim Ansary)*
- *Angela's Ashes (Frank McCourt)*
- *American Born Chinese (Gene Luen Yang)*
- *Jihad Lipstick (Azadeh Moaveni)*
- *Baghdad Burning (Riverbend)*
- *Siddhartha (Herman Hesse)*
- "Geraldo, No Last Name" (Sandra Cisneros)
- "The Lesson" (Toni Cade Bambara)
- stories by Amy Tan
- Selections from Pablo Neruda
- Selections from Naomi Shahib Nye

Common learning experiences:

- visit the Library Media Center to use resources
- book talks or literature circles
- Use MLA documentation

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Give Students the following guided questions:
    - How does your view of the world compare to others' views of the world?
    - How can this shape personal identity?
    - What causes us to see through others' "I's"? (The teacher will need to clarify what this question means).
    - What happens when we do see through others' "I's"?

    Students will write Journal Responses and then discuss them in small groups. Oral communication skills will be measured by the 21st Century Rubrics.

Unit Post-Assessment(s):

1. Students will create a Crossing Borders Portfolio that captures the themes of the unit and answers one (or more) of the essential questions.

    - PART 1
      Students will select an excerpt of music, create a piece of art, or find a poem that illustrates their awareness of their place in this world.

    - PART 2
      Included will be a copy of Dylan Thomas' poem "Do Not Go Gentle into That Good Night."
      Students are to read the poem and must create a response to show how they will take an active approach to crossing borders and erasing the cultural lines drawn around the world.

    - PART 3
      Students will include a 2-3 page essay in which they discuss what they have learned during this unit. Students should include what they have learned about their own cultural beliefs, values, and assumptions.

    - PART 4
      Students will create a cover that states their personal credo about the world and a visual that incorporates the readings covered this year. A sample portfolio will be available as a model. This assessment will be graded using a Project Rubric and the 5 Level Rubric.

Teacher notes:

Core Literary Resources:

- *Things Fall Apart (Chinua Achebe)*
- *When Rain Clouds Gather (Bessie Head)*
- *The Tao of Pooh (Benjamin Hoff)*
- *A Raisin in the Sun (Lorraine Hansberry)*
- *The Other Side of the Sky: A Memoir (Farah Ahmedi with Tamim Ansary)*
- *Angela's Ashes (Frank McCourt)*
- *American Born Chinese (Gene Luen Yang)*

- *Jihad Lipstick (Azadeh Moaveni)*
- *Baghdad Burning (Riverbend)*
- *Siddhartha (Herman Hesse)*
- The Metamorphosis (Franz Kafka)
- *Black Elk Speaks* (John Neihardt)

Short Stories:
- "Geraldo, No Last Name" (Sandra Cisneros)
- "The Lesson" (Toni Cade Bambara)
- stories by Amy Tan
- "King of the Bingo Game" (Ralph Ellison)

Poetry
- Selections from Pablo Neruda
- Selections from Naomi Shahib Nye
- Poetry of William Carlos William and Wole Soyinka
-

Key Vocabulary:
- literary nonfiction
- historical fiction
- subjectivity
- objectivity
- human rights
- humanitarian
- humanist
- human responsibility

Rubrics:

Other:
- *Differentiation Instruction in Practice*
- *Using Literature to Teach Global Education: A Humanist Approach* (Delane Bender-Slack)

Windsor Public Schools
Curriculum Map for the Secondary Level
English 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 1- Foundations of the American Dream	8-10 Blocks

Purpose of the Unit:

This unit will establish an understanding of the American dream and the meaning of freedom, as depicted in various historical documents and literary selections; students' personal impressions of these concepts will be emphasized. The unit will provide a foundation for the concepts contained within subsequent units.

Common Core State Standards Addressed in the unit:

RL.11-12.7
Analyze multiple interpretations of a story, drama, or poem;

Evaluate how each version interprets another source text.

W.11-12.9a/W.11-12.9b
Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective;

Organize, develop a line of reasoning, in which style is appropriate to purpose and audience.

Big Ideas:	**Essential Questions:**
- Definitions of these terms are based on a person's collection of unique experiences and personal history. - Many Americans define the American dream as "life, liberty, and the pursuit of happiness."	- How do different members of society define the American dream? - How do *you* define it; does your definition match the traditional idea of it? - How would most Americans define "freedom"?

Students will know:	**Students will be able to:**
- how "freedom" and "the American dream" are defined through literature and historical documents; - the importance of acknowledging personal experience and personal history in defining "the American dream" and "freedom;" - how to identify a narrator's or author's point of view about a source text; - why understanding "the American dream" and "freedom" are essential to studying American literature. **Refer to the links below**: Depth of Knowledge LA	1. Analyze and evaluate multiple interpretations of texts. 2. Support analysis, reflection, and research with appropriate text. 3. Present an oral argument clearly. 4. Organize and develop an oral argument, as appropriate to audience and purpose. 5. Define these literary terms: - lens - point of view - topic - scope - purpose - setting (cultural, historical social) - narrative voice

Significant task 1: *Extended Definition Response*

In a whole class arrangement, students will first read the unit's historical documents with guidance from the teacher (using Interrupted Style is recommended). After reading and annotating them, students will prepare for a whole class discussion by creating open-ended questions in small groups; the teacher can provide Question Starters for scaffolding. Students will then engage in a graded Socratic-style seminar, as a whole class, which will be based primarily on a discussion of the essential questions and will also include an exploration of the students' supplemental questions for enrichment. The teacher will use the Socratic Circles Rubric to grade students for proficiency. Students will use the historical documents and individual background knowledge as support for their points during the seminar.

To finally demonstrate an understanding of the essential questions, students will independently write an Extended Definition Response; in this 1-2 page assignment, students must define either "the American dream" or "freedom" and support this definition with references to the texts and the Socratic seminar. This assignment can be a "take home" assignment, or completed in class with planning, drafting, and peer reviewing before a final draft is submitted. The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response.

Timeline: 2-3 Blocks

Key vocabulary:
- American dream
- freedom
- historical setting
- social setting
- cultural setting
- topic
- scope
- purpose

Resources:
- "Speech at the Virginia Convention" (Patrick Henry)
- "Farewell Address" (George Washington)
- "Gettysburg Address" (Abraham Lincoln)
- *Plessy v. Ferguson*
- all hyperlinked resources

Significant task 2: *Critical Readings of Core Text(s)/ Reflection*

Students keep a Dialectical Journal, Key Line Journal, or any other Journal Options of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will 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.

After completing the text(s), students will prepare questions for a second Socratic seminar and will discuss it in a whole class setting; the Socratic Circles Rubric will again be used to grade the discussion. Question Starters will be provided to assist students in creating higher-order questions.

Finally, students will independently write a 1-2 page Lens Response in which they analyze the author's definition of the American dream. Textual support will be required. The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response.

Timeline: 6-8 Blocks (independently)

Key vocabulary:
- American dream
- freedom
- lens
- literary analysis
- narrative voice
- speaker

Resources:
- *Fences* (August Wilson)
- *Of Mice and Men* (John Steinbeck)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- excerpts from *The Worst Hard Times* (Timothy Egan)
- excerpts from *The Promised Land: The Great Migration and How it Changed America* (Lemann)
- all hyperlinked resources

Significant task 3: *Comprehension Checks*

Complete multiple comprehension checks of the major work(s) being studied in class. The teacher can design these quick assessments, but multiple choice and/or short answer are recommended. Students should be able to demonstrate an understanding of the basic elements of the text(s).

Timeline: 2-3 Checks in 6-8 Blocks

Key vocabulary:
- lens

- literary analysis
- point of view
- narrative voice
- historical setting
- social setting
- cultural setting
- topic
- scope
- purpose
- speaker
- American dream
- freedom

Resources:
- *Fences* (August Wilson)
- *Of Mice and Men* (John Steinbeck)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- excerpts from *The Worst Hard Times* (Timothy Egan)
- excerpts from *The Promised Land: The Great Migration and How it Changed America* (Lemann)
- Prestwick House Teaching Units

Common learning experiences:
- Debate: *Have the definitions of the American dream or freedom changed over time*?
- View Ken Burns' documentary of Mark Twain; use it to discuss Twain's view of freedom
- *United Streaming* clips (the Great Depression, Jim Crow)
- Field trip to the Windsor Historical Society
- Field trip to the Mark Twain House

Common assessments including the end of unit summative assessment:

Summer Reading Assessment: *Note*- This will be used as a Pre-Assessment in Unit 2, but the teacher can choose to give this assessment during Unit 1.

Unit Pre-Assessment:
1. Using Langston Hughes' poem "I Too" as a lens, complete a preliminary Lens Essay to show how the poem's speaker would interpret the purpose of the preamble to the *United States Constitution*. The preamble will be provided and a summary of it will be included. Definitions of "lens," "speaker," and any relevant terms will also be provided. The 5 Level Rubric will be used to grade this writing response. Within the response, students must:
   - summarize the poem
   - analyze the speaker's point of view about the Constitution and its connection to freedom and the American dream
   - use text from the poem support the analysis

Unit Post-Assessment(s):
1. Complete an Analytical Review (in paragraphs) of one or more of the unit's poems with an emphasis on topic, scope, and purpose. The students must also explore the historical, social, and cultural setting of the poem(s); additionally, the review must include an analysis of the speaker's point of view, as related to the concepts of the American dream and freedom. A sample will be provided by the teacher.

2. Complete a graded Pre-Writing Organizer (options will include: outlines, "Think in Threes," etc.).

3. Complete a Lens Essay using one or more of the unit's poems as a basis for analysis. Determine how the speaker would interpret the purpose of the preamble to the *United States Constitution*. A summary of key points will be included. The 5 Level Rubric will be used to grade this writing response. Within the response, students must:
   - summarize the poem
   - analyze the speaker's point of view about the preamble the *United States Constitution* and its connection to freedom and the American dream
   - use text from the poem to support the analysis

4. Engage in the peer-review process by completing a Student Review Protocol to create multiple drafts, including the final version to be submitted to "Turnitin.com."

Teacher notes:

Core Literary Resources:
- *Fences* (August Wilson)
- *Of Mice and Men* (John Steinbeck)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- excerpts from *The Worst Hard Times* (Timothy Egan)
- *The American Reader: Writing That Moved a Nation* (Diane Ravitch)
- *The Promised Land: The Great Migration and How it Changed America* (Lemann)

Poems:
- "I Too" (Langston Hughes)
- "I Hear America Singing" (Walt Whitman)
- "I Stand Here Ironing" (Tillie Olsen)
- "Straw Into Gold" (Sandra Cisneros)
- "Revolutionary Dreams" (Nikki Giovanni)
- "The New Colossus" (Emma Lazarus)
- "What is an American?" (Michel-Guillaume Jean de Crevecoeur)

Historic Documents:
- "Speech at the Virginia Convention" (Patrick Henry)
- "Farewell Address" (George Washington)
- "Gettysburg Address" (Abraham Lincoln)
- preamble to *The United States Constitution*
- *Plessy v. Ferguson*

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Rubric

Key Vocabulary:
- lens
- literary analysis
- point of view
- narrative voice

- historical setting
- social setting
- cultural setting
- topic
- scope
- purpose
- speaker
- American dream
- freedom

Windsor Public Schools
Curriculum Map for the Secondary Level
English 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 2- Fear, Power, and the American Way	10 – 12 Blocks

Purpose of the Unit:

To develop an understanding of how the use and/or abuse of power and control has shaped American values and culture.

Common Core State Standards Addressed in the unit:

RL.11-12.2./RI.11-12.2
Determine two or more themes or central ideas;

Analyze textual development and how texts interact and build to produce a complex account.

SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions;

Work with peers to promote civil, democratic discussions and decision-making;

Set clear goals and deadlines and establish individual roles, as needed.

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

Introduce a topic;

Organize complex ideas, concepts, and information;

Create a unified whole; include formatting.

Big Ideas:	**Essential Questions:**
- Governments opt to maintain power and control through fear, but this is not necessary. - Individuals who confront power must be willing to make significant sacrifices to affect change. - Our morals are personal, but the government has a duty to enforce morality.	- Must a government use fear to maintain power and control? - How can an individual confront power to affect change? - Should morality be a public (governmental) or private concern?
Students will know: - how "power" and "control" impacts individual freedom; - why a government uses fear to maintain power and control; - how American authors use their craft as a vehicle for social commentary and to promote change; - sacrifice is inevitable in order to affect change. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Determine themes, central ideas and be able to analyze various texts. 2. Participate effectively and collaboratively in all aspects of discussion. 3. Write to examine and convey complex ideas, concepts and information clearly and effectively. 4. Define the following: - theme - central idea - objective - informative text - explanatory text - formatting - hysteria - morals/ ethics - power - control - catalyst - change - persona

Significant task 1: *Annotating and Comparing Excerpts/ Written Response to Essential Question 1*

In a whole class setting, the teacher should review various annotating techniques including: Text Coding, Questioning, and/or Reflecting. (Models of these types of annotations should be provided to students.) While continuing in a whole class arrangement, students will begin this unit by reading, annotating and comparing three excerpted texts (using Interrupted Style is highly recommended) to determine common themes associated with the unit. Recommended texts are from *The Scarlet Letter* (Fiction), "Sinners in the Hands of an Angry God" (Sermon), and *The Mayflower* (Non-Fiction). The teacher should choose a variety of texts with which to work. After reading and annotating these excerpts, students will engage in a guided discussion in groups of 3-4 to compile evidence of common themes among the excerpts, specifically regarding the concepts of "fear" and "control." Teachers should assist students by using these questions to guide the discussion; these questions can be printed on index cards and distributed to each group:

- What examples of governmental control are evident?
- How does that control impact the people?
- Of what are they fearful?

To finally demonstrate an understanding of the essential question "Must a government use fear to maintain power and control?" students will independently write a 1-2 page Explanatory Response demonstrating their understanding of the relevance of the concepts "fear" and "control." Students will ultimately apply this knowledge to their reading of the core text(s). The 5 Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response.

Timeline: 5 Blocks

Key vocabulary:
- theme
- central idea
- objective
- formatting

Resources:
- "Sinners in the Hands of an Angry God" (Jonathan Edwards)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Mayflower*
- excerpts from *The American Reader: Writing That Moved a Nation* (Diane Ravitch)
- all hyperlinked resources

Significant task 2: *Critical Reading of Core Text(s)*

Students will keep a Dialectical Journal, Key Line Journal, or any other Journaling Options of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will 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.

After completing the text(s), students will prepare questions for a Socratic seminar and will discuss it in a whole class setting; the Socratic Circles Rubric will be used to grade the discussion. Question Starters will be provided to assist students in creating higher-order questions.

Timeline: 5 Bocks

Key vocabulary:
- hysteria
- morals
- ethics
- crucible
- power
- control
- catalyst
- change

Resources:
- *The Crucible* (Arthur Miller)
- *Zeitoun* (David Eggers)
- *Americus* (MK Reed)

- *Fences* (August Wilson)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- *Black Boy* (Richard Wright)
- "Are You Now, or Were You Ever?" (Arthur Miller)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- all hyperlinked resources

Significant task 3: *Explanatory Essay or Presentation*

In a well-organized Explanatory Essay, students will independently present and defend opinions, and will make judgments based on the core text(s); they will also validate their own ideas when answering the following questions:

- How do authorities use fear as a means of control?
- What were they trying to control?
- Are they successful?
- Could they do things differently and still maintain control and power?

The 5-Level Rubric and/or the 21st Century Rubrics will be used to grade this writing response. The teacher will provide Graphic Organizers for those students choosing this task and he/she will also allow time for the use of Peer Review Protocols. Class time will be used for all steps of the writing process: brainstorming, pre-writing, drafting, and peer reviewing. Students can also use the Warrior Writing Center for support and the teacher can send students to the Center during class time, as needed.

Students are expected to present their "best ideas" to the class, at the time of submission of this essay.

OR

In an electronic Persona Presentation (Power Point, Prezi, or Slide Rocket are all acceptable), students will independently adopt the persona of a character from the core text(s) and explain how "they" perceived their government's level of control and power. By means of their presentation, they must answer the questions:

- How do authorities use fear as a means of control?
- What were they trying to control?
- Are they successful?
- Can they do things differently and still maintain control and power?"

The teacher will grade the "written" portion of this project with the 5-Level Rubric; students must use proficient literacy skills when presenting their information. This includes the integration of proper textual support of their ideas. Additionally, the 21st Century Rubrics will be used to grade the oral communication aspect of the presentation, as these students must present all ideas to the class. Class time will be used for all steps of the creation process: brainstorming, pre-writing, creating the presentation, and peer reviewing. Students can use school-approved electronic devices for research and the design of their respective projects.

Timeline: 3 - 5 Blocks

Key vocabulary:
- informative text
- explanatory text
- persona

Resources:
- www.prezi.com

- www.sliderocket.com
- www.owl.english.purdue.edu/owl/
- www.writingcenter.uconn.edu
- all hyperlinked resources

Significant task 4: *Comprehension Checks*

Students will complete multiple *quick* comprehension checks of the core text(s) being studied in class. The teacher can design these quick assessments, but multiple choice and/or short answer are recommended. Students should be able to demonstrate an understanding of the basic elements of the text(s).

Timeline: 2-3 Checks in 6-8 Blocks

Key vocabulary:
- theme
- central idea
- objective
- informative text
- explanatory text
- formatting
- hysteria
- morals/ ethics
- power
- control
- change
- catalyst
- persona

Resources:
- *The Crucible* (Arthur Miller)
- *Zeitoun* (David Eggers)
- *Americus* (MK Reed)
- *Fences* (August Wilson)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- *Black Boy* (Richard Wright)
- "Are You Now, or Were You Ever?" (Arthur Miller)
- Prestwick House Teaching Units

Significant task 5: *5-Level Character Analysis*

In this in-class task, students will complete a 5-Level Character Analysis for a specific character in the core text, in which students answer:

- What does he want?
- What is he willing to do to obtain his wants?
- What does this say about him as a person?
- What does the character's society say/think about him?
- What does this say about the character's society?

Students will be graded using the 5-Level Rubric. Teachers can use this task as a mechanism for assessing student growth from the pre-assessment through now.

Timeline: 1 Block

Key vocabulary:
- hysteria
- morals/ ethics
- power
- control
- catalyst
- change
- persona

Resources:
- *The Crucible* (Arthur Miller)
- *Zeitoun* (David Eggers)
- *Americus* (MK Reed)
- *Fences* (August Wilson)
- *Grapes of Wrath* (John Steinbeck)
- *The Death of a Salesman* (Arthur Miller)
- *Black Boy* (Richard Wright)
- "Are You Now, or Were You Ever?" (Arthur Miller)

Common learning experiences:
- *The Crucible* (film clips)
- *The Scarlet Letter* (film clips)
- *The Village* (trailer)
- *The Trials of Darryl Hunt* (trailer or film clips)
- Teacher-led "Think Alouds" to review student work
- Teacher-led workshops on the writing process
- Training on the use of MLA format
- Exploration of writing support websites (Purdue Owl and/or UConn)
- Discussion of current events that are related to the unit's concepts
- Field Trip to Salem, MA

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment (Summer Reading):

1. Analyze one character from your summer reading book to complete a 3-Level Character Analysis that addresses the following questions:
   - What does s/he want?
   - What is s/he willing to do to obtain s/he wants?
   - What does this say about her/him as a person?

   The 5-Level Rubric will be used to grade this writing response. The writing response will be used a baseline assessment from which teachers will gather preliminary data on student writing competency.

Unit Post-Assessment(s):

1. Students will first complete a graded pre-writing organizer (outline, graphic model, etc.).

2. Write an Explanatory Essay that defends the idea that "*humans are the catalysts for change*." Consider how a specific character from a core text had the opportunity to be a catalyst for change in their

respective societies. Evaluate: (1) the potential each had to change the outcome of the narrative and (2) whether this character made the most of his/her opportunity. In defending your response, you must explain and support your claims with specific and relevant evidence from the text and your 5-level character template. It is expected that assignment will be typed and submitted in the proper format for a formal essay.

Students will be graded using the 5-Level Rubric and/or the 21st Century Rubrics.

3. Complete a student review protocol to create multiple drafts, including the final version to be submitted to www.turnitin.com.

Teacher notes:

Core Literary Resources:
- *The Crucible* (Arthur Miller)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *Zeitoun* (David Eggers)
- *Black Boy* (Richard Wright)
- *Americus* (MK Reed)
- "Sinners in the Hands of an Angry God" (Jonathan Edwards)
- "Are You Now, or Were You Ever?" (Arthur Miller)
- Excerpt from *The Mayflower* (Nathanial Philbrick)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)

Poems:
- "Half Hanged Mary" (Margaret Atwood)
- "If I Must Die" (Claude McKay)

Historic/ Other Documents:
- *The Mayflower Compact*
- excerpts from *The Patriot Act*
- "What Should You Worry About?" (Stephen Levitt)

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Rubric

Key Vocabulary:
- theme
- central idea
- objective
- informative text
- explanatory text
- formatting
- hysteria
- morals/ ethics
- power
- control
- change
- catalyst
- persona

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 3 - Individualism and the American Voice	15 Blocks

Purpose of the Unit:

Students will understand how significant events in American history have shaped our identities, and how American writers have used their craft to expose and challenge controversial issues pertaining to politics, values, and social tensions of specific time periods. Additionally, students will develop an understanding of how literature can serve as a vehicle for change and a call for justice in American society.

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

RL.11-12.3/ RL.11-12.5
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

Analyze how an author's choices concerning structure contribute to the overall meaning and aesthetic impact of a text

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

SL.11-12.2
Ensure a hearing for a full range of positions on a topic or issue

Clarify, verify, or challenge ideas and conclusions

Promote divergent and creative perspectives

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:**
- The interplay of race, class, gender and other factors contribute to the formation of identity. - Significant events in American history influence how people see themselves through the lenses of race, class, gender. - American writers have used their voices to criticize controversial issues in America because literature can be a force for change in society.	- What shapes our collective identity? (Who are we?) - How have American writers acted as social critics on controversial issues in America?
Students will know: - how the formation of identity is impacted by race, class, gender and experiences; as well as the politics, values and tensions of a given time; - that American writers hope to affect change by both openly and subliminally criticizing controversial issues. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Analyze the impact of author's choices regarding development and structure. 2. Cite strong, thorough textual evidence to support analysis of implicit and explicit understanding. 3. Effectively communicate and engage in discussions, lectures, etc. 4. Write and develop complex texts. 5. Define the following: - relevant facts - concrete details - historical context - social context - cultural context - power - identity - racism - classism - gender - discrimination - subliminal - relic - voice - propaganda

Significant task 1: *Critical Reading of Core Text (s)* Teachers can choose from one or more of the following:

- Students keep a Dialectical Journal, Key Line Journal, or any Journal Options of their findings from the core text(s). (The teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries and should emphasize that these journals should reflect the impact of the author's choices. 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.

- After completing the text(s), students will prepare questions for a second Socractic seminar and will discuss it in a whole class setting; the Socratic Circles Rubric will again be used to grade the discussion. Question Starters will be provided to assist students in creating higher-order questions. Seminar questions should relate to the author's choices and the impact of these choices on the effectiveness of the text.

- Complete multiple comprehension checks of the major work(s) being studied in class. The teacher can design these quick assessments, but multiple choice and/or short answer are recommended. Students should be able to demonstrate an understanding of the basic elements of the text(s).

Timeline: 4-5 Blocks in 15 Blocks

Key vocabulary:
- relevant facts
- concrete details
- historical context
- social context
- cultural context
- power
- identity
- racism
- classism
- gender
- discrimination
- subliminal
- relic
- voice

Resources:
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *Huckleberry Finn* (Mark Twain)
- *Americus* (MK Reed)
- *Zeitoun* (Dave Eggers)
- *The Sun Also Rises* (Ernest Hemingway)
- *The Color Purple* (Alice Walker)
- *The Color of Water* (James McBride)
- *The Bluest Eye* (Toni Morrison)
- *The Namesake* (Jhumpa Lahiri)
- all hyperlinked resources

Significant task 2: *Historic Museum Exhibit*

Students will use the Internet to research a specific era of American history as it relates to one or more of the core text(s). Students can use any school-approved electronic device, or can use a computer lab to complete this part of the task. The students should use prescribed pathways on the school's website

(www.edline.net/pages/Windsor_High_School/WHS_Library) to explore a timeframe- or "era"- in which a core text is set. Students will track their findings on an electronic graphic organizer such as www.noodletools.com. During this initial phase of the task, the main objective is for students to collect information on the unique features of that era, especially in terms of the *social*, *cultural*, and *historical contexts* of it. For example, if students are reading *The Sun Also Rises* and are researching post-WWI America, they may come upon the Lost Generation as an element of the "social context."

Students will then use the research to create an exhibit in a "Museum of History" that represents their specific era. This exhibit can be electronic (on www.museumbox.com) or it can be a physical, three-dimensional display; the use of a tri-fold board could be appropriate. Included in the exhibit should be at least one "relic" that is symbolic of the social, cultural, and/or historical contexts that existed during the time of focus. Again, for a student studying *The Sun Also Rises*, they may create a relic like a "map" or "compass" that represents the Lost Generation's struggle to "find themselves" in the midst of an ever-changing political and social world of the post-WWI era.

The student must also write an Explanatory Summary (like that would appear next to an exhibit in an actual museum) to describe and support the meaning and importance of their relic, in relationship to the cultural, historical, and social contexts of the era. A Project Rubric will be provided and/or the teacher can use the 21st Century Rubrics as a way of measuring proficiency.

At the culmination of the task, the teacher should host a "Museum Day" in class, during which students should present their work and share their most significant findings with the class. The teacher can show the students online exhibits as models of the expected quality of the work. Links to online exhibits are listed below in "Resources."

Timeline: 5 Blocks

Key vocabulary:
- relic
- social context
- historical context
- cultural context

Resources:
- www.museumbox.com
- www.noodletools.com
- Windsor High School's website (media center link)
  Online Exhibits
- http://emuseum.history.org/
- http://www.si.edu/Exhibitions
- http://www.glenbow.org/exhibitions/online/
- http://www.warmuseum.ca/exhibitions/online-exhibitions/
- all hyperlinked resources

Significant task 3: *Voice Presentation*

Students should read and annotate any of the recommended essays that pertain to identity and/or generations. After reading the chosen text, the teacher should facilitate a whole class discussion on these questions:
- What exactly is a "generation"?
- Why do you think that each generation should have a "voice"?
- Why do you think that the voices among different generations are so different?

During the discussion, students can use personal experience or the information from the essay to ponder each question. In an MCC-Style Graded Journal Response, students should reflect on the discussion and draw overall conclusions about the questions presented.

Next, the teacher will give students the following question: *If you were the voice of your generation, what would be your message and why?* Students will be given time to brainstorm ideas using several choices for Graphic Organizers, and will ultimately create a message to be approved by the teacher before beginning preparation for an oral presentation. Before beginning an individual Voice Presentation, students will share their ideas with the whole class. At this time, the teacher will assist students in keeping a list of all students' ideas about their generation.

Partially in-class and at home, students will create a Voice Presentation using a poem, song, speech, narrative, or propaganda poster to address the question. All presentations should be 3-5 minutes in length, and include both a visual and written component. For students who are uneasy about presenting to a live audience, the teacher can give the option of using www.upsidedownacademy.org as an outlet for recording a presentation and playing for the class.

A Presentation Rubric and/or the 21st Century Rubrics will be used to grade this task.

Timeline: 5 Blocks

Key vocabulary:
- identity
- voice
- generation
- historical context
- social context
- cultural context

Resources:
- all hyperlinked resources
- www.upsidedownacademy.org
- Selected essays from *The Seagull Reader* (Joseph Kelly) or *50 Essays: A Portable Anthology* (Samuel Cohen)

Significant task 4: *Analytical Essay*

Using a dynamic direct instruction technique like Harvey Daniels' Interactive Lecture strategy, the teacher should teach students about these 8 characteristics of analytical essays:

1. Analytical essays are used to respond to and examine ideas from a variety of texts.
2. They must be based on a central idea or "thesis."
3. This idea must be supported by evidence, which must include specific examples from the text. Quotes and paraphrases may be used but should be explained, so that the essay not simply be a list of quotes.
4. A key component of the essay is that it must show a clear connection of the evidence to the central idea. The essay should exhibit a connection between parts.
5. The essay should follow a logical order of thinking, but it should not follow a formula.
6. The writer must demonstrate critical thinking, such as making inferences, interpreting evidence, anticipating readers' needs, comparison/contrast, synthesis, argumentation, and analysis.
7. The writer should demonstrate an awareness of more than one perspective while also exhibiting a clear sense of audience and purpose.
8. The contents of the essay should be original, innovative, and well developed.

The teacher will review the process of writing an analytical piece with students before beginning the assignment; this includes providing a checklist for the essay's completion. It is recommended that the teacher incorporate the following steps: brainstorming, pre-writing, drafting, and peer reviewing. The teacher should also strongly consider conducting student-teacher writing conferences. The teacher will also provide samples of exemplary analytical writing, as to demonstrate the qualities of an effective analytical text. These samples can be found in Writer's, Inc. writing resource, 5 Steps to a 5: AP Language and Composition, or student samples can be used.

Students will then write an Analytical Essay in which they address the Big Idea ("Significant events in American history influence how people see themselves through the lenses of race, class, gender.") by answering one or more of these questions:

- A great writer can be the voice of a generation. What kind of voice does the author create through his or her text?
- Does the text speak for many people? What does this voice tell us about the concerns and dreams of its generation?
- Was this text a force for change and justice in society?

Teacher will use discretion regarding length, format, and core text(s). The 5-Level Rubric will be used to assess the quality of the students' writing. This assignment should be typed and formatted properly for a formal essay.

Timeline: 5 Blocks

Key vocabulary:

- relevant facts
- concrete details
- historical context
- social context
- cultural context
- power
- identity
- racism
- classism
- gender
- discrimination
- subliminal
- relic
- voice
- propaganda

Resources:

- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *Huckleberry Finn* (Mark Twain)
- *Americus* (MK Reed)
- *Zeitoun* (Dave Eggers)
- *The Sun Also Rises* (Ernest Hemingway)
- *The Color Purple* (Alice Walker)
- *The Color of Water* (James McBride
- *The Bluest Eye* (Toni Morrison)
- *The Namesake* (Jhumpa Lahiri)

Common learning experiences:

- *Color of Justice* (video clip)
- Read excerpts of *The New Jim Crow* (Michelle Alexander)
- Interview family members to discover the roots of their identity and/or their generational affiliation
- View Ted Talks on www.ted.com of authors who conduct social commentary
- View and analyze photographs from the Great Depression and discuss them as a social critique: http://www.history.com/topics/great-depression/photos#the-dust-bowl
- Teacher led "Think Alouds" to review student writing
- Use online resources like www.upsidedownacademy.org to present information and to "flip" the classroom

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will read and annotate a short reading that is chosen by the teacher (see list of resources as a guide). Then, they will write a 2-part, well developed and well supported response in which they *first* inform the audience about the formation of a chosen character's identity. Students must take these factors into consideration:

    - Race
    - Class
    - Gender
    - Family
    - Values
    - Historical era
    - Any other relevant factor

    Next, the students will add an explanatory element to their essay by comparing the formation of this character's identity to that of a character previously studied in other units. Within their comparison, students will assess which character is afforded more power in society. The 5-Level Rubric will be used to assess the quality of the students' writing on this Identity Analysis response.

Unit Post-Assessment(s):

1. Students will complete a graded pre-writing organizer (outline, graphic model, etc.) based on the prompt (see below).

2. They will then write a 2-part, well developed and well supported Identity Analysis in which they first inform the audience about the formation of their own identity. Students must take these factors into consideration:

    - Race
    - Class
    - Gender
    - Family
    - Values
    - Historical era

- Any other relevant factor

Next, the students will add an explanatory element to their essay by comparing the formation of their identity to that of a main character from a core text read during the unit. Within their comparison, students will assess whether they or the character are afforded more power in society. The 5-Level Rubric will be used to assess the quality of the students' writing.

3. Engage in graded peer-review protocols to review written work while completing final version of essay to be submitted to www.turnitin.com.

Teacher notes:

Literary Resources:
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *Huckleberry Finn* (Mark Twain)
- *Americus* (MK Reed)
- *Zeitoun* (Dave Eggers)
- *The Sun Also Rises* (Ernest Hemingway)
- *The Color Purple* (Alice Walker)
- *The Color of Water* (James McBride)
- *The Bluest Eye* (Toni Morrison)
- *The Namesake* (Jhumpa Lahiri)
- Poems of the Harlem Renaissance by Hughes, Cullen, McKay, Pound, Giovanni, etc.
- "How it Feels to Be Colored Me" (Zora Neale Hurston)
- "Black Men in Public Space" (Staples)
- Selected essays from *The Seagull Reader* (Joseph Kelly) or *50 Essays: A Portable Anthology* (Samuel Cohen)

Historic Documents:
- *Plessy v. Ferguson*
- President Obama's first inauguration speech
- *Bill of Rights*

Other:
- Political cartoons
- "Notes of a Native Son"
- *The Trials of Darryl Hunt* (documentary)
- *In Search of Our Mother's Gardens*

Key Terms:
- Relevant facts
- Concrete details
- Historical context
- Social context
- Cultural context
- Power
- Identity
- Racism
- Classism
- Gender

- Discrimination

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 4—Social Justice: The Individual and Society	15 Blocks

Purpose of the Unit:

Students will examine challenges to social justice and how these challenges can impact the individual and society.

Common Core State Standards Addressed in the unit:

RL.11-12.3
Analyze a complex set of ideas or a sequence of events

Explain how specific ideas, events, or individuals interact and develop

RI.11-12.5
Analyze the effectiveness of the structure

Evaluate if the structure makes the author's points clear, convincing, and engaging

Sl.11-12.1d
Respond thoughtfully to diverse perspectives

Synthesize comments, claims and evidence to resolve contradictions

Determine what additional information or research is required

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

Distinguish the claims from alternate or opposing claims

Create an organized, logical sequence

Big Ideas:	**Essential Questions:**
- The idea of justice often depends on perception. - Education, and access to resources and power determine who is capable of attaining justice. - Being denied justice can be a catalyst for improving one's condition.	- Who determines what is just? - How has the notion of "justice for all" been defined through time? - Can an individual maintain his/her dignity when denied justice?
Students will know: - that literature can be used to demand change and justice within a society; - that all people within a community are responsible for maintaining social justice. Refer to the links below: Depth of Knowledge LA	**Students will be able to:** 1. Analyze complex ideas and sequence of events. 2. Analyze and evaluate text structure and author's purpose. 3. Respond to and synthesize comments, claims and evidence. 4. Write effective arguments using sufficient evidence. 5. Define the following: - community - justice - dignity - social justice - perception - perspective - marginalization - caste (system) - institutionalization

Significant task 1: *Point-of-View Socratic Seminar*

Students will engage in a formal discussion based on the essential questions, as related to the core text(s). A Point of View Socratic Seminar will be used to accomplish this task. During these 3 or more graded seminars, students will take on the personas of several characters in the literature. As these personas, they will analyze "justice" and "dignity" through these characters' lenses. The teacher should use the essential questions to guide these discussions, but students must also create supplemental questions. Question Starters will be provided to ensure that these questions are of the highest order.

The Socratic Circles Rubric and/or the 21st Century Rubrics will be used to grade student proficiency.

Timeline: 3 Blocks

Key vocabulary:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Resources:
- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Bluest Eye* (Toni Morrison)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- all hyperlinked resources

Significant task 2: *"Social Justice" Journaling*

Students will complete a series of journal entries in which they address social issues either in the core text. The teacher should provide options from several journal double-entry types- Dialectical, Key Line, Reflection, etc.:

- What social issue(s) is brought to your attention? How do you know?
- How has the social issue(s) been developed further? How do you know?

After each journaling session that is conducted at home or in class, students will engage in a Fishbowl Discussion about these questions. Students will be graded on their engagement and participation using the 21st Century Rubrics.

Timeline: 2+ Blocks

Key vocabulary:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Resources:

- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Bluest Eye* (Toni Morrison)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- all hyperlinked resources

Significant task 3: *Debate*

Students will debate the Essential Questions: (Who determines what is just? How has the notion of "justice for all" been defined through time? Can an individual maintain his/her dignity when denied justice?) They will use their core text(s) and personal experience to defend a position.

Students will be graded on their oral presentation skills using the 21st Century Rubrics. The teacher will allot time for preparation. Students can debate individually, or in teams. This is at the teacher's discretion. At the culmination of the debate, students will write a final response to each question in an MCC-Style Graded Journal Response.

Timeline: 2 Blocks

Key vocabulary:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Resources:
- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)
- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- *The Bluest Eye* (Toni Morrison)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- all hyperlinked resources

Common learning experiences:
- Trip to Hartford to the Capitol
- Community service
- Guided book talks

- Community/ school conversations about relevant issues
- Reading and analyzing social justice publications (*Teaching Tolerance*, for example)
- Teacher-led "Think Alouds" to review student work
- Teacher-led workshops on the writing process
- Training on the use of MLA format
- Exploration of writing support websites (Purdue Owl and/or UConn)
- Discussion of current events that are related to the unit's concepts

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will complete an Anticipation Guide in which they will be asked questions about their understanding of justice (particularly social justice) and equity in Connecticut. They will support each response with prior knowledge to demonstrate their level of understanding of these concepts, in terms of how they apply to our local institutions. Questions will include references to the juvenile justice system, education, and job acquisition. Other questions will be asked.

Unit Post-Assessment(s):

1. Students will *write* a New Version of a Social Justice Anticipation Guide that demonstrates their understanding of the key concepts of the unit and their primary areas of learning; they should envision that this guide will be administered to next year's students. As part of this assessment, students must "justify" each of their questions with information as to why they are asking it. The justifications should reflect their learning from the unit and must include references to the core and supplemental texts.

2. Final Project (2 Options):

   - *Community Service*: Students will complete 10 or more hours of community service with a local organization that fosters social justice in the Hartford area; a List of possible organizations is available. They will write and present a graded MCC-Style Graded Journal Response that addresses the questions: "What is an individual's responsibility to his/her community in preserving justice and equity? (How) does your service express that?"

   OR

   - *Art Presentation*: Create a piece of art (including a photograph, if desired) and that raises awareness of a social issue in Windsor or the Hartford area. Write and present your reflection that addresses the questions: "What social issue does your art represent? How does it bring awareness to the issue?"

     (Possible Topics: poverty, discrimination, teen pregnancy, homelessness, neglect, depression, bullying, ignorance, immigration, intolerance, overreliance on technology…)

Teacher notes:

Resources

- *Zeitoun* (Dave Eggers)
- *The Color of Water* (James McBride)
- *Incognegro* (Mat Johnson)
- *The Color Purple* (Alice Walker)
- *Their Eyes Were Watching God* (Zora Neale Hurston)

- *The Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- excerpts from *The New Jim Crow* (Michelle Alexander)
- *Incognegro*
- *"Paul's Case"*
- *"Sonny's Blues"*
- *The Yellow Wallpaper*
- *"We Wear the Mask"*

Key Terms:
- community
- justice
- dignity
- social justice
- perception
- perspective
- marginalization
- caste (system)
- institutionalization

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:

This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 5 - Violence, War and Loss	10 - 1 5 Blocks

Purpose of the Unit:

To develop an understanding of war and adversity and how each impacts individual character and peace within a society.

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

RL.11-12.4/ RI.11-12.4
Determine the meaning of words and phrases as they are used in a text

Determine the meaning of figurative, technical, and connotative language

Analyze the impact of specific word choices on meaning and tone

SL.11-12.3
Evaluate a speaker's point of view, reasoning, rhetoric, stance, links among ideas, word choice, points of emphasis, and use of evidence and tone

W.11-12.1b, 1c, & 1e
Write arguments to support claims, using valid reasoning and relevant and sufficient evidence

Develop claims and counterclaims

Supply the most relevant evidence

Establish and maintain a formal style and objective tone

Provide a concluding statement or section that follows from and supports the argument

Big Ideas:	**Essential Questions:**
- In order to achieve peace, we must use violence. - Adversity can be good or bad; it reveals character. - The outcome of war varies based on individual and societal perspective. - Bibliotherapy is a way for people to process, grow, and heal from trauma; therefore many writers use it as a cathartic outlet.	- How does war change people's values? - When faced with adversity why do some people fail where others prevail? - What are the consequences of war and do they vary based perspective? - How can writing help people heal from trauma?
Students will know: - That both war and adversity can have a great impact on shaping individuals and society. - How people often rely on the written word to process and understand human emotion. - How individual and societal perspective influence the severity of the consequences of war. **Refer to the links below:** Depth of Knowledge LA	**Students will be able to:** 1. Determine the meaning of words and phrases as used in a text; determine the meaning of figurative, technical and connotative language 2. Evaluate a speaker's stance, including rhetoric, point of view, word choice, evidence and tone 3. Write arguments and counter-claims and support writing with valid reasoning and evidence 1. Define the following: - bibliotherapy - catharsis - adversity - rhetoric - figurative - connotative - open-ended (question) - point of view - tone - diction - syntax - figurative language - values - security - vulnerability - adversity

Significant task 1: *"War and Adversity" Journaling*

Students keep a Dialectical Journal, Key Line Journal, or any other Journal Options of their findings. (The

teacher will provide a model of these types of journals with a sample text before students begin reading.) The teacher will establish specific expectations for the number of required entries. The teacher can choose to use a limited amount of class time for independent reading and journaling, or this can be accomplished as a whole class.

While journaling, the teacher should encourage students to respond to the unit's Essential Questions:
- How does war change people's values?
- When faced with adversity why do some people fail where others prevail?
- What are the consequences of war and do they vary based perspective?
- How can writing help people heal from trauma?

The teacher should also model ways to track the author's use of language, particularly that which is figurative, connotative, or symbolic. It is required that students complete at least 2 journals that are aligned with a study of the author's craft. The above journaling types can still be used.

Timeline: 3+ Blocks

Key vocabulary:
- figurative
- connotative
- point of view
- tone
- diction
- syntax
- figurative language

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*
- *The Pat Tillman Story*
- all hyperlinked resources

Significant task 2: *Lens Interview and Reflection*

Teachers will introduce the concept of "Interviewing" (suggested resource: Forbes 9 Tips for Conducting Great Interviews). Students will create interview questions for a character in the core text focused on values, security, vulnerability and adversity. Students will then conduct a Lens Interview during which one student assumes the persona of a character from the core text. Students will then switch roles so that each has an opportunity to interview and assume the persona of a character. Finally, students will use the information gathered during the Lens Interview to write a reflection piece analyzing the character's relationship to each of the following: values, security, vulnerability and adversity. The teacher will establish specific expectations

for the number of interview questions and the length and format of the reflection.

Timeline: 3 Blocks

Key vocabulary:
- values
- security
- vulnerability
- adversity

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*
- *The Pat Tillman Story*
- all hyperlinked resources

Significant task 3: *Rhetorical Analysis and War Essay*

Using a dynamic direct instruction technique like Interactive Lecture strategy, the teacher should teach students about the characteristics of a Rhetorical Analysis Essay (focusing on POV, tone, diction, syntax and figurative language). The teacher will review the process of writing an analytical piece with students before beginning the assignment; this includes providing a checklist for the essay's completion. It is recommended that the teacher incorporate the following steps: brainstorming, pre-writing, drafting, and peer reviewing. The teacher should also strongly consider conducting student-teacher writing conferences. Possible resources for instructing students on writing a Rhetorical Analysis include: Writing and Speaking, and How to Write AP Rhetorical Analysis Paragraphs and Essays. The teacher will also provide samples of exemplary analytical writing, as to demonstrate the qualities of an effective analytical text. These samples can be found in Writer's, Inc. writing resource, 5 Steps to a 5: AP Language and Composition, or student samples can be used.

Students will then write a Rhetorical Feature Analysis Essay in which they demonstrate their understanding of war and adversity and how each impacts individual character and peace within a society through analysis of any rhetorical features introduced during the lecture. Teachers can establish expectations for the number of rhetorical features explored in the essay.

Teacher will also use discretion regarding length, and core text(s). The 5-Level Rubric will be used to assess the quality of the students' writing. This assignment should be typed and formatted properly for a formal essay.

Timeline: 3 Blocks

Key vocabulary:
- bibliotherapy
- catharsis

- adversity
- rhetoric
- figurative
- connotative
- open-ended (question)
- point of view
- tone
- diction
- syntax
- figurative language
- values
- security
- vulnerability
- adversity

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*
- *The Pat Tillman Story*
- all hyperlinked resources

Common learning experiences:
- Holocaust/War/Victim/Soldier/Survivor Speaker
- Community service
- Peer Interviewing
- War Memorial Field Trip

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment :

1. Students will explicate one of the following war quotes:

   - "We would probably have gone on and discussed the war and agreed that it was in reality a calamity for civilization, and perhaps would have been better avoided. I was bored enough." *(Ernest Hemingway, The Sun Also Rises)*

   - "They carried like freight trains; they carried it on their backs and shoulders—and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry." *(Tim O'Brien, The Things They Carried)*

- "I would go to the war—I would kill and maybe die—because I was embarrassed not to. That was the sad thing. And so I sat in the bow of the boat and cried."
  (Tim O'Brien, The Things They Carried)

- "Man is the only Patriot. He sets himself apart in his own country, under his own flag, and sneers at the other nations, and keeps multitudinous uniformed assassins on hand at heavy expense to grab slices of other people's countries and keep *them* from grabbing slices of *his*. And in the intervals between campaigns, he washes the blood off his hands and works for 'the universal brotherhood of man'—with his mouth."
  (Mark Twain, "The Lowest Animal")

- "Special time with Bravo is just one of a multitude of pleasures available to them, and thinking about them makes Billy somewhat bitter. It's not that he's jealous so much as profoundly terrified. Dread of returning to Iraq equals the direst poverty, and that's how he feels right now, *poor*, like a shabby homeless kid suddenly thrust into the company of millionaires. Mortal fear is the ghetto of the human soul, to be free of it something like the psychic equivalent of inheriting a million dollars. This is what he truly envies of these people, the luxury of terror as a talking point, and at this moment he feels so sorry for himself that he could break right down and cry."
  (Ben Fountain, Billy Lynn's Long Halftime Walk)

Within the explication, students must:
- summarize quotes in their own words
- analyze specific words/phrases
- analyze speaker's point of view on war
- use text from the quotation to support the analysis

2. The 5 Level Rubric will be used to grade student responses.

Unit Post-Assessment(s):

1. Complete a Lens Essay using the following Hemingway quotation as a basis for analysis, and determine how an author or character from the core text would interpret it. The 5 Level Rubric will be used to grade this writing response.

   Within the response, students must:
   - summarize the quotation
   - analyze specific words and phrases
   - determine speaker's point of view on war
   - use text from the quotation to support the analysis

   "The world breaks everyone and afterward many are strong in the broken places. But those that will not break it kills. It kills the very good and the very gentle and the very brave impartially. If you are none of these you can be sure it will kill you too but there will be no special hurry." (Ernest Hemingway)

OR

Community Service Project: Students will complete 10 or more hours of community service with a local organization that focuses on Veteran's affairs in the area; a List of possible organizations is available. They will write and present a graded MCC-Style Graded Journal Response that addresses the question: "What is the impact of war and adversity on both the individual and society?"

Teacher notes:

Resources:
- *A Streetcar Named Desire (Tennessee Williams)*
- *A Farewell to Arms (Ernest Hemingway)*
- *The Sun Also Rises (Ernest Hemingway)*
- *The Things They Carried (Tim O'Brien)*
- *Pride of Baghdad (Brian K. Vaughn and Nicko Henrichon)*
- *Perfect Day for a Bananafish (J.D. Salinger)*
- *The Lowest Animal (Mark Twain)*
- *Billy Lynn's Long Halftime Walk [excerpt](Ben Fountain)*
- *The Use of Force (William Carlos Williams)*

Poetry
- "Dulce et decorum est" *(Wilfred Owen)*
- "Death of the Ball Turret Gunner" *(Randall Jarrell)*

Video
- *The Pat Tillman Story*

Key Terms:
- bibliotherapy
- catharsis
- adversity
- rhetoric
- figurative
- connotative
- point of view
- tone
- diction
- syntax
- figurative language
- values
- security
- vulnerability
- adversity

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Rubric

Windsor Public Schools
Curriculum Map for the Secondary Level
Grade 11: American Literature

Purpose of the Course:
This course emphasizes the writing of informational, persuasive, and expository essays in conjunction with the study of American writers, their ideas, styles, and historical significance. Students will learn major topics and themes of American literature, and will further develop their vocabulary and research techniques. A research paper is required.

Name of the Unit:	**Length of the unit:**
UNIT 6 - The Disintegration of the Dream and What it Really Means to be "American"	15 - 20 Blocks
Purpose of the Unit:	
To help guide students through the history of the American Dream and to understand the changes that the premise of "working hard and prospering" have undergone.	

Common Core State Standards Addressed in the unit:

R.I.11-12.8
Delineate and evaluate the reasoning in seminal U.S. texts and documents of public advocacy;

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.

L.11-12.3a
Apply knowledge of language to understand how it functions in different contexts;

Make effective choices for meaning and style;

Vary syntax for effect;

Apply understanding of syntax.

Big Ideas:	**Essential Questions:**
- America is a unique and complex place in which our shared experiences contribute to our collective and individual values. - American values have been shaped by fear, racism, classism, war, optimism, and many historical factors. - Often the dream is portrayed as an illusion or as unattainable.	- What does it really mean to be "American"? - What perpetuates American values? How are American values compromised? - What happens to the Dream in American literature? **Sub-Questions to Consider:** - How do you attain happiness? - Why are there haves and have-nots? - Is the price of progress ever too high? - Can individual morality survive catastrophe?
Students will know: 1. That we are fortunate to live in a country where our lives are enriched by our cultural differences. 2. That historical factors had both an immediate impact, as well as a lasting influence on future generations. 3. How to distinguish between varying literary interpretations of the American Dream. Refer to the links below: Depth of Knowledge LA	**Students will be able to:** 1. Evaluate and interpret meaning in U.S. texts and documents 2. Conduct research, propose a thesis, synthesize and assess multiple sources, and compile information into coherent writing, while maintaining conventions of standard English 3. How to define the following terms: - power - identity - racism - classism - gender - discrimination - prosperity - optimism - "Rags to Riches"

	- capitalistic - "American Dream" - Illusion

Significant task 1: *Socratic Seminar*

Students will engage in a graded Socratic-style seminar, as a whole class, which will be based primarily on a discussion of the essential questions and sub-questions and will also include an exploration of the students' supplemental questions for enrichment. The teacher will use the Socratic Circles Rubric to grade students for proficiency. Students will use the all core texts, historic documents, and background knowledge as support for their points during the seminar.

Timeline: 3 -5 Blocks

Key vocabulary:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

Resources:
- all hyperlinked resources
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Significant task 2: *Reflection and Brainstorming*

PART 1
Before beginning the research process, students will complete a Reflection Response on the following quote:

> *"…A native of the United States clings to this world's goods as if he were certain never to die: and he is so hasty in grasping at all within reach that one would suppose he was constantly afraid of not living long enough to enjoy them…Men change their track for fear of missing the shortest cut to happiness."* (from *Democracy in America*, 1835, Alexis de Tocqueville)

Within the reflection, students must:
- summarize the quote in their own words
- analyze specific words/phrases
- analyze speaker's point of view on America(ns)
- use text from the quotation to support the analysis

The teacher should encourage students to share their findings, in a whole class discussion.

PART 2
The teacher will assist students in beginning process for writing their culminating research paper. Students will use the previous discussion to begin brainstorming answers to the Essential Question, "What does it mean to be "American"?" The teacher will supply Brainstorming Tools and students will be expected to incorporate their own experiences, but also, the findings they made throughout the previous five units. This should be considered a "capstone" assignment.

PART 3
The entire class should now engage in a large-scale brainstorm about this topic. All responses should be collected on chart paper or the Epson projector for all students to use as the basis for their research. If students have not incorporated the key terms below, the teacher should facilitate a discussion on them. Students must be encouraged to support their remarks with experience or text they read throughout the year.

To build further insight, teachers can also return to a discuss of any of the other Essential Questions or Sub-Questions:
- What perpetuates American values? How are American values compromised?
- What happens to the Dream in American literature?
- How do you attain happiness?
- Why are there haves and have-nots?
- Is the price of progress ever too high?
- Can individual morality survive catastrophe?

By the end of the this third part of the task, most students should have chosen a topic and/or thesis for their research papers.

Timeline: 4 – 5 Blocks

Key vocabulary:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

Resources:
- all hyperlinked resources
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)

- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Significant task 3: *Research, Pre-Writing, and Drafting*

Using Planning Tools provided by the teacher, students should begin partaking in all aspects of the research process, including:
- clearly defining a topic
- locating appropriate sources (especially those already studied in class)
- compiling accurate and relevant notes

Classroom Writer's Workshops or "pull out lessons" from the Warrior Writing Center can be embedded in daily classroom practices, so that students have the opportunity to revise their ideas and make them most effective for research writing. At this point, the teacher may decide to send students to the media center for further inquiry, or he/she may plan for research sessions that occur in class, with school-approved devices.

The students will receive the official Research Paper assignment, in which they will learn that a research paper is an organized, documented essay which requires careful planning, searching, studying, and writing. Students will be given the following guidelines for creating a draft of the research paper:
- Organize your information into a working outline
- Compose the text of your paper
- Correctly cite references and sources
- Revise, correct, and proofread your rough draft
- Double-check the requirements of the assignment and include any additional material required

Drafting should occur in the classroom, or in a computer lab. During this phase of the process, the teacher should consider conducting additional Writing Mini-Lessons, as needed, on:
- Thesis creation
- Development of ideas
- Use of MLA citations
- Writing a concluding paragraph
- Proofreading and revising
- Peer revision and Peer Protocols

Timeline: 4 – 5 Blocks

Key vocabulary:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

Resources:
- all hyperlinked resources
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Common learning experiences:
- Review sample research paper
- Using online resources (like Purdue OWL, UCONN Writing Resource) to enrich product
- Writing conferences
- Use of the Warrior Writing Center
- Review of student work
- "Think Aloud" reviews of writing
- Use of the Media Center
- Visit to the UConn Writing Center

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment: Mini-Research Page

1. Students will complete a mini-research page (1 page) as a baseline assessment before conducting a full-length research paper as the Unit Post-Assessment. Students will:
    - Clearly define a topic
    - Locate sources
    - Take accurate notes
    - Compose text based on findings
    - Cite Resources
    -

The 5 Level Rubric will be used to grade this page.

Unit Post-Assessment: Research Paper

1. Complete a multi-step Research Paper in which they:

    - Answer the essential question, "What does it really mean to be "American"?
    - Conduct advanced and sustained research on American society, culture, and history
    - Utilize knowledge from Units 1-6 to draw a conclusion about the essential question
    - Write drafts
    - Revise these drafts
    - Create a publishable, polished essay that exhibits effective stylistic and technical choices

2. The 5 Level Rubric will be used to grade this paper.

Teacher notes:

Resources:
- All texts used in Units 1-6
- Additional "seminal U.S. texts"
- *Reply to the Missionary Jacob Cram* (Red Jacket)
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* (Matt Copeland)
- *They Say, I Say: The Moves that Matter in Academic Writing* (Gerald Graff and Cathy Birkenstein)
- *Everything is an Argument*
- *Writers, Inc.* (Patrick Sebranek, Verne Meyer, and Dave Kemper)
- *MLA Handbook*
- *"Pursuit of Happyness"* (film)

Rubrics:
- 21st Century Rubrics
- 5 Level Rubric

Key Terms:
- power
- identity
- racism
- classism
- gender
- discrimination
- prosperity
- optimism
- "Rags to Riches"
- capitalistic
- "American Dream"
- illusion

6th Grade Scope and Sequence

Unit Title	Length of Time
Unit 1 Launching Reader's and Writer's Workshop	6 Weeks
Unit 2 Nonfiction Reading and Expository Writing	6 Weeks
Unit 3 - Argument and Debate	6 Weeks
Unit 4 Historical Fiction & Narratives	7-8 Weeks
Unit 5 – Memoir	6 Weeks
Unit 6 - Poetry	3-4 Weeks

6th Grade ELA

Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the transition year between the elementary and middle school. This course recognizes the importance of this year. Student text levels of complexity and sophistication in reading materials and writing types, styles and genres continue to increase based on Common Core State Standards. In this course students read and discuss a variety of fictional and nonfictional texts to develop and mature participants in solving complex problems and developing novel ideas for a 21st Century world. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school and support the development of college and career ready students.

Name of the Unit:	Length of the unit:
Unit 1 Launching Reader's and Writer's Workshop	**6 Weeks**

Purpose of the Unit:

This unit reviews with students the common expectations of Reader's and Writer's Workshop as they enter middle school. Transitioning from the intermediate level to the middle level with similar knowledge between and among students helps quickly and smoothly facilitates the learning. Students begin tackling some of the most important standards that are further developed all throughout middle school. Students begin examining the ways reader analyze theme through characters, writing objective summaries, presenting ideas orally, and writing explanatory and informative texts. This unit sets the stage for the complexity and sophistication of work now expected at the middle school level.

Common Core State Standards Addressed in the unit:

1. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)

2. Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)

3. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. (6.RL.9)

4. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

5. Determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4)

6. Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

7. Delineate a speaker's specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

Big Ideas:	Essential Questions:
▪ Literature teaches us about life ▪ Authors convey themes through key details about major story elements ▪ Vocabulary unlocks the text's true meaning ▪ Readers write objective summaries of stories ▪ Writers write in various ways to share their thoughts and ideas	▪ Why do readers analyze characters in stories? ▪ How do the details about characters help convey themes? ▪ Why do readers determine the meaning of unknown words? ▪ How do readers demonstrate understanding of texts? ▪ How do writers share their ideas?
Students will know: ▪ Plot development is defined by how the episodes unfold (organizational structure) ▪ There are common themes in literature ▪ Point of view impacts story interpretation ▪ The context can help determine the meaning of unknown words ▪ There is specific criteria for an effective argument ▪ Listeners evaluate the speaker's claims and arguments	**Students will be able to:** ▪ Analyze plot development ▪ Analyze character development (change and responses) ▪ Determine theme using key details about characters ▪ Explain and identify point of view of the narrator in a text ▪ Write expository/informative pieces and paragraphs ▪ Support claims ▪ Select clear reasons and evidence ▪ Listen critically ▪ Present ideas sequentially and logically to accentuate themes ▪ Use specific descriptions, facts and details ▪ Use appropriate contact, adequate volume, and clear pronunciation

Significant task 1: Rituals and Routines

Students develop the rituals and routines of Reader's and Writer's Workshop based on previous year's experiences and new expectations. Students practice old and new rituals and routines and self-assess success based on classroom rubric. Students meet individually with classroom teacher to develop personal reading/AR goals based on STAR testing results, personal knowledge about strengths and challenges, reading interest inventories, on demand writing prompt, works in progress, etc. This information is utilized to develop student goals in the areas of number and types of books to read, consistency in reading, reading level goal, and focus areas in the traits of writing.

In reading students begin the unit receiving instruction in the criteria for writing objective summaries about books. Students write summaries about books they are reading and would recommend to their peers. Students create a classroom library of book summaries either digitally or in hard copy format upon which future reading selections can be based.

Students begin independent reading and writing the first day of school and continue independently reading for 45 minutes daily. Students write book summaries, take AR tests, and set personal goals over the course of the year as they finish a book, each quarter, etc. or as determined by the classroom's routines.

Students write and deliver a book talk about one of their summer reading selections they would recommend to their peers. Student book talks include the text's major story elements and what about it would be attractive to

their classmates.

Students complete an on-demand informational writing piece on a topic of the teacher's choice this can include allowing for student choice. Students write about something they feel confident about and feel then can produce a quality writing sample upon which goals can be developed. Students receive review instruction in the 6+1 traits of writing to lay the foundation of the general expectations for all writing. Focus areas: ideas & organization

Timeline: 2-3 weeks
Key vocabulary: judgment, opinion, summarize, exposition, rising action, climax, falling action, resolution, narrator, conflict, informational
Resources: summer reading packet, qualities of a good summary, book talk expectations, oral presentation rubric, book talk rubric, 6+1 trait rubric, on demand writing prompt, ritual and routine assessment

Significant task 2: Analyzing Theme

Students read *We Beat the Streets* as a whole class shared reading. Through direct instruction students learn about universal themes present in texts such as loyalty, friendship, courage, economic disparity, etc. Students discuss how these themes are present in real life and how characters' responses and changes apply to real life decision-making. Student discussion occurs as a whole class, in partnerships and small groups. Students also construct reading responses related to the themes and their real life applications. Students draw conclusions about characters orally, in reading response journals, and/or on Post-It notes. All conclusions are supported with key details from the text.

Students closely examine the characters, their motivations, feelings and behaviors (responses and changes to conflict) to identify and analyze the themes present in *We Beat the Street*. For each chapter/section small groups of students analyze one of the specific doctors in the texts. In 1-2 minute whip around Round Robin sessions, each group will share their analysis of their assigned character with the class at the chapter's/sections' conclusion. Student listeners are responsible for asking clarifying questions and keeping accurate notes based on information heard from classmates.

During independent reading students analyze the characters in their independent reading texts and how those characters convey the themes embedded in the text through partner discussions and reading responses. Students use post-it notes and reading response journals to highlight specific examples and keep key information/details from the text that help covey a particular theme or draw conclusions about specific characters. Students select two characters whose behaviors ultimately help to convey a similar theme in their respective (two different) texts. Students select one character from their independent reading history and one character (doctor) from *We Beat The Street*. Student letters briefly summarize the texts, determine themes, compare and evaluate the characters' choices/responses as related to similar themes presented in their texts.

Timeline: 3 weeks
Key vocabulary: theme, convey, analyze, clarify, loyalty, friendship,
Resources: universal themes, reading response journals, Round Robin directions, We Beat the Street (classroom set)

Significant task 3: - Explanatory Essay

Students hone explanatory writing skills through writing explanatory paragraphs reflecting about the doctors in *We Beat the Streets*. Students receive direction instruction in using notes to draw conclusions about the characters (doctors) and how to paraphrase the key details used from the text. Students reflect on the characters, their circumstances and choices. Students confer with the classroom teacher and peers to assess the quality of ideas, organization and voice in the writing using the 6+1 Trait rubric.

After reading *We Beat the Street* students write an explanatory essay that analyzes the evolution of the three doctors from who they were growing up in Newark to who they became by the end of the story. Students use

evidence from the story that shows how the three doctors changed. Provide support for your ideas by paraphrasing ideas and sentences from the book that support your understanding of the doctors' changes and highlights key points in the text.

Timeline: 3 weeks
Key vocabulary: explanatory, conclusion, paraphrase, ideas, organization, voice, evolution
Resources: 6+1 Trait rubric

Common learning experiences:

- Meet individually with every student in September and complete a reading interest inventory/survey. For students who perform below grade level, on district benchmark assessments, conducting a running record will help with establishing goals to accelerate learning.
- Teacher read aloud is We Beat the Street, begin reading early in the unit.

Mini Lessons

- Creating MS workshop experiences (routines)
- Goal setting (individual)
- Practice makes perfect – the importance of independent reading
- Working with AR and other expectations (rituals)
- An objective summary
- Recommending books
- Book Talk expectation
- Writing on demand
- 6+1 traits of writing: ideas & voice
- Universal themes in literature
- Examining how characters respond to conflict and challenges

Common assessments including the end of unit summative assessment:

Assessment 1: Informational on-demand essay
Pre-Assessment: On-demand informational writing assessment
Post—Assessment: On-demand informational writing assessment

Standards Addressed:

- Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

Assessment 2: Summer Book Talk
Students give a brief talk summarizing one of the books they read this summer and would recommend to their peers. If they would not recommend any of the books they read, then they must explain why. Students are assessed both on their oral presentation and written summaries.

Standards Addressed:

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)

Assessment 3: STAR/AR Tests

AR tests assess basic comprehension of texts read independently based on student's reading level. STAR assessments help determine an appropriate Zone of Proximal Development (instructional level) and grade level independence. This standard is assessed at least 4xs throughout the marking period. Typically students take between 2-4 AR tests and 2 STAR assessments.

Standards Addressed:

- Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

Assessment 4: Character Letter

Students select two characters whose behaviors ultimately help to convey a similar theme in their respective texts. Students select one character from their independent reading history and one character (doctor) from *We Beat the Street*. Student letters briefly summarize the texts and determine, compare and evaluate character choices/responses as related to similar themes presented in their texts and how it moves plot toward resolution.

Standards Addressed:

- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)
- Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. (6.RL.9)

Teacher notes:

- Although reading We Beat the Street isn't called for until Significant Task 2, typically in order to complete the book, teachers should begin reading aloud around week 2.
- Students learn to summarize texts in 4th grade. The major difference occurs in 6th grades where the summaries are now free of any personal judgments. The summaries written in 6th grade are purely objective. This lesson introduces this idea and is elaborated upon in subsequent units.
- Many students will not be accustomed to the freedom in selecting their own writing topics. There may be a need to conduct lessons on writing independence and generating ideas independently.
- It is a good idea to partner with another teacher to conduct the on-demand writing piece. Only assess the writing for the areas of the rubric for which you will hold students accountable. For example, if you only provide instruction in ideas, organization and voice, then only assess those areas.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit:	Length of the unit:
Unit 2 Nonfiction Reading and Expository Writing	**6 Weeks**

Purpose of the Unit:

The purpose of this unit is to provide students with a comprehensive experience examining ideas and themes in texts both in literary and nonfiction texts. Students continue to expand and practice writing objective summaries and identifying and analyzing themes in literature. Students develop informative/explanatory essay writing through an expansion of their repertoire to the compare/contrast essay. Students are now not only asked to make comparison, but to analyze those comparisons.

Common Core State Standards Addressed in the unit:

9. Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text. (6.RI.1)

10. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RI.2)

11. Analyze in details how a key individual, event, or idea is introduced, illustrated, and elaborated in text. (6.RI.3)

12. Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings. (6.RI.4)

13. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RI.10)

14. Determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4)

15. Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

16. Conduct short research projects to answer a question, drawing on several sources and reinforcing the inquiry when appropriate. (6.W.7)

17. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to

what they perceive when they listen or watch. (6.RL.7)

18. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

19. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

20. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Big Ideas:	Essential Questions:
▪ Readers read closely for a variety of purposes ▪ Authors choose words and phrases purposefully ▪ Words and phrase can be interpreted literally and figuratively ▪ The quality of the writing impacts the reader ▪ Writers use compare/contrast to add structure to analysis	▪ How do we learn something new from our reading? ▪ Why do readers evaluate the quality of information? ▪ How do we unlock the meaning of words and phrases? ▪ How do we use our reading to grow as a writer? ▪ How do writers organize information to share with others?
Students will know:	Students will be able to:
▪ Reading is purposeful and requires strategic decision-making ▪ Authors use specific techniques and strategies to craft writing ▪ Vocabulary is important to growing as a reader ▪ Textual evidence supports ideas ▪ Universal themes can be compared ▪ Writers compare and analyze comparisons ▪ Use the best evidence to support ideas and make inferences	▪ Read closely to understand, interpret, analyze, and evaluate texts ▪ Identify and analyze how information is introduced, illustrated and elaborated in NF texts ▪ Select strategies to determine the meaning of unknown words ▪ Cite textual evidence ▪ Make inferences ▪ Support analysis ▪ Determine a theme/central idea ▪ Write informative/explanatory texts and provide analysis of content ▪ Conduct short research ▪ Compare texts from multiple modes/genres ▪ Draw evidence from literary/informational texts

Significant task 1: Nonfiction Reading & Author's Craft

As a whole class students receive direct instruction in establishing a purpose for reading and reading closely to determine the text's explicit and implicit meaning. Students work either independently, in small groups (3-4) or with a partner to select from a variety of whole class generated nonfiction topics related to the text *We Beat the Street*. Through SERS (library search engine) and the use of additional tools and resources located at the library or classroom, students collect and select between 10-15 articles about their selected topics from previewing and skimming to select the most reputable and credible sources upon which to build their knowledge. Students develop a purpose for reading with at least 2-4 interest questions based on reading done as a whole class. These interest questions direct student choices about which final 5-7 resources they will utilize to build and enhance knowledge about their topic. Individually students construct reading responses that support their selection of the final resource list utilizing information about sources, interests, and content.

Independently students read and take notes from a teacher-approved final resource list that supports student-selected purposes for reading (2-4 interest questions). Students orally defend resource list in a "group" conference. Based on readings selected, students discuss central ideas and draw conclusions about their topics as it compares to how it is portrayed in *We Beat the Street*. Students use a graphic organizer to help analyze information by asking guiding questions like, Does the article make sense? (central idea) What did the author say? (explicit and implicit information) How did the author develop and support the ideas? (structure of ideas, paragraphs, etc.) Does this article support purpose for reading? (close reading, central idea). Students collectively select the best evidence to support conclusions drawn regarding interest questions. Students provide teacher with a copy of the evidence list as it pertains to each interest question and explains the inferences the evidence leads the student to make.

Students write informative paragraphs to answer interest questions using information gathered from various sources. Students all answer a guiding question, after reading from selected resources and taking notes, students write 1-2 paragraphs synthesizing information to evaluate it's relevance to how students live today and foresee living in the future. Students construct a written response that answers the question, *How are the experiences of the doctor's lives in We Beat the Street compare to today?*

Timeline: 3 weeks
Key vocabulary: reputable, credible, compare
Resources: SERS, nonfiction articles

Significant task 2: Compare and Contrast Essay

Students work from prepared text sets of poems, short biographies and selected chapters of their choice from *We Beat the Street*. From the teacher text set the whole class reads at least two poems, two biographies, and re-reads a chapter of *We Beat the Street*. Students participate in a shared writing of an objective summary, including identification of themes/central ideas of each poem, biography and chapter of the novel. The class discusses the themes/central ideas using key ideas from the story as support. With a partner, students examine writing for 6+1 traits of ideas, organization and choice and offer suggestions for improvement. Student learning of objective summarizing, including theme/central idea identification, is assessed individually with a differentiated assignment asking students to read either a leveled poem or short biography, summarize the two texts including the theme/central idea.

From the student text set, students work collaboratively with the teacher to select two leveled poems and biographies to write a compare/contrast essay, including an analysis of content, comparing the themes/central ideas of the readings to a chapter in We Beat the Street. Student instruction will focus on organizing ideas using compare/contrast format, developing comparisons with facts from several resources. Students experiment with several forms of comparison graphic organizers using Inspiration or another graphic organizer program to plan and organize essay. Students experiment and use both ABAB and AABB format to convey ideas in writing. Students organize writing using known transition words to connect ideas. Students also use precise language to communicate ideas and content-appropriate academic language when appropriate.

Timeline: 3 weeks
Key vocabulary: analysis
Resources: comparison graphic organizers, student and teacher text set, differentiated assessment

Common learning experiences:
Mini Lessons:

- Author's Purpose
- Literary Elements
- Plot Development
- The Relationship of Story to Elements to Create Conflict

- Theme Development
- Point of View
- Determining the Central Idea of nonfiction text
- Writing Summaries for both fiction and nonfiction
- Determining Fact and Opinion
- Close Reading: (This may be taught in the very first reading unit.)
- Responding to open-ended questions

Routine Writing (Daily Tasks):

- Annotate the text (close reading) while reading the text, take notes on how the characters change in We Beat the Streets and in their own books for the final writing assessment
- Exit slips
- Journals -short responses to text
- Complete the story map as it unfolds

Common assessments including the end of unit summative assessment:

Assessment 1 – On Demand Writing Piece – Compare/Contrast Essay (Pre & Post)
Students write a compare/contrast essay comparing two things of their choosing. Ask students to draw a conclusion analyzing their comparisons in their conclusion paragraph. This piece is used to determine individual and whole class strengths and challenges as writers based on 6+1 traits of writing of ideas, organization, and voice.

Standard Assessed

- Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

Assessment 2 – Interest Questions/Resource Justification
Students create two interest questions upon which they will do additional, focused reading. Students write a constructed response that explains justification for resource list.

Standard Assessed

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 3 – Evidence List
Students share with teacher evidence s/he intends to use to answer interest and guiding questions and orally explain the inferences drawn from the evidence.

Standard Assessed

- Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text. (6.RI.1)

Assessment 4 – Interest Question Answers
Students write informative paragraphs to answer interest questions using information gathered from various sources. Students all answer a guiding question, after reading from selected resources and taking notes, students write 1-2 paragraphs synthesizing information to evaluate it's relevance to how students live today and foresee living in the future. Students construct a written response that answers the question, *How are the experiences of the doctor's lives in We Beat the Street compare to today?*

Standards Assessed

- Conduct short research projects to answer a question, drawing on several sources and reinforcing the inquiry when appropriate. (6.W.7)

Assessment 5 – Compare/Contrast Essay
Students read two poems, two biographies and refer to a chapter from *We Beat the Street*. From this reading students summarize and identify and compare themes and analyze the comparisons.

Standards Assessed

- Write explanatory/informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.W.2)

Teacher notes:

- This is the first formal introduction to the compare/contrast essay format. Spend a lot of time discussing comparisons and recording these comparisons for the class before assessing student ability to complete independently.

- Students need exposure to multiple ways to make comparisons. Go beyond the Venn diagram. See graphic organizer websites

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 3** - **Argument and Debate**	Length of the unit: **6 Weeks**

Purpose of the Unit:

This unit allows students to explore and read about various controversial issues facing citizens of the world in the 21st Century. Students read multiple arguments about various controversial topics exploring the various points of view. Students learn to identify and evaluate how these arguments are constructed. Students develop the ability to speak and advocate passionately about a topic of interest while also developing the ability to listen and evaluate the argument of others. As speakers and listeners are and writers, students develop the ability to craft arguments and support claims with reasons and evidence.

Common Core State Standards Addressed in the unit:

21. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)

22. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6.RI.6)

23. Compare and contrast one author's presentation of events with that of another. (6.RI.9)

24. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RI.10)

25. Write arguments to support claims with clear reasons and relevant evidence. (6.W.1)

26. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

27. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

28. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)

29. Present claims and finding, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

Big Ideas:	Essential Questions:
▪ All arguments are not equal	▪ What makes one argument stronger than

	another? ▪ How are arguments created?
Students will know: ▪ Good arguments follow a specific logic ▪ Qualities of an effective argument ▪ Types of argument writing ▪ Define claims, reasons, and evidence ▪ Authors use words purposefully	Students will be able to: ▪ Read closely to understand, interpret, analyze, and evaluate texts ▪ Trace and delineate arguments ▪ Distinguish claims supported by reasons ▪ Compare and contrast two authors point of view ▪ Write arguments ▪ Support claims ▪ Develop and identify clear reasons and relevant evidence ▪ Participate in debate ▪ Write fluently using precise word choice

Significant task 1: Controversial Issue – Nonfiction Reading
Students receive instruction in what constitutes a controversial issue and participate in whole class discussions about various generated issues. Students work from a teacher text set of nonfiction articles about controversial issues approached from a variety of view points. Through guided practice students read various articles tracing the argument for each issue. Students use highlighters, underlining, circling, etc. (or some other visual) right within the text to "see" the author's argument. Students examine the structure (cause & effect, problem-solution, description, main idea & details, etc.) and organization of ideas (sentences and words within the paragraph) and notice the precise language an author uses to make argument. Students work collaboratively to determine what evidence an author has used to support his/her arguments and/or claims and evaluate the quality of the reasons/evidence. Various graphic organizers are used to help visually depict the relationship between the argument, claims, reasons, and evidence. Students reflect as a whole class on the importance and impact of the author's argument.

Independently students work from leveled text sets about various controversial issues and trace and evaluate the author's claims, reasons, and evidence. Students provide evidence of this thinking to the teacher in conferences using post-it, highlighters, etc. Daily students discuss arguments read about during independent practice, record key ideas and details, and discuss and compare the author' point of view with that of their own. After reading several articles about at least 4-5 controversial issues, students select one about which they feel passionate. Students use a graphic organizer from Inspiration or self-created to organize/trace two different viewpoints of the article's argument(s). This organizational chart includes the main argument(s), claims, reasons and evidence. Students use notes to paraphrase authors' ideas to include on the graphic organizer. Students work with partners to share articles and give feedback on the accuracy of the organizational chart. Students present organizational chart to small group of students in the class as a foundation for brief comments and discussion. Students assess quality of author's argument within the group using a class created rubric and presentation of the author's argument by the reader. Students share graphically represented organizers with classroom teacher in individual conferences.

Timeline: 3-4 weeks
Key vocabulary: controversy, argument, claim, evidence, reason
Resources: qualities of effective argument rubric, tracing an argument organizer directions

Significant task 2:

Students engage in reading and discussion about controversial issues. Students learn and explore the various types of argument writing that exists. Students explore writing various types of argument writing to build repertoire or modes. Students work with teacher and partners to trace and evaluate various arguments and

analyze the organizational structure authors use to communicate an argument, claim, reason, etc. Students participate in regular oral arguments with peers and provide each with feedback based on quality argument criteria. Students use independent writing practice to explore using various organizational structures. Students build understanding that the elements of a quality written argument, introduces the claims and builds evidence and reasons logically and practice and assess. Students repeat this process daily over at least 2-3 weeks. Students decide on a controversial issue about which they feel passionately, choose a type of argument writing and audience and develop a published piece.

Students choose a controversial topic about which they will create a class debate. Students select a topic about which a majority of the class feels passionately about. Students work in teams to develop an argument for or against a particular controversial issue. Groups determine their claims and work to develop strong reasons supported credible, important evidence. Students conduct debate in front of another team who will score each team based on a variety of criteria. Every student will be assessed as a presenter and listener.

Timeline: 3-4 weeks
Key vocabulary: debate, passionate
Resources: comparison

Common learning experiences:

- Student dates should occur with students from other teams/periods. This will create a more authentic experience.

Mini Lessons

- A controversial issue- what is it?
- Generating ideas
- Using highlighters
- Analyzing the organizational structure
- Analyzing the argument
- Evaluating reasons, claims, evidence
- Thoughtful "arguments" – respecting each other
- What is a debate?
- Different types of arguments
- Comparing my point of view to the author's
- What do you feel passionate about?
- Comparing arguments
- The quality of the argument
- Presenting an author's argument
- Explore various types of arguments in your writing
- Creating a debate

Common assessments including the end of unit summative assessment:

Assessment 1 – On Demand Argument Piece (Pre & Post)
Students write an on-demand argument piece based on explicit teacher directions. Teachers assess student writing not only for the characteristics of argument writing, but also building on the traits ideas, organization, voice, with sentence fluency and conventions.

Standards assessed:

- Write arguments to support claims with clear reasons and relevant evidence. (6.W.1)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Assessment 2 – Deconstructing Argument
Students create a visual representation tracing two opposing viewpoints on a controversial argument. The visual depicts the argument, claims, reasons, and evidence. Students write a reflective paragraph explaining the visual's significance, including viewpoint, and orally explain ideas to a small group. Students analyze the opposing arguments deciding which viewpoint they agree with. Students assess presentations based on whole class criteria.

Standards assessed:

- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6.RI.6)
- Compare and contrast one author's presentation of events with that of another. (6.RI.9)
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

Assessment 3 – Argument Piece
Students select a type of argument writing and audience to whom they would like to write. Student writing is assessed on the characteristics of an effective argument and the 6+1 traits of writing.

Standards Assessed:
- Write arguments to support claims with clear reasons and relevant evidence. (6.W.1)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Teacher notes:
- Conduct whole class discussions about the controversial issues until you are confident that students can engage in thoughtful passionate discussion without being disrespectful. These topics elicit strong emotions that must be managed.
- Work with librarian to create a teacher text set of controversial issue and various leveled student text sets. Students who can independently locate articles/information are allowed and encouraged to do so.
- Significant Task 1 & 2 occurs concurrently.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 4 Historical Fiction & Narratives**	Length of the unit: **7-8 Weeks**

Purpose of the Unit:

This unit enhances and builds on student understanding of narrative writing and analyzing complex fictional plots to determine an author's message. Students explore the historical fiction genre as a Webquest to build and develop independent skills. Students work at their own pace to learn about various qualities of historical fiction, read and evaluate historical fiction texts, and compose a historical fiction narrative.

Common Core State Standards Addressed in the unit:

30. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

31. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)

32. Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)

33. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)

34. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

35. Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text. (6.RI.2)

36. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

37. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

38. Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)

39. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

40. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4)

Big Ideas:	Essential Questions:
▪ Authors use the story and plot elements purposefully ▪ Facts give the story a "real" context ▪ Authors use information to promote their ideas	▪ How do authors use characters to convey the message to the reader? ▪ How are facts used in historical fiction? ▪ How do authors present facts or interpret and manipulate them for their purposes?
Students will know: ▪ Characteristics of historical fiction ▪ Readers use lessons from history to plan, problem-solve and discuss future ▪ Characters and plot episodes help determine themes in literature ▪ Themes in literature communicate the author's message ▪ Authors bring their point of view to texts ▪ Point of view impacts author's message. ▪ Author's write with a purpose/message ▪ The components of historical fiction narrative ▪ Readers integrate and synthesize information	Students will be able to: ▪ Identify historical fiction characteristics ▪ Make connections between historical facts and fictional plot ▪ Ask and answer questions about texts read aloud and independently ▪ Identify and analyze how characters and plot events convey theme ▪ Analyze how themes point to author's message ▪ Examine point of view and it's impact on text, message, themes, etc. ▪ Determine author's message using key information to support conclusions ▪ Write reading responses integrating a variety of information ▪ Determine central idea of informational texts ▪ Conduct short research ▪ Write historical fiction narrative

Significant task 1: Historical Fiction Genre Exploration – Section 1

Students work at home and school to complete Section 1 of a Historical Fiction Webquest to enhance understanding about the genre and its' uniqueness as compared to other fictional genres. Students work from a historical fiction genre template that calls for the definition and characteristics/criteria of the genre. Students use various websites to search for and verify information specific to the genre. This is completed using at least 3-5 sources that students eventually include on a works cited list.

After gaining teacher approval, students work with partners to read 3-5 identified historical fiction picture books. Partnerships identify the traits of the genre, summarize the story, notice common themes and how conveyed, and identify and analyze point of view. Student assessment of learning is done through the collection and feedback provided from Section 1. Students independently complete a reflective question demonstrating understanding of the genre and its' uniqueness as compared to other genres using key details and examples from stories read independently or aloud to support conclusions.

Timeline: 1-2 weeks
Key vocabulary: historical, Webquest, verify, genre, works cited
Resources: HF Genre template, Picture book analysis, computer access or availability at home, planning your work, website regarding historical fiction genre, Live Binder access, *The Mighty Miss Malone*

Significant task 2: - Historical Event - Independent Reading Journals – Section 2

Students select from a pre-selected list of historical events to explore through historical fiction and informational texts. Students select an accompanying "just right" historical fiction text to read independently at home and in class. Students complete an independent reading response every 2 weeks to practice and demonstrate understanding of various reading standards including incorporating key details. To select from differentiated reading responses, students choose from a variety of independent instructional opportunities to learn about choices. Instructional options include: via a podcast, written instructions, video clips, etc. Students complete at least 3 different instructional and response options.

Students access Live Binder or a hard copy of credible internet resources to research from websites to read short informational articles about their self-selected historical events. Student make a record on works cited list from where the information has come. Students identify the articles' central ideas and take notes based on these readings. Students select from a variety of note-taking styles to record key ideas & details read and/or shared from partner/group. Students reflect, in discussions and in written responses, on the author's integrated use of the historical events to convey specific ideas, themes, and messages in their independent reading historical fiction text about the same event. Students read at least 3 different articles per individual in small group/partnerships. Each article is summarized including central ideas. Students write response that identifies the author's message upon finishing their independent reading text.

Timeline: 4-6 weeks
Key vocabulary: message, integrated, response, podcast
Resources: list of historical events, nonfiction texts about historical events, Section 2 Webquest, reading response list, groups of historical fiction texts at various levels, computer/digital media access

Significant task 3: - Prezi/Power Point Presentation – Section 3

Students present a Power Point or Prezi to a small group that's studying a different historical event. Students present 3-5 slides that encompass the major understandings about this historical event and make connections between the factual information collected and information expressed in the historical fiction text read independently. Students are assessed both on group presentation and individual literary analysis that demonstrates how the main character in their texts conveys the author's message.

Timeline:2 weeks
Vocabulary: presentation, metaphor, literary analysis
Key Resources: Power Point/Prezi, computer access

Significant Task 4: Historical Fiction Narrative

Students use developed understanding of the historical fiction genre, mentor texts being read aloud and independently and nonfiction information to write a historical fiction narrative. Students build on previously learned knowledge of writing narratives. Students establish a context and introduce narrator/characters, use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Student narratives include a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Writing is precise using relevant descriptive details, and sensory language to convey experiences and events and provide a conclusion that follows from the narrated experiences or events. Student writing can occur at home and at school. Students use time with partners or students use the historical event studied in a small group as background or history. Student writing is assessed based on 6+1 traits of writing with a focus on ideas, organization, word choice, and conventions.

Timeline: 2-3 weeks
Vocabulary: narrative
Resources: 6+1 trait rubric

Common learning experiences:

- The teacher uses as the mentor text The Mighty Miss Malone. This is the text used to model mini lesson instruction.

- Teacher leads students through a study of the Great Depression to model conducting short research.

- Work with instructional technology to review Power Point and Prezi

Mini Lessons:

- Characteristics of Historical Fiction
- Working effectively with partners
- Exploring various historical fiction websites (review previous lessons)
- Creating a works cited list
- Selecting independent reading selection
- Examining texts against the criteria
- Responding to reflective questions (R.A.C.E.)
- Historical events – the popular ones
- Introducing reading responses
- Credible sources (review)
- Note-taking format
- Taking notes from informational articles – central ideas & details
- Re-reading your notes
- Turning your notes into your own words
- Integrating facts into responses
- Summarizing nonfiction texts
- Identifying the author's message
- Review narrative writing
- Incorporating the historical event into your writing
- Using Power Point and Prezi

Common assessments including the end of unit summative assessment:

Assessment 1 – On Demand Narrative (Pre & Post)
Students write a narrative based on a prompt selected by the teacher.

Standards assessed:

- Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Assessment 2 – STAR/AR Assessment

Standards assessed:

- Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

Assessment 3 – Webquest Section 1
This section of the Webquest introduces the task and begins several expectations for students. Students are expected to define/identify characteristics of the genre, read, summarize, including themes and central ideas, included in text and evaluate based on criteria of genre. Additionally, students complete a reflective question.

Standards Assessed:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)
- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Assessment 4 – Webquest Section 2
The first part of this assessment requires students to write at least 3 reading responses reflecting upon their independent reading texts. Students read, take notes and summarize informational texts. This information is integrated into an evaluation of their independent reading text's interpretation of the historical event.

Standard(s) assessed:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)
- Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text. (6.RI.2)

Assessment 5 – Prezi/Power Point Section 3
Students make a brief presentation of information researched about their historical event and integrate and make connections to historical fiction text being read independently and read aloud.

Standard(s):

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)

Assessment 5 – Historical Fiction Narrative
Students write a narrative based on the historical event studied. Students are assessed using the 6+1 trait rubric.

Standard(s) assessed:

- Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)

Teacher notes:

- Significant task 2 can begin while significant task is occurring
- Significant task 1 - Have students keep their works cited list as they go along – very few can ever go back.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 5 - Memoir**	Length of the unit: **6 Weeks**

Purpose of the Unit:
This unit focuses on comparing two historical events written as memoirs by different authors. Students compare the point of view of the author and how it impacts the story. Students continue to develop as listeners and speakers by working in book clubs and discussion groups to make comparisons and share ideas. Students also practice writing a new mode of fictional narrative a memoir. Students will all select from common historical events and write a personal memoir.

Common Core State Standards Addressed in the unit:

42. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

43. Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (6.RL.3)

44. Determine the meaning of words and phrase as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)

45. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)

46. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

47. Compare and contrast one author's presentation of events with that of another. (6.RI.9)

48. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Big Ideas:	Essential Questions:
▪ Authors purposefully use specific words and phrases ▪ Relevant evidence promotes/supports the point/idea ▪ Characters are shaped by the events ▪ Point of view impacts interpretation ▪ Authors use many genres to tell stories – memoir is one of them	▪ How do authors convey tone? ▪ What makes textual evidence relevant? ▪ How does the setting affect the story's plot? ▪ How do the events in the story affect the characters' development? ▪ How can different authors interpret events differently? ▪ How do authors tell their stories?
Students will know: ▪ Words and phrases reveal tone and point of	Students will be able to: ▪ Identify and analyze the words and phrases

view ▪ All evidence is not equal' ▪ Evidence Is what builds conviction ▪ Characters' responses and changes are significant to the themes and message of the text ▪ Memoirs are basically true stories that focus on a brief span of time or an event	used to create tone ▪ Select evidence that best supports ideas and conclusions ▪ Analyze how characters develop over the course of the story ▪ Explain how author develops point of view ▪ Compare information included in texts and draw conclusions ▪ Define memoirs and distinguish between autobiography

Significant task 1 – Timeline of Events

Students are introduced to the memoir genre through picture books. Students read with a partner, as a whole class read aloud and/or independently various memoirs written as picture books. Students discuss the difference between an autobiography, a memoir and a fictional narrative. Students write a response that clearly defines and explains the difference between the two.

In small groups, students read independently, listen to an audio version or read along with the teacher one of two texts, *So Far From the Bamboo Grove* and *When My Name was Keoko*. Students summarize each chapter/section highlighting the historical events, including any themes identified through character responses and challenges. Student groups share summaries at designated points asking questions to enhance or clarify understanding of the plot or history. Students participate in book club discussions and make comparisons between how each author's memoir tells the story, interprets and integrates the historical events. Following book club discussions, students complete a discussion reflection to give to the teacher.

As a whole class students create a timeline of historical events located in the texts. Students work in partnerships to create a nonlinguistic representation of the event and how each author portrays the event. Students use the timeline and metaphorical representations to create a class flip book of the memoirs.

Students work as individuals, then partners, then as a small group, then as a whole class, a set of questions they would ask each author. Students are given the opportunity to meet the author and ask very specific questions about her experiences.

Timeline: 3-4 weeks
Key vocabulary: (text related cultural vocabulary) – integrity, memoir, span
Resources: So Far From the Bamboo Grove, When My Name was Keoko, audio versions, headphones, book club reflection, picture book collection of memoir

Significant task 2: - Writing Memoir

Students brainstorm common historical events the class has lived through, the Snow Storm of 2013, Power Outage 2011, etc. Students select one of these events about which to write a personal memoir. Students are expected to organize events in a logical sequence, incorporate dialogue, description, and pacing in order to convey purpose. Additionally, students incorporate precise language (words and phrases) to communicate tone and point of view. Students will publish this piece.

Students will also record their memoirs and students will listen to at least 5 different memoirs of their classmates, comparing the experience and point of view of the common historical event.

Timeline: 3-4 weeks
Key vocabulary: memoir, historical event, brief, voice
Resources: 6+1 trait writing rubric, recording devices

Common learning experiences:

- Teachers introduce WWII and the internment camps through various picture and video clips. Students taken note to help remember the basic facts.

Mini Lessons

- What is memoir?
- Revisit summarizing
- Identifying theme
- An effective book club
- Writing an effective reflection
- Interpreting and integrating the history
- Making comparison
- Selecting a historical event
- Deciding on the story behind the story
- Using details and dialogue effectively
- Copying the author's craft
- Communicating point of view and tone with words and phrases

Common assessments including the end of unit summative assessment:

Assessment 1 – Memoir versus Autobiography
Students write a reading response comparing autobiographies to memoirs. Students use current reading as evidence.

Standards assessed:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 2 – Book Club Discussion Reflection
Following club discussion, students complete a reflection that summarizes the discussion and provides any additional reflection and comparison between the texts.

Standards assessed:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 3 – Questions for the Author
Based on the text read, students write a list of questions that they would like answered by the author.

Standards Assessed:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

Assessment 4 – Writing a Memoir
Students write a personal memoir about a common historical event. Student publish their memoirs and record them for their classmates to listen to and compare.

Standards Assessed:

- Write narratives to develop real or imagined experiences or event using effective technique, relevant descriptive details, and well-structured event sequences. (6.W.3)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1)

- Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (6.L.2)

Teacher notes:

- The author of Far from the Bamboo Grove lives on Cape Cod and annually has agreed to come and speak with 6th graders about her book.

6th Grade ELA
Windsor Public Schools
Curriculum Map for the Secondary Level

Purpose of the Course:

6th grade ELA is the first step to the transition between the elementary and high school. This course raises the level of complexity and sophistication in both reading materials and writing types. Students read and discuss a variety of fictional and nonfictional texts to develop the ability to discuss and write about complex ideas. The skills and concepts learned in 6th grade are developed and enhanced throughout middle school.

Name of the Unit: **Unit 6 – Poetry**	Length of the unit: **3 Weeks**

Purpose of the Unit:

This unit expands student ability to read, interpret and write poetry. Students read and interpret 5 types of poems and experience the work of real-life poets. Students practice speaking and listening standards by delivering poems in front of a "real" audience. Students typically have a whole-team poetry assembly where every student delivers at least one poem.

Common Core State Standards Addressed in the unit:

49. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)

50. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)

51. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)

52. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)

53. Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)

54. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Big Ideas:	Essential Questions:
▪ Authors purposefully use words and phrases to convey meaning and tone?	▪ How does a poet use word choice to convey meaning and tone?
Students will know:	Students will be able to:
▪ Readers use specific evidence to support conclusions about author's message ▪ Word choice matters ▪ The organization of stanzas conveys purpose and theme ▪ Point of view impacts interpretation	▪ Cite text evidence from poetry ▪ Analyze what a poem says explicitly and figuratively ▪ Determine the meaning (literal and figurative) of word and phrases as they are used in the text ▪ Analyze impact of word choice on meaning and

▪ Readers reflect on	tone ▪ Analyze the organization of stanzas to determine theme and message and tone ▪ Determine how point of view impacts the speaker

Significant task 1 – Introducing Poems

Students read as a whole class several examples of 6-8 types of poems. Students work with the classroom teacher to analyze what the text says, explicitly and figuratively, using/highlighting specific evidence from the text. Students work through guided practice and then partner work in answering specific questions to demonstrate understanding. Students analyze word choice, author's placement/organization of stanzas and point of view to determine theme and tone. Ultimately students synthesize learning to determine the author' message. Students daily read various text sets of leveled student poetry. Students meet with the classroom teacher through conferences to determine students understanding and application of skills. Students create a "My Favorite Poems" book with 3-5 of the student's favorite poems with an accompanying analysis.

Timeline: 3 weeks
Key vocabulary: figurative, connotative literal, stanza
Resources: leveled student text sets of poems, materials for "My Favorite Poems"

Significant task 2: - Writing Poetry

Daily students write independently various self-selected modes and types of writing. Throughout the poetry unit students are invited to add poetry to their repertoire. Students attempt various types of poetry during independent writing and work with the classroom teacher and classmates to receive feedback. At times students will write poetry as a whole class or in partnerships. Of the 6-8 types of poems to which students are introduced,, students are asked to write at least 4 completed poems, all different types, and publish. These poems are added to "My Favorite Poems" book. Students select one of the four poems to deliver and present to the team at a poetry assembly.

Timeline: 2-3 weeks
Key vocabulary: (poetry types), presentation
Resources: examples of

Common learning experiences:

Mini Lessons

- Introduce each type of poem with an example
- What does the text say?
- Figurative and literal language
- Word choice and meaning and tone
- Point of view
- Organization of poetry – tells the story
- The author's message
- Sticking with poetry – it's subjective
- Giving feedback effectively
- Delivering a great poem

*Students watch a variety of video clips of Def Poetry Jam to determine what the characteristics of a good delivery of a poem "looks like."

Common assessments including the end of unit summative assessment:

Assessment 1 – My Favorite Poems
Students create a book of their favorite poems. Students include a copy of at least 3-5 poems that they have read. Students include with a copy of the poems an analysis of what the poem says explicitly and figuratively. Students analyze the organization of stanzas and how point of view impacts the story.

Standards assessed:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)
- Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6)
- Comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently. (6.RL.10)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (6.W.9)

Assessment 2 – Writing Poetry
Students write poems in at least 4 of the 6 types taught n class. Student poems are focused on their organization of stanzas and use of words and phrases to convey tone.

Standards assessed:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)

Teacher notes:

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Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit:**
UNIT 1 - The Search for Identity	16 Blocks

Purpose of the Unit:

This unit will establish an understanding of the development of personal identity and its influence over human behavior through the analysis of various works of fiction and non-fiction. It will provide a foundation in the various elements of literature, which will be used to analyze literature in this and in subsequent units.

Common Core State Standards Addressed in the unit:

RL.9-10.2
Determine a theme or central idea of a text;

Analyze in detail the development of a theme over the course of the text, including how it emerges and is shaped and refined by specific details.

RL .9-10.3
Analyze how complex characters develop over the course of a text, interact with other characters;

Analyze how the development of characters advances the plot.

RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W. 9-10.4
Produce clear and coherent writing.

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

Big Ideas:	**Essential Questions:**
- Personal identities are the result of two things: (1) assigned identities that can't be controlled and (2) personal choices. - Your sense of identity affects your actions and behaviors. - Readers develop a deeper understanding through reflection and analysis of text.	- Who am I and how did I get that way? - How do our decisions reveal our character? - How do the various elements of literature work together to present a theme or develop a character?
Students will know: - the various factors that shape personal identity; - the influence of culture on personal identity; - reflection and close analysis of a text lead to better understanding and appreciation; - an author's personal experiences influence his/her writing. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Thoroughly annotate a text to identify evidence to support arguments. 2. Identify literary elements in a text. 3. Analyze an author's use and development of literary element to create mood, to develop character and theme or to develop plot. 4. Organize and develop a written literary analysis. 5. Use specific evidence from a text to support an argument or position. 6. Use technological resources to present information clearly 7. Define and/or review the following terms: - personal identity - significant experiences - life map - cultural beliefs - character (characterization) - bias - point of view - plot - exposition - rising Action - inciting Incident - climax - falling Action - resolution - conflict (internal and external) - direct characterization - indirect characterization - theme - narrative voice - perspective - lens - protagonist

	- antagonist - round/flat characters - static/dynamic characters - imagery - figurative Language - diction - setting - mood - tone - indirect characterization - essay - thesis - occasion - projected organization - topic sentence - transition - MLA citation format

Significant task 1: *Identity Mapping*

In a whole class arrangement, the teacher will begin by defining a "life map." Students should come to the understanding that significant events in our lives have an impact on the development of our personal identities. After students have developed this understanding, the teacher will present a model drawing a life map (Drawing a Life Map). Working individually, students will develop a "life map" for themselves, making sure to identify the significant events in their lives. Various graphic organizers are available for this work (Graphic Life Map, Life Map Checklist Sample). For process differentiation, students also have the option of using Inspiration© software to create a "thought web" to brainstorm their ideas.

Students will meet in groups to discuss their life maps. During these discussions, the student presenters must explain how the significant events in their lives have shaped their personal identities. This discussion will be assessed by the teacher using the Windsor High School 21st Century Rubric for Working Collaboratively.

Working in the same groups, students will then select a character from one of the unit stories and complete a similar map for this character, once again making sure to identify significant events in the character's life. This information will be presented to the class. For product differentiation, students may choose to use the Graphic Life Map format, The Epson TeamBoard© software, a PowerPoint presentation or any other presentation method that meets the requirement of the Life Map Presentation Rubric.

After the presentations are complete, students will use the work they did individually on their own life maps and the information developed with their group on the fictional character to prepare a graphic organizer from which they will plan a journal response to the following questions:

1. What was the most significant event in your life?
2. How has this event defined your identity?
3. Which event in the character's life is most similar to your own?
4. How did this event define the character's identity?
5. Compare and contrast the ways in which the events shaped identity. Be sure to discuss how it might have developed differently if different choices had been made.

This assignment can be a "take home" assignment, or completed in class with planning, drafting and peer reviewing before a final draft is submitted. The 5 Level Rubric will be used to assess this assignment.

Timeline: 2 - 3 Blocks

Key vocabulary:
- personal identity
- significant experiences
- life map
- cultural beliefs
- character (characterization)

Resources:
Note—All short stories are available on audio CD using the Elements of Literature (Third Course) Anthology Supplementary Materials. They may also be printed for annotation using the One-Stop Planner CD available in the same collection.

- "Helen on 86th Street" (Wendi Kaufman)
- "The Scarlet Ibis" (James Hurst)
- Thank You, Ma'am" (Langston Hughes)
- "The Cask of Amontillado" (Edgar Allan Poe)
- "A Sound of Thunder" (Ray Bradbury)
- "Those Who Don't" (Sandra Cisneros)
- "American Hero" (Essex Hemphill)
- "The Girl Who Loved the Sky" (Anita Endrezze)

Significant task 2: *Introduction to Literary Terms*

As students are introduced to the various literary terms, they will complete notes (Cornell or Other Note-taking Types) on all terms. All notes are accompanied by a Power Point (see below). After the notes are completed for each element, students will work in a variety of groupings on sub-tasks designed to reinforce the concepts presented. These whole group, small group, or partner assignments can be completed in any style of the teacher's choice, including: jigsaw, stations, rotating groups, etc.

Plot:
Students will work in a partnership or small group to complete a plot chart based on a popular book they have both read. To facilitate this sub-task, the teacher should consider using a children's book with which the students are familiar that has clearly defined elements of plot. Many of the Dr. Seuss stories are appropriate for this part of the task. These texts can be used as models.

Characterization:
In a whole group or small group, students will view a slide show that presents a variety of photographs of diverse individuals. As they watch the slide show, they will be asked to record adjectives that describe the various individuals. Through class discussion, students will come to understand that personal appearance sometimes dictates how a person is perceived by others. The teacher will guide the discussion to assign other characteristics related to the Five Methods of Indirect Characterization used by an author. Students will come to understand the various ways that an author "brings a character to life" using language.

Narration:
Students will work in small groups to tell a story through a particular lens. Each group will be given the same photograph of a man and a woman engaged in a conversation. (See resources below.) The groups will be assigned a different narrator to tell the story; the groups will be given a "back story" that explains the narrator's bias. For example, one group may be told that the man is the father of a patient; the woman is a doctor; the "back story" is that the man's daughter has just been diagnosed with cancer, and he has been kept waiting for information. Students will tell their stories to the class; teacher will use this conversation to present the concept of reliable vs. unreliable narrators.

Setting:
The class will be divided into teams. For planning purposes, the teacher can use a Group Planning Template prior to the implementation of the lesson. Each team will be told that they are going to describe and illustrate a house on a hill, but each team will be given a different mood that it must create by adding details to the illustration. Students may use a variety of techniques to illustrate their setting: Epson TeamBoard©, Paint©, manual drawing, or any other medium that the teacher chooses. The groups will present their illustrations to the class, and ask the class to identify the mood that the setting illustration is meant to convey. Teacher will use this information to lead students to understand the relationship between setting, and mood and tone. Following the presentations, students will describe the setting they illustrated in a well-developed paragraph, using vivid language to create the details in the drawing.

Theme:
Students will complete a Theme Comparison Matrix which asks them to differentiate between topic and theme. After they have completed it, the teacher will review the answers with the class, explaining any misunderstandings and reviewing the difference between topic and theme. Students will then work in pairs to identify the topics and themes of various movies they have seen. This work will form the basis of more class discussion on the differences between topic and theme. Students will work in groups to read a children's book and identify the theme of the book, which they will present to the class.

After all literary elements have been introduced and studied the class will be divided into five groups. Each group will be assigned one of the five elements they have studied (plot, characterization, setting, narration and theme). Each group will use their knowledge to prepare a Literary Foundations Mini-Lesson to review the assigned element. This lesson will be prepared using Epson Teamboard© so that students may record it and play it for the class to view. Another option for electronic presentation is: www.upsidedownacademy.org.

Timeline: 5 – 6 blocks

Key vocabulary:
- bias
- point of view
- plot
- exposition
- rising action
- inciting incident
- climax
- falling action
- resolution
- conflict (internal and external)
- direct characterization
- indirect characterization
- theme
- narrative voice
- perspective
- lens
- protagonist
- antagonist
- round/flat characters
- static/dynamic characters
- imagery
- figurative language
- diction
- setting
- mood
- tone

Resources:

- all hyperlinked resources
- Cornell Notes:
  - How to Take Cornell Notes
  - Blank Cornell Note Sheet
- Plot:
  - Power Point Notes
  - Plot Chart Diagram
- Characterization:
  - Characterization Do Now Power Point
  - Characterization Do Now Worksheet
  - Cat in the Hat Characterization Activity
  - Cat in the Hat Activity Journal Response
  - STEAL Chart
- Narration:
  - Narrator and Voice Power Point
  - Narrator Bias Photos
  - What's Their Story Graphic Organizer
  - Quiz on Narration
- Setting:
  - Teacher Guide for Notes
  - Blank Guided Note Taking
  - Examples of Settings (Photos)
- Theme:
  - Power Point on Identifying Theme
  - Guided Note Sheet
  - Using Children's Books to Identify Theme
  - Topic vs. Theme Worksheet
  - Movies and Theme Power Point

Significant task 3: *Found Identity Poem*

In a whole class grouping, students will read a recommended short story such as "The Talk" by Gary Soto. Students will be asked to identify examples of the methods of characterization used by the author; for example, if "The Talk" is used, students will identify ways the author develops the personality of the two young boys. Students will record the words and phrases related to characterization on a STEAL Chart. These words and phrases will also be recorded on the board and shared with the class. After identifying the information, the whole class will work together to select those words/phrases that best represent the character(s). The teacher will model various ways to arrange the words and phrases to create the most powerful image.

Students will be then placed in pairs to create a Found Poem based on the short story that they read. In this poem, students will be directed to select words/phrases that demonstrate the special features of their chosen character(s).

After completing the whole-class poem, students will be given a second story and assigned to groups. Each group will focus its work on a different method of indirect characterization: physical appearance, words, thoughts, actions or effects on others. For each story, the teacher will identify the character under study, making sure to select a character for which there are sufficient examples of indirect characterization present in the story. As the reading progresses, students will be asked to take note of and highlight those words/phrases that are illustrative of their assigned method of characterization. After the reading is completed, students will work in their groups to continue the identification of the words and phrases that they feel best exemplify the characterization method they have been assigned. When the groups have

completed their work, they will "report out" to the class. As they list their words and phrases, this information will be recorded on the board using the Epson Brightlink© whiteboard software. When the list is complete, the teacher will print a copy of this list for all class members.

Students will use the words and phrases from the story to create another poem that represents the assigned character. Students may choose to focus on one method of characterization (limit choice of words/phrases to actions or another of the five methods) or they may choose to use multiple methods that reveal the same character trait (e.g. words, actions and physical characteristics that reveal a hostile attitude).

Timeline: 2 - 3 Blocks

Key vocabulary:
- indirect characterization
    - what a character says
    - what a character thinks
    - a character's effect on others (or the effect of others on the character)
    - what a character does (actions)
    - how a character looks (physical traits or expressions)

Resources:
- "The Talk" by Gary Soto (p. 377-8 in *Elements of Literature* Third Course)
- STEAL Chart
- Short stories used throughout the unit or teacher-selected alternatives
- all hyperlinked resources

Significant task 4: *Writing the Essay*

Students will write a Literary Analysis Essay that addresses the following essential question: How do the various elements of literature work together to present a theme or develop a character?

Mini-Lessons on Writing the Essay

Based on the teacher's assessment of student writing from the summer reading benchmark assessment, he/she will develop mini-lessons on the various parts of the writing process. These lessons may be delivered in whole-class, group or individual student formats, depending on the needs and learning styles of the students. These mini-lessons will address as many or as few of the following topics as necessary:

- Elements of literary analysis
- Creating an appropriate graphic organizer (organizing one's thoughts)
- Selecting and using specific text evidence in writing
    - Using annotation to select specific evidence
    - Proper format of quoted material
    - Proper MLA citation of evidence
- Organization of an essay
    - Introductory paragraphs
        - Occasion
        - Thesis statement
        - Projected organization
    - Transitions
    - Body paragraphs
        - Topic sentences
        - Unity
        - Cohesion
    - Conclusion
- Student Review Protocol
- Conventions

- Grammar
- Sentence structure

Student Writing

Using their text annotations and graphic organizers, students will write the essay. Part of the writing will be completed in class; part will be completed at home. Teacher will facilitate peer review and evaluation of the writing. This may take several forms, such as:

- Exemplar essays
- Guided peer review
- Narrative peer review
- Whole class review, using student papers

  Note: Teacher can use the document camera to project an essay using the BrightLink© projector. As students make suggestions, these comments will be added to the paper, which can be saved and/or printed for the students' use during the revision process.
- Student conferences (peer-to-peer; student-to-teacher)

Timeline: 3 – 4 Blocks (If essay is written in class, this task may take more time.)

Key vocabulary:

- essay
- thesis
- occasion
- projected organization
- topic sentence
- transition
- MLA citation format

Resources:

- "The Cask of Amontillado" by Edgar Allan Poe
- "A Sound of Thunder" by Ray Bradbury
- "The Gift of the Magi" by O. Henry
- "The Lady or the Tiger" by Frank Stockton
- "Harrison Bergeron" by Kurt Vonnegut
- "Thank you, Ma'am" by Langston Hughes
- Writing the Essay Flow Chart
- all hyperlinked resources
- "The Struggle to be an All-American Girl" (Elizabeth Wong)
- "Not Much of Me" (Abraham Lincoln)
- "Learning to Read" (Malcolm X)

Common learning experiences:

- Flocabulary Video on the Elements of a Short Story
- Daily Oral Language (editing and revising practice)
- Introduce the importance of reading strategies; use "Learning to Read" (Malcolm X) as a "hook"
- Annotation practice (sticky note and margin notes)

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment (Summer Reading):
This assessment will be based on the summer reading, and is intended to determine the students' level of knowledge prior to beginning the first unit. Students who have not completed the summer reading assignment will be given a choice between two short stories, "The Sniper" by Liam O'Flaherty or "The Most Dangerous Game" by Richard Connell, and will complete the assessment based on the chosen story.

1. The first part of the assessment will require students to demonstrate that they know specific literary terms. This will be in an objective-test format such as matching or multiple-choice. The second part of the assessment will ask students to apply their knowledge of these elements as they pertain to the specific reading they did over the summer. Students will be asked to:
    - Complete a plot chart for the story.
    - Identify the ways in which the author has developed the characters in the story.
    - Identify the setting, mood and tone of the story.
    - Identify the theme of the story and explain how the author reveals this theme to the reader.

    The 5 Level Rubric will be used to grade this assessment. This rubric will be revised to reflect the grade 8 Common Core requirements.

Unit Post-Assessment(s):
Students will analyze the author's use of the various literary elements to present and develop a theme/character in a short story. Students will be given the opportunity to select one of the stories they read as part of the unit on which to base this essay. Students may also choose to analyze a story that is outside the unit (with teacher approval). If they select the second option, they must provide a copy of the story for the teacher's review and use in grading. Students will be graded using the 5 Level Rubric and/or the 21st Century Rubrics.

1. Students will read and annotate a short story, emphasizing the various literary elements presented in the story. As they annotate, students should be reminded that they are going to use the information as specific evidence in their literary analysis.

2. Students complete a graded pre-writing organizer (outline, graphic model, etc.).

3. Write a Literary Analysis Essay that answers the following essential question: How do the various elements of literature work together to present a theme or develop a character? Students will be required to explain and support their analysis with specific and relevant evidence from the text. It is expected that assignment will be typed and submitted in the proper format for a formal essay.

4. Complete a student review protocol to create multiple drafts, including the final version to be submitted to www.turnitin.com.

Teacher notes:

Core Literary Resources:
Note—All short stories are available on audio CD using the Elements of Literature (Third Course) anthology supplementary materials. They may also be printed for annotation using the One-Stop Planner CD available in the same collection.

Short Stories:
- "Helen on 86th Street" (Wendi Kaufman)
- "The Scarlet Ibis" (James Hurst)
- Thank You, Ma'am" (Langston Hughes)
- "The Cask of Amontillado" (Edgar Allan Poe)
- "A Sound of Thunder" (Ray Bradbury)
- "Those Who Don't" (Sandra Cisneros)
- "The Gift of the Magi" (O. Henry)
- "The Lady or the Tiger" (Frank Stockton)
- "Harrison Bergeron" (Kurt Vonnegut)

Non-fiction:
- "The Struggle to be an All-American Girl" (Elizabeth Wong)
- "Not Much of Me" (Abraham Lincoln)
- "Learning to Read" (Malcolm X)

Poems:
- "American Hero" (Essex Hemphill)
- "The Girl Who Loved the Sky" (Anita Endrezze)

Rubrics:
- Windsor High School's 21st Century Learning Expectations Rubrics
- 5 Level Writing Rubric
- Life Map Presentation Rubric

Key Vocabulary:
- personal identity
- significant experiences
- life map
- cultural beliefs
- bias
- point of view
- plot
- exposition
- rising action
- inciting incident
- climax
- falling action
- resolution
- conflict (internal and external)
- direct characterization
- indirect characterization
- theme
- narrative voice
- perspective
- lens
- protagonist
- antagonist
- round/flat characters
- static/dynamic characters
- imagery
- figurative language
- diction
- setting

- mood
- tone
- essay
- thesis
- occasion
- projected organization
- topic sentence
- transition
- MLA citation format

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 2 - Coming of Age	17 Blocks

Purpose of the Unit:

The unit will focus on developing a conceptual understanding of maturity, as it relates to human development. This unit will continue to emphasize the writing process, including the revising and editing that is required when creating a professional publication.

Common Core State Standards Addressed in the unit:

W.9-10.2.b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2 c
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.2. 9-10.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1. b.
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas;

Actively incorporate others into the discussion;

Clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement;

Qualify or justify views and understandings;

Make new connections in light of the evidence and reasoning presented.

Big Ideas:	**Essential Questions:**
- The decisions we make determine our character. - Maturity is not a function of age. - Writers have a purpose for writing. - Writing is a reflective process.	- What turning points determine our individual pathways to adulthood? - What does it mean to "grow up"? - How does the purpose and audience influence the format of our writing? - How can we use evaluation and reflection to improve our writing?
Students will know: - people share similar milestones in their maturation process - one's personality and character are determined by his/her reactions to life events - how individuals mature is a function of the historical time period, specific culture, economic environment, and/or personal characteristics - an author's choices of format is determined by the purpose and audience of the work - good writing is an ongoing process which requires the author to revisit and reevaluate his/her work **Refer to the links below**: Depth of Knowledge LA	**Students will be able to:** 1. Write, review, analyze, edit/revise an essay to final publication. 2. Critically evaluate peer writing and make appropriate comments/suggestions to improve writing. 3. Participate actively in class discussion by posing and responding to questions, including others in discussion and demonstrating respect for diverse perspectives. 4. Define key terms: - dialogue - debate - cohesion - unity - open-ended questions - Socratic seminar - peer evaluation - purpose - audience - editing - revision - memoir - vignette

Significant task 1: *Socratic Seminar*

Using the work of Matt Copeland, teacher must first introduce the concepts and ideas necessary to facilitate the Socratic Circle.

Teacher-directed instruction will be used to teach the differences between dialogue and debate. (Copeland, p. 47)

- The teacher will provide a series of Controversial Statements and Staged Responses to each statement. Some of the responses will be designed to encourage dialogue, while others will encourage debate. These sets of statements will be color-coded so as to make it clear to students that these are related. For example:
    - Controversial Statement: One should be considered an adult at age 14.
    - Staged Response (Debate): 14 year-old people make foolish decisions.
    - Staged Response (Dialogue): How is a 14 year-old different from an 18 year-old?
- Teacher will read a statement and a student who has a response card in a color matching the teacher statement will read the answer on his/her card in response. The students in the class will be asked to identify the response as dialogue or debate, and explain their reasoning.
- Students will view a YouTube© video on how to conduct and participate in a Socratic Circle Seminar: "Creating Good Discussion."

Teacher will facilitate a lesson on creating good discussion questions.

- In a whole class configuration, students will read and annotate a short, but meaningful piece of text. (Some examples of how to do this annotation appear on pp. 52-3 of the Copeland work.)
- Working in pairs, students will write two "Good Thinking Questions" using the handout "Creating Great Questions" as a guide.
- Students will evaluate the questions generated by other pairs using the "Checklist for Analyzing a Question" rubric.

The teacher will then assist students in conducting the Socratic Seminar using the following steps:

- *Practice with Socratic Circle Format*
    - Using the questions generated in the previous section, students will set up and conduct a Socratic Circle Seminar.
    - After the practice seminar has concluded, teacher will lead a "debriefing" session, asking students to identify what went well and what needs works. If necessary, students will watch the video again and make comparisons between their performance and that of the class on the video.

- *Conduct a Socratic Circle Seminar*
    - Teacher will assign reading from the text currently under study by the entire class. The selected text will focus on a portion of the text that addresses decisions made by the characters in the story and/or the process of a character's maturation from child to adult. Students will work in pairs to generate questions to be used during the seminar. This work can be done in class or be assigned as homework.
    - Students will conduct the Socratic Circle Seminar. This portion of the significant task with be evaluated using the 21st Century Rubric.
    - Students will evaluate their own discussion questions using the Analyzing a Question Rubric. Teacher will review their assessment before assigning a final grade to the questions.

Timeline: 3 – 4 Blocks

Key vocabulary:
- dialogue
- debate
- open-ended questions
- Socratic seminar

Resources:
- Strategy Guide: Socratic Seminars (Read/Write/Think)
- You Tube Video on Socratic Circles
- Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*.Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)
- all hyperlinked resources

Novels
- *To Kill A Mockingbird* (Harper Lee)
- *Rite of Passage* (Richard Wright)

Poems
- "The Road Not Taken" (Robert Frost)
- Others of the teacher's choice

Non-fiction
- *Simeon's Story* (Simeon Wright with Herb Boyd)
- "Those Who Don't" (Sandra Cisneros)
- "Everything Had a Name" (Helen Keller)

Significant task 2: *Guided Peer Review*

Teacher will begin this task with an introduction designed to determine the students' previous experiences with peer review. The teacher will distribute the following items to students:
- a short survey that addresses student experiences with and their opinions of peer evaluation;
- a prompt- "Talking about writing is the most important step in the writing process"- to which a journal response is requires.

Teacher will then conduct a group discussion of the value/meaning/purpose of peer evaluation. Students will refer to *Write for College* (see resources below) as a guide for these discussions.

In a whole class discussion, teacher will lead the class to understand the importance of maintaining good relations while completing peer evaluations. This will include information on acceptable/appropriate comments and the criteria for helpful comments. The teacher and students can conduct improvisational modeling of effective peer review practices.

Using the worksheet Sample Peer Review Comments, teacher will again model the procedure for evaluating the comments that appear on the sample. Working in pairs, students will evaluate the remaining comments using the protocol previously demonstrated. The class will review the completed work in a whole group format.

Students will be instructed to bring their writing with them to the next class; this writing can include any items completed in Unit 1 or in this unit of study. Students will use the Peer Conference Sheets that appear on page 160 of the Peery book. Students will work in groups of three or four. Before beginning the peer review, each student will write at least one thing that they would like help on at the top of the page, making one sheet for each of the group members. The sheets will then be distributed to the group. Students will read their work aloud to the group. As they listen the remaining group members will complete the peer review sheets. The sheets will be returned to the writer, who will review the comments and conference with their peer reviewers to clarify any comments. The writer will use the comments to complete a revised draft.

This procedure can be repeated as often as the teacher deems appropriate in order to bring the draft to final status.

Timeline: 2 – 3 Blocks

Key vocabulary:
- peer evaluation
- purpose
- audience
- editing
- revision

Resources:
- Sebranek, Patrick, et al. *Write for College*. Wilmington, MA: Great Source Education Group. 1997.
- Peery, Angela. *Writing Matters in Every Classroom*. Englewood, CO: Lead + Learn Press. 2009.
- all hyperlinked resources

Significant task 3: *Memoir Vignette*

The teacher will lead the class in a mini-lecture using a dynamic strategy like Harvey Daniels' Interactive Lecture on the characteristics of a memoir. Students will use either the Guided Notesheet or Cornell Notes to record findings on these characteristics. (The teacher can also choose from any other type of note-taking technique.)

The teacher will model a memoir by either telling a personal story or presenting a completed memoir.

In a whole class configuration, students will read a vignette from *The House on Mango Street* (or any other appropriate source) and annotate it using the notes as a guide. The teacher will review the annotations by displaying the written text on the whiteboard and using the Epson Brightlink© software in "annotation mode" to provide an example of a well-annotated piece of work. The teacher could also opt to use a document camera, like an Elmo device. After completing the model, students will be placed in pairs or larger groups to read and annotate a second vignette. As they work, teacher will circulate to ensure that they understand the characteristics of the memoir and are annotating correctly.

Next, the class will work in the computer lab, or use approved electronic devices in the classroom. Each student will select a student-written memoir that captures their interest from the website (see below). They will print and annotate this memoir, again using the notes as an annotation guide.

After reviewing and annotating several vignettes/memoirs, students will be ready to begin writing their own memoir and will start with a brainstorming activity in which they will record personal information on the Who Am I? Worksheet. Students will isolate the person, place, animal or object that has been most important to them and will begin planning and writing their own memoir. Students are expected to complete the writing at home. They will review these drafts in class the next day using the Self-Revision Worksheet for Memoirs. As they review the drafts, the teacher will conference with students to help guide their work. Students will use the revision notes to complete a second draft, which will be peer-reviewed the next day in class using the Peer Editing Worksheet for Memoirs. Students will complete the final revised copy of their memoir; this work may be done in class or as a take home assignment.

Timeline: 4 -5 Blocks

Key vocabulary:
- memoir
- vignette

Resources:
- Cisneros, Sandra. *The House on Mango Street*. New York: Vintage Books. 1984.
- Website that Features Student-Created Memoirs
- all hyperlinked resources

Common learning experiences:
- Use of computer lab for accessing memoirs and publishing their writing
- Video on Emmitt Till
- Daily Oral Language (editing and revising)
- Read and annotate a novel

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:

1. Students will read a short work of literature and write a journal response that addresses the issues of growing up and/or how personal decisions define one's character. As the focus of this assessment is to determine the ability of students to identify the key lessons in a piece of literature and to explain their ideas in writing, the reading(s) should be kept short and should be of high interest to the students. The Elements of Literature Third Course anthology is a good source for these readings, although the teacher may select others that appeal to the interests of specific students. Some examples include:
    - "No One Ever Told Me Not to Dream" (Charlayne Hunter-Gault)
    - "Life's Changes" (Candice Nolan)

    As an alternative, the teacher may provide celebrity biographies that exemplify the theme of choices that determined that person's future.

    This assessment will be scored using the 5 Level Rubric.

Unit Post-Assessment:

1. Final revised memoir. This memoir will be assessed using the 5 Level Rubric, modified to specifically address the requirements of the memoir.

2. Literary Analysis Essay
    - Based on the novels under study, students will write **one** of the following essays:
        - the lessons presented in *To Kill a Mockingbird*
        - the changes undergone by Johnny in *Rite of Passage*

    This assessment will be scored using the 5 Level Rubric.

Teacher notes:

Core Literary Resources:
Poems:
- "The Road Not Taken" (Robert Frost)
- "If" (Rudyard Kipling)

Novels:
- *To Kill a Mockingbird* (Harper Lee)
- *Rite of Passage* (Richard Wright)
- *The Absolutely True Diary of a Part Time Indian* (Sherman Alexie)
- *The Perks of Being a Wallflower* (Stephen Chbosky)
- *I Love Yous Are for White People* (Lac Su)
- *The Fault is in Our Stars* (John Green)
- *House on Mango Street* (Sandra Cisneros)

NOTE: The GoodReads website is an excellent source for titles related to the theme of Coming of Age.

Non-fiction:
- *Simeon's Story* (Simeon Wright)
- "Everything Had a Name" (Helen Keller)
- "Those Who Don't" (Sandra Cisneros)
- Celebrity Biographies from a variety of sources

Other Resources:
Teacher Texts:
- Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*.Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)
- Sebranek, Patrick, et al. *Write for College*. Wilmington, MA: Great Source Education Group. 1997.
- Peery, Angela. *Writing Matters in Every Classroom*. Englewood, CO: Lead + Learn Press. 2009.

Miscellaneous Resources:
- *Video on Socratic Seminars* *http://www.youtube.com/watch?v=6pGVR6ZF_2M*
- *Emmitt Till Videos*: PowerPoint Presentation
- Strategy Guide: Socratic Seminars (Read/Write/Think)-
- all hyperlinked resources

Key Terms:
- dialogue
- debate
- cohesion
- unity
- open-ended questions
- Socratic seminar
- peer evaluation
- purpose
- audience
- editing
- revision
- memoir
- vignette

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 3 - Family	15 Blocks

Purpose of the Unit:

The unit will focus on the concept of family and will explore the changing definition of the family unit. Students will further explore the role of the family in forging their identities. This unit will expand on the memoir written in Unit 2 and will focus on the concept of writing as multi-step, ongoing process. Students will be introduced to the art of explicating poetry.

Common Core State Standards Addressed in the unit:

W.9-10.1.d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.W.4
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.9-10.1. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Big Ideas:	**Essential Questions:**
- People are molded by their upbringing and their environment - Families have different structures or compositions. - Writing is a multi-stage process. - Writing is a reflective process.	- How does a child's upbringing impact who he/she becomes? - How and why has the definition of "family" changed over time? - How does each step in the process impact your writing? - Why is it important to think about your writing?
Students will know: - "family" may be defined in many ways; - the importance of planning their writing carefully to improve the quality of the product; - the importance of including strong and well-developed support for their opinions to improve the quality of the product; - the value of revisiting and rethinking their writing. **Refer to the links below**: Depth of Knowledge LA	**Students will be able**: 1. Plan and organize a variety of writing tasks, paying close attention to purpose and audience. 2. Review, revise and edit writing to conform to norms and conventions of the genre in which they are writing. 3. Work effectively with peers for a variety of purposes, including peer review and group discussions. 4. Define and/or review these terms: - scansion - meter - explication - rhyme scheme - symbols - literary devices - sound devices - rhythm - diction - iambic pentameter - imagery - memoir - anecdote - occasion - thesis statement - projected organization - body paragraph - topic sentence - unity - cohesion

	- transition - conclusion - guided peer review - narrative peer review

Significant task 1: *Family Memoir*

The teacher will distribute a journal response prompt that requires students to explain and interpret one or more of the following quotes related to the memoir:

- Virginia Woolf: "A memoir is not what happens, but the person to whom things happen."
- William Zinsser: "Memoir is a window into a life."
- Jean Little: "Memoir is not the whole head of hair but one or two strands of hair."
- Lucy Calkins: "Our memoir will come not only from our memories but also from our imaginations."
- Gore Vidal: "A memoir is how one remembers one's own life, while an autobiography is history, requiring research."

By referring students to their notes from Unit 2 on the characteristics of a memoir, and assisting through discussion the teacher should help students to recall these characteristics. In a whole class arrangement, the class will read a memoir that focuses on a family member of the narrator, rather than on the narrator him/herself. As they read, students will annotate the memoir using their notes on the characteristics as a guide. Several examples are available on the Scholastic© website. (Sample Memoirs by Students)

The teacher will distribute the family Memoir Assignment and review the interview process using the Sample Interview Questions. In a whole-class configuration the teacher will lead the students in a discussion focusing on the qualities of a good interview question, emphasizing the following points:

- Open-ended questions ("Could you tell me about your family?") usually evoke more interesting answers than close-ended questions ("How many people are in your family?").
- Interview questions should invite people to answer more expansively. For example, an open-ended question like "Could you tell me about your family?" might well result in an answer like, "Well I can't begin without telling you about the time my sister . . . ." This kind of response can lead to a series of anecdotes and connections.
- Interview questions are just a rough guide for the actual conversation between an interviewer and the person being interviewed. Be prepared to follow the conversation rather than to keep to a set list of questions. After all, with open-ended questions, the interview might go anywhere!

In small groups, students will then brainstorm to generate a list of open-ended questions that they would like to ask the family members whom they will interview. Groups should record their questions on the white board (using the whiteboard feature of the Epson Brightlink© allows the teacher to save and print the list for student reference) or on chart paper. Teacher will lead the students to examine and analyze the questions to determine if they meet the qualities noted above. If time allows, students can go to the computer lab to access Getting Nosy with Aunt Rosie (a website for help with interviewing family members). If a computer lab is not available, students could use their own school approved devices to access this information.

Students will interview their selected family member outside of class, using notes and/or electronic recordings to collect information. Upon return to class, students will organize their ideas using a self-designed graphic organizer based on the option(s) they chose from the memoir assignment. Students who wish to do so may use the online organizer provided by ReadWriteThink© (Prewriting Online Organizer).

Students are expected to assemble and write a draft version of their family memoir at home. Students will then work in pairs or in groups to complete a peer evaluation of the draft using the Memoir Rubric as a guide. Using the comments, students will make all necessary revisions and submit the final family memoir project.

Timeline: 3 – 4 Blocks
Key vocabulary:
- memoir
- anecdote

Resources:
- all hyperlinked resources

Core Literary Resources

Nonfiction:
- *Gifted Hands* (Ben Carson)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Autobiography of Malcolm X* (Malcolm X and Alex Haley)
- *The Color of Water* (James McBride)
- *The Ditch Digger's Daughters* (Yvonne Thornton)
- *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* (Yen Mah)
- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard* (Liz Murray)
- *All over but the Shoutin'* (Rick Bragg)
- *Always Running: La Vida Loca: Gang Days in Los Angeles* (Luis Rodriguez)

Fiction:
- *Of Mice and Men* (John Steinbeck)
- *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie)
- *Ordinary People* (Judith Guest)
- *To Kill a Mockingbird* (Harper Lee)
- *When the Legends Fall* (Hal Borland)
- *Catherine, Called Birdy* (Karen Cushman)
- *Whale Talk* (Chris Crutcher)
- *Annie John* (Jamaica Kincaid)

Short Stories:
- "Everyday Use" (Alice Walker)
- "The Lady or the Tiger" (Frank Stockton)
- "A Brief Moment in the Life of Angus Bethune" (Chris Crutcher)
- "The Scarlet Ibis" (James Hurst)
- "American History" (Judith Ortiz Cofer)

Significant task 2: *Poetry Explication*

Note: This task is written based on the study of three poems that reveal the various relationships between fathers and sons. It will be equally effective using poems that depict other familial relationships such as those between siblings or mothers/daughters, grandparents, etc. It is assumed that this significant task will be completed after the students have received instruction on elements of poetry.

Teacher will select a poem that is relatively short (10 – 20 lines) and accessible to all students in the class. It may be more helpful to select the lyrics to a popular song. Exercise caution in making this selection, as the poem must be school-appropriate and have some "substance" (i.e. there must be something in the song lyrics that merits literary analysis. One poem that works very well as an introduction to explication is "Tears of a Teenage Mother" by Tupac Shakur.

Begin the lesson with the PowerPoint Presentation on Explicating a Poem. This follows the TPCASTT model. Print the poem on a half-sheet of paper, leaving the other half empty and available for writing the notes and annotations. Distribute these sheets to the students. Work through the poem having students make their

annotations throughout the presentations. It may be appropriate to have students work together, either in pairs or small groups. Each students must complete a worksheet.

When the annotations are complete, display the poem using the Epson Brightlink© projector. Students will come to the board and annotate the poem for the following:

- Rhyme scheme
- Images
- Symbols
- Literary devices
- Sound devices
- Meaningful lines

Volunteers are asked to come to the board and add anything else that they feel is important to the understanding of the poem.

In a whole class arrangement, work with students to create an Outline for the Poem Analysis.

Review the process for annotating a poem in preparation for explication. Distribute copies of "Those Winter Sundays." Students will work in pairs to annotate the poem using the model previously demonstrated. As students work, the teacher circulates and assesses student work in order to answer questions, redirect, etc. If it appears that there are areas of confusion common to many students, teacher will use the opportunity to conduct a mini-lessons on the area of confusion.

When all students have completed the annotations, display the poem on the board and invite students to add their annotations to the displayed poem. Review the outline for explication presented in the previous class and work with students to prepare an outline for "Those Winter Sundays." Distribute the Sample Explication and read it with the class, highlighting areas in which the author's explication matches their own annotations.

Students will work independently or in pairs to read and annotate "The Secret Heart" and "My Papa's Waltz." Teachers will assess student work by circulating in the room, addressing areas of confusion while students work.

The teacher will introduce the Explication Essay Assignment, which will be assessed using the 5 Level writing rubric. The writing may be assigned to be done at home or completed in class.

Students will be expected to completed self or peer evaluation of the writing and engage in revision and editing activities, as the teacher deems appropriate.

Timeline: 4 -5 blocks

Key vocabulary:

- explication
- annotation

Resources:

- Poetry Reading Strategies
- Worksheet for Poetry Explication using Power Point Presentations
- A Simple Guide to Analyzing Poetry
- Power Point on Explicating a Poem Using TPCASTT
- Shakur, Tupac. *The Rose That Grew from Concrete*. New York: Simon and Schuster. 1999.
- all hyperlinked resources
- "Those Winter Sundays"
- "My Papa's Waltz"
- "The Secret Heart"

Significant task 3: *Character Study*

In this task, students will read and analyze a work of fiction and a work of non-fiction, in order to answer the essential question: *How does the way a child is raised impact who he/she becomes*? In answering this question, students must consider the significant forces in the development of a protagonist: family, environment or self.

The students and/or the teacher will select an appropriate pairing of fiction and non-fiction (both dealing with issues of family) from the resources. There are several ways in which the teacher can assign texts:

- Whole class reads the same fiction and non-fiction
- Whole class reads same fiction; individual students select non-fiction
- Whole class reads same non-fiction, individual students select fiction
- Students individually selects both fiction and non-fiction
- Literature circles

The teacher should model the process of his/her thinking about the text using sticky note annotations. Students will then read and annotate both a fiction and a non-fiction work, in the same fashion, with an emphasis on how the family/environment influences the development of the protagonist and how the protagonist controls his/her own destiny. Students will use their sticky note annotations to complete a Character Study Graphic Organizer. Students will complete reading and annotating both in and outside of class.

Timeline: 5 – 6 Blocks

Key vocabulary:

- MLA citation format
- writing process
- occasion
- thesis statement
- projected organization
- body paragraph
- topic sentence
- unity
- cohesion
- transition
- conclusion
- exemplar
- guided peer review
- narrative peer review

Resources:

- all hyperlinked resources

Core Literary Resources

Nonfiction:

- *Gifted Hands* (Ben Carson)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Autobiography of Malcolm X* (Malcolm X and Alex Haley)
- *The Color of Water* (James McBride)
- *The Ditch Digger's Daughters* (Yvonne Thornton)

- *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* (Yen Mah)
- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard* (Liz Murray)
- *All over but the Shoutin'* (Rick Bragg)
- *Always Running: La Vida Loca: Gang Days in Los Angeles* (Luis Rodriguez)

Fiction:
- *Of Mice and Men* (John Steinbeck)
- *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie)
- *Ordinary People* (Judith Guest)
- *To Kill a Mockingbird* (Harper Lee)
- *When the Legends Fall* (Hal Borland)
- *Catherine, Called Birdy* (Karen Cushman)
- *Whale Talk* (Chris Crutcher)
- *Annie John* (Jamaica Kincaid)

Short Stories:
- "Everyday Use" (Alice Walker)
- "The Lady or the Tiger" (Frank Stockton)
- "A Brief Moment in the Life of Angus Bethune" (Chris Crutcher)
- "The Scarlet Ibis" (James Hurst)
- "American History" (Judith Ortiz Cofer)

Common learning experiences:
- Daily Oral Language practice (editing and revising)
- Various lessons on the elements of poetry and literary devices/figurative language

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:
Students will have written a personal memoir in the previous unit. This memoir will be used as the pre-assessment for the current unit.

Unit Post-Assessment:
This assessment is based on students reading and annotating the text(s) selected for Significant Task 3. The assessment will be graded using the 5 Level Rubric.

1. Students will read and annotate a short story, emphasizing the various literary elements presented in the story. As they annotate, students should be reminded that they are going to use the information as specific evidence in their literary analysis.

2. Students complete a graded pre-writing organizer (outline, graphic model, etc.) Students will develop and use the graphic organizer to write an essay that addresses the following: "Which force is most significant in the development of the protagonist?
   - role of family
   - role of environment
   - role of the individual

   Students will have the choice of completing an in-depth character study of one protagonist OR a compare/contrast study of both.

Teacher notes:

Core Literary Resources

Nonfiction:
- *Gifted Hands* (Ben Carson)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Autobiography of Malcolm X* (Malcolm X and Alex Haley)
- *The Color of Water* (James McBride)
- *The Ditch Digger's Daughters* (Yvonne Thornton)
- *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* (Yen Mah)
- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard* (Liz Murray)
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- *Always Running: La Vida Loca: Gang Days in Los Angeles* (Luis Rodriguez)

Fiction:
- *Of Mice and Men* (John Steinbeck)
- *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie)
- *Ordinary People* (Judith Guest)
- *To Kill a Mockingbird* (Harper Lee)
- *When the Legends Fall* (Hal Borland)
- *Catherine, Called Birdy* (Karen Cushman)
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Short Stories:
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- "A Brief Moment in the Life of Angus Bethune" (Chris Crutcher)
- "The Scarlet Ibis" (James Hurst)
- "American History" (Judith Ortiz Cofer)

Rubrics:
- 21st Century Learning Expectations Rubrics
- 5 Level Rubric
- Memoir Rubric

Key Vocabulary:
- scansion
- meter
- rhyme scheme
- symbols
- literary devices
- sound devices
- rhythm
- diction
- iambic pentameter
- imagery
- memoir
- anecdote
- explication
- MLA citation format
- writing process
- occasion

- thesis statement
- projected organization
- body paragraph
- topic sentence
- unity
- cohesion
- transition
- conclusion
- exemplar
- guided peer review
- narrative peer review

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 4 - Heroes and Courage	13 Blocks

Purpose of the Unit:

This unit will establish an understanding of the role of culture in storytelling and the basis upon which societies identify their heroes. This unit will provide a basic background in mythology as a literary genre and make students familiar with mythological allusions that appear in literature and modern-day culture.

Common Core State Standards Addressed in the unit:

RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

W.9-10. 3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Big Ideas:	**Essential Questions:**
- Cultures shape the core beliefs of the individual. - The values of a culture define its heroes. - The myths of the past continue to be relevant to modern readers.	- How do the beliefs and values of a culture affect the lives of individuals? - Why has ancient mythology endured? - Can ordinary people be heroes?

- Heroes have the same capabilities and failings as the average person. - Heroes face challenges of their time, place, and circumstance with dignity, courage and perseverance. - Courage is shown in different ways in different situations. - Effective communication relies on the usage of proper forms.	- What does it mean to be courageous? - How is your style of writing influenced by your purpose?
Students will know: - an individual is a product of the culture in which he/she lives; - studying the mythology of other cultures helps modern individuals better understand their own; - heroes share similar personal characteristics; - courage takes many forms; - the purpose of a piece of writing determines the form it will take. **Refer to the links below**: Depth of Knowledge LA	**Students will be able to**: 1. Explain how the values of a culture are revealed through its myths. 2. Identify the traits/characteristics of an epic hero present in a myth; use evidence from the text to support the identification. 3. Identify the type and purpose of specific myths; use evidence from the text to support conclusions. 4. Apply knowledge of mythology to better understand the use of mythological allusions in literature and modern culture. 5. Write effective narratives based on Greek mythology. 6. Define these terms: - epic hero - tragic flaw - call to adventure - refusal of the call - mentor - crossing the threshold - supreme ordeal - resurrection - homecoming - cultural values

Significant task 1: *Hero's Journey*

In a whole class arrangement, the teacher will conduct a dynamic lecture (Interactive Lecture can be used) on the traits of the epic hero and the hero's journey. Students will take guided notes, in any format dictated by the teacher. See: (Power Point on the Interactive Lecture). Teachers who are extremely comfortable may

find that this is an excellent opportunity to experiment with the "Flipped Classroom."

Students will read the myth of Heracles as a class, with teacher guiding the annotation of the text to identify the characteristics of the epic hero and his journey. A "Think Aloud" annotation can occur on the projector or a document camera, like an Elmo. Students will be grouped in pairs to analyze and chart Heracles' journey. Pairs will report out to the whole class while teacher or student volunteer charts the journey using a copy of the Graphic Organizer displayed in annotation mode on the Epson Brightlink© Projector.

Students will then work either independently or with a partner to chart the journey of a second Greek epic hero. Based upon their choices, students will be given the stories of Perseus, Theseus, or Jason. Graphic novel versions of these myths may be available to supplement student reading. The myths may be assigned as homework or as an in-class assignment. Students will complete the graphic organizer for their particular hero. When students have completed the organizer for their story, they will be placed into three groups, one for each hero. Students will work together to create a Hero Poster that details the journey of their assigned hero, using Joseph Campbell's Plot Chart as a guide. After all posters are complete, the three student groups will tell the story of their hero and explain how this character exemplifies the classic Greek epic hero.

As an alternate method of completing this task, the teacher may work in a whole-class configuration to create a T-chart of the traits of the classic Greek hero and a modern-day hero. Once the T-chart is complete, students are assigned to either (a) read the myth of Perseus and identify the specific sections of the text that indicate his heroic traits (this reading may be in the form of text or graphic novel), or (b) review a visual representation of a comic book hero and identify his heroic traits. When groups have completed their work, the class will reconvene to share their findings. Students who read the text of Perseus may display their own work and teach the other class members how they identified the traits of a hero from specific passages in the Perseus myth.

Students will be assessed on the group work and the presentations using the 21st Century Skills Rubric. The content and layout of the poster will be assessed using Hero Poster Rubric.

Timeline: 3 – 4 Blocks

Key vocabulary:
- epic hero
- tragic flaw
- call to adventure
- refusal of the call
- mentor
- crossing the threshold
- supreme ordeal
- resurrection
- homecoming

Resources:
- myths of Heracles, Perseus, Theseus, and Jason
- all hyperlinked resources
- Visual Representation of Spiderman Hero
- Myth Web Story of Perseus
- Myth Web Story of Theseus

Significant task 2: *Modern-Day Hero*

In a whole class arrangement, students will read a biographical article about a modern-day celebrity hero. Using the graphic organizer developed in the previous task, students and teacher will work together to highlight traits/events related to the actual individual that fit into the classic epic hero's journey and personal

characteristics of the epic hero. Where information is missing or inconsistent with those of the classic tale, students will be encouraged to be creative and supply fictional details that will make the story a classic epic. Throughout this process, the teacher will reinforce the characteristics of the epic hero and his journey presented in the previous task.

In the computer lab, or by using school-approved devices in the classroom, students will be directed to the Oracle ThinkQuest Website titled "Heroism: Stories and Biographies." Students will select one of the individuals listed on the website for whom they will write an epic hero's journey myth. Prior to receiving approval for their selection, students must thoroughly read the information and answer the following question about their choice: "What is it about our cultural values that elevate this person to hero status?" Students will submit their selection to the teacher, who will approve it. Each student must research a different individual.

Students will conduct research to obtain information and use this information to complete the hero's journey Graphic Organizer. Where necessary, students will fill in fictional details to complete the myth. Using the graphic organizer as a starting point, students will write a myth that "stars" the individual they selected.

Research will be assessed using the 21st Century Skills Rubric.
Writing will be assessed using a 5 Level Rubric.

Timeline: 3 – 4 Blocks

Key vocabulary:
- cultural values

Resources:
- all hyperlinked resources
- computer lab

Common learning experiences:
- Review modern-day advertisements and identify/explain their mythological origins
- Direct instruction on the types of myths
- Read *The Odyssey*
- View video clips of *The Odyssey*
- Introduction to the Greek pantheon
- Daily Oral Language (editing and revising)

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment
The initial task- "Hero's Journey"- will be used as a pre-assessment. The teacher can also use common learning experiences to measure each student's prior knowledge.

Unit Post-Assessment
1. Objective Section
   - Students will demonstrate knowledge of the Greek pantheon and types of myths.
   - Students will identify/sequence the elements of the hero's journey.
2. Application Section
   - Students will identify the mythological reference that appears in a modern day advertisement. Students will identify the god (or character) represented in the advertisement and explain why the advertiser selected this individual to represent their product and/or service.

- Students will read myths (not previously addressed in class). Students will identify the type of myth and explain its significance.

Teacher notes:

Core Literary Resources:
- Rouse, W.H.D. *The Odyssey*. New York: Signet Classics.1937
- McCaugherean, Geraldine. *The Odyssey Retold*. London:Oxford University Press.1993
- Hinds, Gareth. *The Odyssey: A Graphic Novel.* Somerville, MA: Candlewick Press. 2010
- The Odyssey (poetic version) *Elements of Literature* (Third Course)
- Whitehead, Dan. *Jason and the Argonauts* (graphic novel). New Delhi: Kalyani Navyug Media PVT LTD. 2011
- Foley, Ryan. Legend: *The Labors of Heracles* (graphic novel). New Delhi: Kalyani Navyug Media PVT LTD. 2011
- Myers, Kathleen, Ed. *Classic Myths, vol 1*. Logan. IW: Perfection Learning. 1990
- Myers, Kathleen, Ed. *Classic Myths, vol 1*. *Teacher Resources*. Logan. IW: Perfection Learning. 1990
- Myers, Kathleen, Ed. *Classic Myths, vol21*. Logan. IW: Perfection Learning. 1990
- Myers, Kathleen, Ed. *Retold Classic Myths, vol 2*. *Teacher Resources*. Logan. IW: Perfection Learning. 1990
- Reece, Paula, Ed. *In the Time of Gods and Heroes.* Logan, IW: Perfection Learning. 2002
- Ofner, Terry. *Echoes from Mt. Olympus.* Logan, IW: Perfection Learning. 2006
- Ofner, Terry. *Echoes from Mt. Olympus, Teacher Guide.* Logan, IW: Perfection Learning. 2006
- Various nonfiction articles about modern-day heroes

Other Resources:
- The All-Purpose Guide to Epic Movies
- The Hero's Journey: An Interactive Website for Creating the Hero's Journey
- The Hero's Journey Graphic Organizer
- "Where I Find my Heroes" by Oliver Stone
- The Lion King: A Hero's Journey
- Star Wars: A Hero's Journey
- "Holding Out for a Hero" by Bonnie Tyler
- Song Lyrics and Worksheet
- YouTube Video
- "Superman" by Five for Fighting
- Song Lyrics and Worksheet
- YouTube Video
- How Have the Qualities of the Hero Changed Over Time? WebQuest
- Slide Show Presentation of the Story of Jason

Rubrics:
- 21st Century Learning Expectations Rubrics
- Hero Poster Rubric
- 5 Level Rubric, modified as appropriate for specific assignments

Key Vocabulary:
- epic hero
- tragic flaw
- call to adventure
- refusal of the call
- mentor
- crossing the threshold
- supreme ordeal
- resurrection

- homecoming
- cultural values
- Types of myths
    - creation
    - hero
    - scientific/nature
    - morality
- narrative writing

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 5 – Shakespeare's Families	*15 Blocks*

Purpose of the Unit:

In this unit, students will be introduced to the plays of William Shakespeare, in particular, two plays which deal with the relationships of parents and children. Through their study of the language and story-telling expertise of William Shakespeare, students will develop an appreciation of the dramatic form and an understanding of similarity between the lives of teenagers in Shakespeare's time and their own.

Common Core State Standards Addressed in the unit:

RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

W.9-10. 7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

Narrow or broaden the inquiry when appropriate;

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10. 8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

Assess the usefulness of each source in answering the research question;

Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Big Ideas:	**Essential Questions:**
- Through time, great works of literature provided insights across cultures about the human experience. - Despite the passage of time, human nature has remained essentially the same. - Information can be acquired from various sources. - The research process requires the use of a variety of resources to ensure validity.	- How is the literature of the past relevant to modern readers? - How does the work of Shakespeare reveal the universality of man? - What are the benefits of using multiple media to locate information? - How do I know my information is reliable?
Students will know: - despite cultural differences, the issues and problems facing human beings are essentially the same; - Shakespeare has endured over time because his work reveals how the human condition has remained unchanged; - researchers use various types of resources to obtain different types of information; - a researcher's credibility is directly related to the validity of his/her sources. **Refer to the links below**: Depth of Knowledge LA	**Students will be able**: 1. Analyze and how Shakespeare uses mythology to develop the story in his plays. 2. Conduct research using a variety of sources. 3. Assess the validity and usefulness of research sources. 4. Synthesize information from multiple sources. 5. Integrate information into a text in order to: a. Maintain flow of ideas b. Avoid plagiarism 6. Accurately cite sources using MLA format.

Significant task 1: *Annotated Bibliography*

Teachers will develop a list of topics related to Elizabethan England that students may select for research. Depending on the class, the teacher may choose to assign topics to specific students, have students draw topics at random, or offer the option to choose topics of interest based on a lottery. Some possible topics include:

- Queen Elizabeth I's life and reign
- Elizabethan politics
- Everyday city life in London, England during the time of the Renaissance
- Elizabethan Theater (show business
- William Shakespeare's life and accomplishments
- The Globe Theater
- Fashion of the 1500-1600's in England
- The Elizabethan view of the universe (science)
- The four humors/psychology and physiology
- Sports, hunting, and gaming of Elizabethan England
- Courting and marriage customs
- The role of the church and religion
- Masques and masquerades
- Music of the Elizabethan Era
- Poetry of the Elizabethan Era
- The Black Death/ the plague
- Disease and medicine
- Schools and education
- Crime and punishment

- Arms and armory/weaponry
- The role of women
- The social classes

Teacher works in conjunction with library media specialists to organize instruction on the research process. This instruction, as well as the ensuing research is conducted in the Media Center.

- Introduction to the Sources Available (presented by library media specialists)
    - database
    - print sources
    - web sites
- Evaluating and Validating Sources (presented by library media specialists)

Students conduct research to locate information on their assigned topic. During this research process, the teacher and the media specialist(s) work as facilitators to assist students in the completion of the research. Students will be expected to record information on all sources they access using the library forms listed below. These forms are available on-line or in hard copy.

Teacher and/or media specialist(s) conduct direct instruction on the creation of the Annotated Bibliography. (This site gives a sample of a three-entry annotated bibliography on Elizabethan England.) There is a Power Point presentation on how to use the sources to create this product. It is advisable that this instruction take place in a computer lab, so that students have access to EasyBib.com, a software tool used to assist students in the citation of research information, including the development of an annotated bibliography.

Students work in computer lab to create the final annotated bibliography. If available, students should be encouraged to save their work in an Internet-accessible format, so that they may continue to work at home. This portion of the task will be assessed using the Annotated Bibliography Rubric.

Timeline: 2-3 Blocks

Resources:

Library forms for research

Free Online Images
In-text Citation Guide
MLA Style Guide - 7th edition
Notes by Source
Notes by Subtopic
Notes with Evaluation Criteria for Books
Notes with Evaluation Criteria for Databases
Notes with Evaluation Criteria for Websites
Evaluating Sources
Website Evaluation

Instructions for Using EasyBib.com

Significant Task 2: *Acting Companies: Preparing/Interpreting a Scene*

While reading the play, students will work continuously in acting companies to deepen their understanding of the play using the techniques outlined in the Folger Shakespeare Library's Shakespeare Set Free. Students will work together to assist one another to understand and interpret a Shakespearean play,. Their work will culminate in a dramatic performance of a key scene in the selected play.

Establishing Acting Companies

The class is divided into groups of five. This is the optimal configuration for most of the scenes in either of the two plays. Once the groups have been determined, the groups work together to select the following:
- A group name
- A meeting place

- Rotation order for directors
    - Responsible for maintaining the folder during the meeting, taking notes on activities, logging unanswered questions, keeping company on task

Working in Acting Companies

In subsequent classes, the acting companies will work together to read and interpret key scenes and dialogue, and to develop their own scene, once it has been selected. The work in the acting company will be scored using the 21st century learning expectation rubric on Working Collaboratively. Some of the specific activities in which the acting companies will engage are:

- Round robin reading
- Identification and definition of unknown vocabulary
- Paraphrasing
- Close reading of the text to determine the significance of playwright's decisions regarding character,
    - setting, plot movement
- Preparation of scene
    - Rehearsal (lines and blocking)
    - Setting (backdrops, music, etc)
    - Costumes
    - Props

Common learning experiences:

- Daily Oral Language practice (editing and revising)
- Review and instruction on the language of Shakespeare (For these activities, the teacher will reference the Folger Shakespeare Library text *Shakespeare Set Free*, edited by Peggy O'Brien).
    - Tossing Lines
    - Elizabethan forms: Second Person Familiar and Verb Inflections
    - The Rhythms of Shakespeare
    - Shakespeare's Unusual Language
        - Unusual word order
        - Omission of words
        - Archaic words and idioms
        - Words with old meanings
        - Old verb inflections
    - Shakespearean Insults
    - Analyzing Subtext
    - Paraphrasing Dialogue
- Close reading of the Play
- Memorization of a Key Speech

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment

Annotated Bibliography

Using research, students will compile an Annotated Bibliography (minimum of five sources). The bibliography will include:

- A written evaluation of the source
- MLA Works Cited page in proper format

Unit Post-Assessment

At the end of the unit, students will present their adaptation of a scene from the play they have studied. Students will be given a choice in how they choose to represent their scene. Some options are:

- Live traditional performance of the play using Shakespearean language
- Live traditional performance of the play in which students have "translated" Shakespeare's language
- Puppet show

- Videotaped performance
- Rap/hip-hop interpretation of the scene
- Dance interpretation of the scene
- Tableaux interpretation of the scene

This performance will be evaluated using the Performance Evaluation Rubric, which emphasizes:

- Understanding if the characters, plot and language of the original play
- Ability to use language to portray a character
- Ability to use movements and facial expressions to portray character
- Well designed and planned props, costumes and setting

Teacher notes:

Core Literary Resources

Drama
- *A Midsummer Night's Dream* (William Shakespeare)
- *Romeo and Juliet* (William Shakespeare)

Myth
- *Pyramus*
- *Thisbe*

Other Resources

- O'Brien, Peggy, Ed. *Shakespeare Set Free: Teaching A Midsummer Night's Dream, Romeo and Juliet, and Macbeth*. New York: The Folger Shakespeare Library. 1993.

Rubrics

- Windsor High School 21st Century Learning Expectations Rubric
- Promptbook Evaluation
- Performance Evaluation Rubric

Key Terms
- annotated bibliography
- aside
- blocking a scene
- dialogue
- drama
- Elizabethan England
- iambic pentameter
- irony (dramatic and situational)
- MLA Citation
- plagiarism
- poetic syntax
- prose
- soliloquy
- sonnet
- subtext
- website evaluation

Windsor Public Schools
Curriculum Map for the Secondary Level
English 9: Critical Reading and Writing Foundations

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering reading, writing and communicating for a variety of purposes. Students will read literature and literary non-fiction or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Name of the Unit:	**Length of the unit**:
UNIT 6 – The Search for Utopia	15 Blocks

Purpose of the Unit:

The purpose of this unit is to introduce students to the genre of dystopian literature. Emphasis will be placed on applying the concepts and ideas they have learned throughout the year to determine how authors use literature to convey an overall message. Focus during the unit will be on the attempts of human beings to create a perfect society and on the role of human nature in the success or failure of these societies.

Common Core State Standards Addressed in the unit:

RI 9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;

Provide an objective summary of the text.

W 9-10. 7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

Narrow or broaden the inquiry when appropriate;

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL 9-10.2
Integrate multiple sources of information presented in diverse media or formats.

SL 9-10.2
Evaluate the credibility and accuracy of diverse sources.

SL 9-10.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence.

SL 9-10.1. b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Big Ideas:	**Essential Questions:**
- People develop systems to manage conflict and create order. - One person's utopia can be another person's dystopia. - Different types of resources provide different types of information. - An author's personal bias affects the reliability of the information he/she presents.	- Why do human beings create/change societies? - What is the relationship between human nature and the attainment of utopia? - How do I determine the types of resources I should use for a specific task? - How do I know my information is reliable?
Students will know: - human beings seek order in their environment; - the differences among human beings make it difficult to design the ideal society; - meaningful research requires the use of multiple relevant resources; - careful evaluation of resources requires the researcher to identify and consider author bias. **Refer to the links below**: Depth of Knowledge LA	**Students will be able**: 1. Identify and analyze the theme of a work of literature. 2. Analyze an author's craft in developing a theme. 3. Conduct a research project. 4. Evaluate the validity of research sources. 5. Develop and deliver oral presentations, utilizing multiple reference sources. 6. Evaluate and assess an oral presentation. 7. Work effectively within various group configurations. 8. Define these terms: - utopia - annotated bibliography - database - web site - validity - reliability - MLA citation format

Significant task 1: *Research Presentation on Real-Life Utopian Experimental Societies*

Students will work in groups to research a real-life utopian society. The teacher will assign one of the following "utopian" societies to each group for research.

- Brook Farm
- Oneida Community
- Harmony Society
- The Farm
- Twin Oaks Community
- Sabbathday Lake

Note: Information on additional experimental utopian societies can be found on the Yale Library Website.

The links noted above lead to a number of websites that students will use for their research. Prior to conducting their research, students will conduct website evaluation, including identifying sites that are "red herrings." Those sites deemed appropriate for their research will be used and documented as an annotated bibliography in the final project.

Students will identify the chief characteristics of the society and determine the reasons for the society's success or failure. Students will continue to work within their groups to create a Power Point slideshow that addresses the questions presented in the Research Assignment:

- When was the real-life Utopia formed?
- Where was it formed?
- Who were the founders?
- Why was it formed?
- What was the community's philosophy
    - religious beliefs
    - organizing principles
    - views on the outside world
    - views on gender equality
    - methods of being self-sufficient
- Did it fail? Why did it fail?
- Did it survive? How is it different today as compared to its beginnings?

Timeline: 2 - 3 Blocks

Key vocabulary:

- utopia
- annotated bibliography
- database
- web site
- validity
- reliability
- MLA citation format

Resources

- Yale Library Website
- EasyBib.com
- all hyperlinked resources

Significant task 2: *Understanding Dystopian Societies*

In a whole-class configuration, students will take guided notes using any formats presented in previous units (Cornell, two-column, etc.) on a combination of teacher lecture and a Power Point on Utopian vs. Dystopian

Societies. The lecture and Power Point provide detailed information on the elements of a dystopian society. If students experience difficulty in organizing their notes, the teacher may choose to provide a Guided Note Taking Sheet. (An Answer Key is provided.)

In order to provide students with an opportunity to apply this knowledge, and to assess their understanding, students will read an Article about the PIXAR film *WALL-E,* which includes a discussion of Earth as Dystopia. Students will identify the elements of a dystopian society that are discussed in the article using the notes they completed above as a guide. Students will use this information to complete a Pre-viewing Worksheet. This activity is appropriate for a variety of groupings:

- whole-class reads the article together and completes the note sheet, or
- students work in pairs/groups to complete the note sheet and report out to the class.

The teacher will introduce and explain the use of the Graphic Organizer that details the dystopian elements present in the excerpt of *WALL-e* that the students are about to watch. Students will watch the opening 20 minutes of the film and complete the organizer. They will use their notes from the article and the film notes to write an essay titled Dystopia on Earth, or to complete a Journal Response that addresses the same issue. The writing assignments may be completed in class or assigned as homework. The writing will be assessed using the grade 9 Journal Response Rubric.

Timeline: 3 - 4 Blocks

Key vocabulary:

- utopia
- dystopia
- dystopian literature
- dystopian protagonist

Resources:

- *WALL-e* video
- Article about *WALL-e*
- all hyperlinked resources

Significant task 3: *Literature Circles*

The literature circle task is based on the work of Harvey Daniels. Two of his texts on literature circles are referenced in the Resources Section below. In a whole-class arrangement, the teacher will introduce and explain the concept and requirements of the literature circle format, which are detailed on the Exploring Dystopia through Literature information sheet.

In order to familiarize students with the novel choices available to them, they will be brought to the Media Center, where a media specialist will conduct book talks on the various novels. After listening to book talks in the media center, students will select the dystopian novel that they would like to read by completing a teacher-generated Selection Form. Students should be advised that they may not receive their first choice, as the teacher will have to make assignments based on the number of available texts or grouping considerations. They will be placed in literature circle groups based on their selections.

Teacher will introduce and model the various literature Circle Roles, answering any student questions or concerns.

Note: The teacher will determine which of the various roles he/she will use. It should be noted, however, that there will be specific roles that the teacher may designate as required.

Each individual group will set up its reading schedule, and assign roles. From this point on, students will read the books as required by the schedule, and complete the roles as assigned. (Should it become obvious that a

student(s) has not completed the reading, the teacher may choose to have the student complete the reading separate from the group, thereby losing the participation points associated with literature circle activities.)

During this segment of the task, the teacher will circulate and function as a facilitator, assisting groups with the completion of roles. In some cases, although all students have completed the reading, one or more of the role activities may not have been completed. The teacher may provide a List of Suggested Activities designed to help the group work together to complete the role assignment. In addition, the teacher will identify areas of common misunderstanding or need, and design and deliver various "mini-lessons" and activities that will enhance student understanding of their novel as an example of dystopia.

Timeline: 5 - 6 Blocks

Key vocabulary:
- literature circles
- literature circle roles
    - discussion director
    - illustrator
    - connector
    - DJ
    - summarizer
    - vocabulary enricher
    - predictor

Resources:
- all hyperlinked resources

Literature Circle Texts:
- *1984* (George Orwell)
- *Brave New World* (Aldous Huxley)
- *Lord of the Flies* (William Golding)
- *Delirium* (Lauren Oliver)
- *Divergent* (Veronica Roth)
- *The Hunger Games* (Suzanne Collins)
- *Matched* (Ally Condie)
- *On the Beach* (Nevil Shute)

Common learning experiences:
- Daily Oral Language practice (editing and revising)
- View and assess peer oral presentations

Common assessments including the end of unit summative assessment:

Unit Pre-Assessment:
As part of the research work, students will be assessed on their ability to evaluate websites, including the elimination of clearly inappropriate sources. The teacher will use the Website Evaluation Worksheet as the basis for this assessment.

Unit Post-Assessment:
The final assessment is based on the book students read as part of their literature circles. Students will be given a choice as to which three assessments they will complete. To review the various products and assessments available, see Unit Post-Assessment Materials, which are included in the Teacher Resource

section that appears at the end of this unit description.

Teacher notes:

Teacher Resource Materials:
- Daniels, Harvey and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann. 2004.
- Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York ME: Stenhouse Publishers. 1994.
- Westphal, Laurie.e. *Differentiating Instruction with Menus*. Waco, TX:Prufrock Press, Inc. 2009.

Core Literary Resources:
- *1984* (George Orwell)
- *Brave New World* (Aldous Huxley)
- *Lord of the Flies* (William Golding)
- *Animal Farm* (George Orwell)
- *Delirium* (Lauren Oliver)
- *Divergent* (Veronica Roth)
- *The Hunger Games* (Suzanne Collins)
- *Matched* (Ally Condie)
- *On the Beach* (Nevil Shute)
- PIXAR article on WALL-E
- Articles on Real-life utopian experimental societies Yale Library website

Short Stories:
- "Harrison Bergeron" (Kurt Vonnegut) This text is available in the Elements of Literature anthology, and also on the audio CD provided with this text.
- "The Lottery" (Shirley Jackson)
- "The Machine Stops" (E.M. Forster)
- "There Will Come Soft Rains" (Ray Bradbury)

Rubrics:
- 21st Century Learning Expectations Rubric
- 5 Level Writing Rubric
- Grade 9 Power Point Rubric

Key Vocabulary:
- Dystopia
- Utopia
- Annotated bibliography
- Database
- Web site
- Validity
- Reliability
- Bias
- MLA citation format
- Dystopian Literature
- Dystopian Protagonist
- Literature Circles
- Literature Circle Roles
    - Discussion Director
    - Illustrator
    - Connector

- DJ
- Summarizer
- Vocabulary Enricher
- Predictor

Other Resources:
Film:
- WALL-E
- Harrison Bergeron

Unit Post-Assessment Materials:
- List of Assessment Products
- Description of Assessment Products
- Project Choice Proposal Form
- Tic Tac Toe Project Choice Form
- Sample Story Cube

Windsor Public Schools
Curriculum Map
Forensic Science

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of mastery. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: Walking the Grid Unit 1	Length of the unit: 7 blocks (84 minutes)
Purpose of the Unit: This unit involves the discussion of what evidence is, how to identify it, and what probative value it may have in court. Students explore the credibility of eyewitness testimony and compare it with different types of physical evidence that they will study in more detail in other units. Once students learn how a scene is processed they navigate through an actual case before processing a mock crime scene with a "squad". This unit includes two levels - the first one with badge status of "flatfoot" after successful completion significant task 1 and the second badge status of "investigator" after successful completion of significant task 2.	

Common Core State Standards Addressed in the unit: College and Career Ready Attributes: Students demonstrate independence, build strong content knowledge, respond to varying demands or audience, task, purpose and discipline, value evidence, use technology and digital media strategically, and understand other perspectives and cultures.

Big Ideas:	Essential Questions:
Forensic science is the application of science concepts and skills to answer legal questions Physical evidence is more reliable than eyewitness testimony Evidence can be anything that links a suspect to a location (scene), event and/or the victim Different kinds of evidence vary in probative value	What is evidence? How does or can forensic science affect your life now or in the future? How can science answer legal questions even absent eyewitness testimony? Why do we process a crime scene?

Scientific literacy is essential when called to serve on a jury in civil or criminal case	Why is the role of scientific evidence different in civil versus criminal cases? What factors influence the outcome of a trial independent of the scientific evidence presented?
Students will know: • The definition of forensic science • The probative value of evidence varies • The components of processing a crime science • The various professionals/careers involved from collecting the evidence to presenting it to the jury	Students will be able to: • Identify the kinds of legal questions science may answer • Assess the probative value of evidence (DNA, spatter, trace, fingerprints, etc.) • Explain the implications of the 4th amendment search/seizure in a context • Apply the 5th amendment within a context • Correctly process a mock crime scene as an effective member on a team or "squad" • Assess the quality of the processing of a fictitious crime scene

Significant task 1: Forensic Science

As a whole group, students will discuss what makes forensic science different from other applications of scientific content. A list of legal questions that science may answer will be compiled and recorded by the class. An authentic case will be presented to the class for practice in identifying evidence and the veracity of witness statements. This will lead to opportunities for students to identify physical evidence and inconsistencies between the evidence and the assessment of "the facts" in the case. The status of the case will be shared for student reaction and to provide the context for the entire course.

In a Café conversation setting or other structured small group setting students will answer the following questions or other related questions: 1. What is evidence? And how do you know what evidence is when processing a scene or scenes? 2. Compare the value of physical evidence and eyewitness testimony? 3. What do you think is involved in processing a crime scene and why do we do it? 4. How may evidence become "corrupted" and lose its probative value? The collective answers will be shared in whole group.

As a whole group students will evaluate the limits of eyewitness testimony through programs such as FACES, Shodor online activities or other teacher designed activities. Students may be asked to individually write a description of a famous person or staff member. The descriptive narratives are exchanged among classmates to see if they can identify the person based on the written text provided. Students may use the FACES program to "reconstruct" the person's face as described by their peer.

Timeline: 4 blocks
Key vocabulary: Forensic, criminalistics, physical evidence, veracity, probative value, preponderance, criminal, civil
Resources: FACES software, markers, paper tablecloths, centerpieces, crime scene photos, sketch and notes

Significant task 2: Crime Scene and Warrants

Students work through a Jigsaw activity or other grouping strategy to learn how to process a crime scene (mechanics of the process, details of the sketch, storage of evidence, and chain of custody) The teacher will provide appropriate texts for each component of the process. Each student needs the others information and will verbally share out details as the chosen protocol dictates. Direct instruction will be given on the attributes of a warrant and "fruits of the poisonous tree". This may be face to face instruction or captured via a video technology for personalized pacing.

The teacher will post mock warrants on the class web page for each scene the students will process. Squads will access the appropriate warrant to gain entry into their assigned scene. In squads (3-4 students) students photograph, take notes, measure, sketch and properly collect/catalogue evidence from a mock scene within the building. The squad work may be posted on the class web page for peer/teacher evaluation. Students are not expected to evaluate any evidence at this point in time nor "resolve the crime". The exercise is to understand the judgments and processes associated with collecting evidence and how the quality of the process has enormous influence on the outcome of a case.

Timeline: 3 blocks of 84 minutes

Key vocabulary: grid, warrant, chain of custody, search and seizure, 4th amendment, 5th amendment

Resources: crime scene sketch templates, measuring tape, evidence markers, digital cameras, computers, evidence collection bags and tags, crime scene tape, fictitious evidence

Common learning experiences:

- "Do nows" that explore and develop observations skills (www.dcitybraingames.com penny slide, cow, flamingo picture, etc.)
- Problem Based Learning Strategies
- Walking the grid through a closed Connecticut case
- Assessment of the variation eyewitness statements/descriptions using FACES
- Rotation through evidence stations/evaluation of information different evidence can provide
- Discussion of the limitations of various types of evidence and direct instruction on chain of custody

- Introduction and exploration of the 4th amendment search/seizure laws in context
- Video clip (10-15 minutes) “Fruits of the Poisonous Tree” - OJ Simpson case
- Examining and writing a “search warrant”

Common assessments including the end of unit summative assessment:

- Individual/partner assessments of a fictitious crime scene processing scenario
- Mock crime scene processing including photographs, sketch, evidence log and report (squad/team work)
- Warrant writing/revision

Teacher notes:
Sensitivity to crime scene context-warn students about the context and make arrangements for alternative assignment if there are issues.

Students will want to “solve” the crime scenes they are processing. Remind them this exercise is to sensitize them to the subjective attribute of crime scene processing and the many opportunities for evidence to be corrupted and never get to the jury. There will be many opportunities throughout the course to use their scientific skills to “solve a crime”. Teams also find difficulty in maintaining their specific roles. Frequent reminders are necessary.

The resource officer can provide examples of redacted warrants. The students are generally surprised at the detail of writing involved in this process and the fact the judge may not sign the document. This is an opportunity to speak about “revisions” in writing within the career world.

Windsor Public Schools
Curriculum Map
Forensic Science

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of mastery. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: Trace Evidence and Spatter Unit 2	Length of the unit: 8 blocks (84 minutes)

Purpose of the Unit: This unit introduces students to different kinds of trace evidence and how each is processed, evaluated and used to link a suspect to a victim/location/crime. All students will complete the human hair module and choose two of three other modules to complete. Specialty areas students may choose from include animal fur, fiber evidence or blood spatter to complete this level. Probative value and statistical likelihood of specific trace evidence being found at crime scenes will be examined. Extra XP's and/or badges are available for completing additional modules beyond the first two. This is level three in the course with badge status as "junior lab technician".

Content Standards addressed in this unit:

From Molecules to Organisms: Structure and Processes (Hair/fur modules)
HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out essential functions of life through systems of specialized cells.

Structure and Function-Disciplinary Core Ideas

- Systems of specialized cells within organisms help them perform essential functions of life. (LS1-1)

From Matter and Its Interactions (Fiber module)
HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Planning and Carrying Out Investigations-Science and Engineering Practices

- Plan and conduct an investigation individually or collaboratively to produce data to serve as the basis for evidence, and in the design decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of data and refine the design accordingly. (PS1-3)

Structure and Properties of Matter-Disciplinary Core Ideas

- The structure and interactions of matter at the bulk scale are determined by electrical forces within between atoms. (PS1-3)

Patterns-Crosscutting Concepts

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (PS1-3)

From Motion and Stability: Forces and Interactions (Blood spatter module)

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and it acceleration

Forces and Motion-Disciplinary Core Ideas

- Newton's second law accurately predicts changes in motion of macroscopic objects (PS2-1)

Cause and Effect-Crosscutting Concepts

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PS2-1)

Analyzing and Interpreting Data-Science and Engineering Practices (PS1-1)

College and Career Ready Attributes

Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
Human hair and animal fur have similar and yet distinctive characteristics that can be used to identified the source of the hair/fur. Physical and chemical structures of materials dictate the unique reaction/behavior in the presence of other chemicals and may be used to identify the material. Newton's Laws of Motion apply to all objects in motion including blood. Mathematical formulas can be used to reconstruct a blood spatter event and or evaluate the statistical significance of specific evidence.	How do everyday interactions contribute to the evidence available for evaluation in an investigation? How can common objects transferred readily such as hair, animal fur, and fiber evidence have any probative value in a case? What can blood evidence at a crime scene tell an investigator? (Newton's Laws, DNA, blood type, etc.) How does the language of mathematics support scientific and legal investigations?
Students will know: • The basic structures of human hair, medulla, cortex, cuticle, follicle, root ball • The basic structures of animal fur (cat, dog, rat, horse, etc.) • Newton's Laws apply to the fluid dynamics • At least two mathematical methods to locate the point of origin on the donor's body (height above floor where injury	Students will be able to: • Identify human hair among other hair samples and describe the basic structures accurately • Identify animal fur among a sample pool by using specific morphological attributes • Predict the angle of impact of a blood droplet by applying Newton's Laws • Effectively use a mathematical model

exists) • How statistics and probability contribute to the resolving a case • Fibers may be natural, synthetic or a blend of both and have unique chemical and physical properties	(trigonometry or 3 dimensional modeling) to determine how far off the floor the injury is that is the source of the spatter • Examine a series of cases with various trace evidence in common and understand the statistics/probability used to link them • Use the properties of fluorescence, solubility, flammability, chemical reaction to dyes and fiber count to identify the specific kind of fiber evidence and its source

Significant task 1: Human hair All students will complete this significant task. In a whole group students will be introduced to the morphology of human hair, hair growth and the process of creating a standard collection. In teams of two students will work to document/sketch observations of various samples of human hair. Students will create nail casts with clear finger nail polish to assist in identification of cuticle/scale patterns The team will then examine and record characteristics of their own hair. Unknown samples may be available for matching as a mechanism to assess mastery in this module. Timeline: 2 blocks of 84 minutes Key vocabulary: medulla, cortex, cuticle, pigment granules, interrupted medulla, continuous medulla Resources: Prepared slides with a range of human hair samples including treated hair, microscopes, clear nail polish, slides and cover slips.
Significant task 2: Animal fur (Student choice module) In a small group students will compare the morphology of various animal fur characteristics with human hair. In teams of two students will work to document/sketch observations of various samples of animal fur. The team will then examine and record characteristics of their own hair. Unknown samples may be available for matching as an extension. Students will summarize what they have learned on video or screencast to provide other classmates access to the content. Timeline: 2 blocks of 84 minutes Key vocabulary: medulla, cortex, cuticle, pigment granules Resources: Prepared slides with a range of animal fur samples including treated hair, microscopes
Significant task 3: Fiber evidence (Student choice module) In teams of 2-4 students will explore how various fibers (natural, synthetic, blends of polymers) behave when introduced to a common chemical (black or brown dye). Based upon those observations students

will develop their own questions to investigate about the polymers which may include solubility, flammability, thread count, fluorescence, behavior in other dyes, structural formulas, etc. Squads or teams will share out their observations and all students will document the content for future use in investigations. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Caution: 6 M HCl and 6 M NaOH are caustic and must be used with extreme caution under a properly functioning hood with goggles and other safety precautions. Direct supervision by the teacher is absolutely necessary for this exercise if it is offered.

Timeline: 2 blocks of 84 minutes

Key vocabulary: polymer, synthetic polymer, natural polymer, blend polymer, flammability, solubility, fluorescence, structural formula, thread count

Resources: multi-fiber ribbon kit, magnifying glasses or stereoscopes, metric rulers, tweezers, unscented tea lights, matches, 6 MHCl/6 M NaOH, hood, test tubes, stirring rods, uv handlights appropriate UV goggles.

Significant task 4: Blood spatter (Student choice module)

In teams of 2-4 students will explore the patterns simulated blood makes falling from different heights and angles. Connections will be made to the inertia and momentum of fluids in motion like blood droplets and how inertia influences the shape of the droplet. Through direct instruction students will learn the trigonometry involved in using the shape of a spatter droplet to determine the angle of impact and subsequently the height from which the spatter originated. Students will practice measurements and calculations in a dry lab mock up before beginning the performance assessment. As a performance assessment, teams will be given a spatter pattern and select a series of droplets (at least 10) from which they will determine the point of origin. Students may use straightforward trigonometry once the droplet ratios are obtained or create a three dimensional model using string to determine the point of origin. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Timeline: 2 blocks

Key vocabulary: spatter, sine, arc sine, inertia, momentum, projectile

Resources: Scientific calculators/trig tables, simulated blood, string, meter sticks, metric rulers, tape, various surface samples (tile, flooring, rugs, glass, paper)

Common learning experiences:

- Human hair direct instruction and investigation
- Review of slide preparation and microscope protocols
- Direct instruction of the Locard's Principle
- Statistical analysis of trace evidence (Wayne Williams Case)
- Video clips TBD
- Creation and review of screencasts/videos

Common assessments including the end of unit summative assessment:

- Human hair portfolio
- Animal fur portfolio (if this module is selected)
- Fiber examination portfolio (if this module is selected)
- Blood spatter reconstruction including procedure, pictures and calculations to support conclusion (if this module is selected)
- Screencasts/videos demonstrating evidence of understanding in elective modules

Teacher notes:
This is the first unit where students have some choice in the modules they engage in. It would be beneficial to give a brief overview of each module and the corresponding significant task before students make their selection. Be sensitive to instructional timing as this will also be the students' first time producing instructional videos or screencasts and technical issues and edits should be anticipated.

It is advisable to have standard samples of human hair, fur and fiber prepared in advance. Organizers from hardware stores that are used to store nails, picture hangers, etc. make for great storage devices for these prepared slides. Each drawer can house a specific exemplar. Students/colleagues have access to all sorts of animal samples and should be encouraged to add to the collection.

For the blood spatter module, students who select the most arrow droplets versus the round ones will get the most precise results. Remind students not to include the "tail" of the droplet when recording measurements. It is helpful to take some time when doing the dry lab to ensure students are using the ruler correctly and starting to measure from the first hatch mark and not the end of the ruler and they are correctly entering the measurements into their calculators.

The teacher may want to consider adding glass evidence as a module choice and have students design an investigation using Archimedes' Principle to evaluate density of samples and continue with a refraction investigation.

Windsor Public Schools
Curriculum Map
Forensic Science

Purpose of the Course: The course is designed to demonstrate the application of concepts in biology, chemistry and physics to answer legal queries. Forensic science by its nature is interdisciplinary and calls for the use of skills and concepts in mathematics, civics, world language and a range of reading, writing and presentation skills. The one semester elective will be "gamified" and allow students to "level up" through the acquisition of XP's once mastery is achieved at one level, the student will proceed to the next level of mastery. Content will become more challenging as levels increase and student choice in content/assignments will be available at the upper levels.

Name of the Unit: Leaving an Impression Unit 3	Length of the unit: 7 blocks (84 minutes each)
Purpose of the Unit: The purpose of this unit is to explore the shift from the use of Bertillon measurements to the use of fingerprint evidence to identify a specific individual. This will serve as an example of how advancements in science and technology change how investigations unfold and what evidence has the greatest value. Students will study the chemistry and biology behind fingerprints and the various processes available to make the invisible visible on a variety of surfaces. All students will complete the fingerprint module and then choose from one of two other modules: tool marks or or footwear impressions. This is level four the course with badge status as "senior lab technician".	

Common Core State Standards Addressed in the unit:

From Molecules to Organisms: Structure and Processes
HS-LS1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. **(Fingerprint module)**

Science and Engineering Practices:

- Constructing Explanations and Designing Solutions (HS-LS1-1)

Disciplinary Core Concept:

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

College and Career Ready Attributes: Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
The uniqueness of fingerprint pattern to a specific individual makes it a valuable piece of evidence. Evidence with enormous probative value may be invisible to the naked eye but can be retrieved/developed through the use of chemistry. Many ordinary products leave impression evidence behind and can link a suspect to a crime scene/victim.	How does the advancement of science and technology change the probative value of evidence? If there are three categories of fingerprints: loops, whorls and arches, how can a fingerprint be unique to an individual? How can consumer products like shoes, tires and tools link a suspect to a scene/victim?
Students will know: • The chemical composition of a fingerprint • The three basic categories of prints • What minutiae characteristics are and the names of the most common ones • How the AFIS system "matches" a print • An human expert is still needed in court to testify a print is a match • The factors that influence the appearance of a fingerprint • What is not looked for will not be found • Footwear, tool mark and tire impression evidence can be important physical evidence • Class and identifying characteristics of footwear	Students will be able to: • Develop fingerprints identifying and using the appropriate technique: magnetic and or powder dusting, superglue fuming, ninhydrin (iodine sublimation demo only) • Identify the characteristic pattern given a print • Calculate the frequency of each print in the class population and the percent error against accepted frequency in the general population • Identify the donor of an unknown print against a sample of known prints (fingerprint, footwear print, tire impression, tool mark)

Significant task 1: Bertillon System and Fingerprint Evidence

Students in teams will explore the flaws of the Bertillon measurement system by creating Bertillon cards and answering guiding questions about the limitation of this identification system used in a pre-TV, pre-computer, pre-internet environment. As a whole group the downfall of the Bertillon system of measurement will be reviewed using the Will/William West case. Students will be introduced to the basic characteristics of fingerprints, minutiae and the frequency of each in the general population. Each student will roll their right thumb print, categorize it and post it for analysis and frequency calculations. Students will work in teams of two to create individual fingerprint portfolios to display their ability to develop/retrieve prints from various items and surfaces. Some students will need repeated trials to lift or develop good quality prints. (Caution: masks must be used when dusting for prints as the black powder and magnetic dusts may trigger respiratory events. Black powder is extremely messy and tracks easily around the building) Complete the task with a whole group debrief on the probative value of fingerprint evidence versus Bertillon measurements.

Timeline: 3 blocks of 84 minutes

Key vocabulary: loop, arch, whorl, minutiae, sublimation

Resources: magnetic dust, various powders, non-latex gloves, brushes, magnetic brushes, lifing tape and dispensers, fingerprint standards, index cards, print samples, superglue, fuming tank or fish tank, coffee warmer, aluminum foil, alternative light sources and goggles. (ninhydrin and iodine for teacher demos)

Significant task 2: Footwear impressions (Student choice module)

In small groups students will create relief impressions of their own shoes using baby powder, carbon paper and newspaper. The small group will receive direct instruction in class/identifying characteristics using student exemplars as reference points. Exemplars will be displayed with brand name, shoe size with class/identifying characteristics noted. Team will research other methods of retrieving footwear impressions including electrostatic retrieval, casting methods, photographic preservation and lifts. Students may practice casting methods with dental stone. Connections may be made to other items such as tires that leave similar impression and may serve as valuable evidence in an investigation. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Timeline: 3 blocks

Key vocabulary: electrostatic, class characteristics, identifying characteristics, endothermic, exothermic

Resources: carbon paper, baby powder, newspapers, casting frames, dental stone, spatulas, hairspray, mixing bowls, soil and aluminum trays for casting, digital camera

Significant task 3: Toolmarks (Student choice module)

Students will examine different sets of like tools and observe/record how they leave unique striations in tin, wood, soap or other materials selected by the teacher. Unknown samples will be available for matching. Students will summarize what they have learned on video or screencast to provide other classmates access to the content.

Timeline: 3 blocks

Key vocabulary: striation

Resources: tool sets, materials including tin, wood, soap and unknown samples

Common learning experiences:

Bertillon card production
Direct instruction on the function of the organ called skin, the chemical composition of sweat and the anatomy of a fingerprint
Direct instruction on the physical and chemical retrieval mechanisms
Fingerprint development/practice/retrieval
Creation and review of video/screencasts – 1 block

Common assessments including the end of unit summative assessment:

Fingerprint portfolio
Video/screencast of optional module
Digital media product for student choice module
Mini-whodunit incorporating content from Units 1, 2 and 3.

Teacher notes:

Caution! Carbon powder may trigger asthmatic attacks and masks are recommended.
Superglue tank needs proper ventilation and direct supervision.

It is helpful to have a series of “known suspect” fingerprints available on FBI cards, ask staff members if they would be willing to “donate prints” for use in “whodunits”.

Windsor Public Schools
Curriculum Map
Forensic Science

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Name of the Unit: Skeletal Evidence Unit 4	Length of the unit: 8 blocks of 84 minutes
Purpose of the Unit: The purpose of the unit is for students to learn about the function and structure of the human skeletal system and how it can provide an enormous amount of information about the identity of a person including age, health, gender, ancestry, hobbies and economic status. Students will also learn that some skeletal differences among the gender groups and racial groups are ordinary. This level 5 in the course and students are eligible for the badge status of "Windsor CSI". Additional badges/XPs/privileges may be available for extended learning in skeletal remains of animals, reading/critiques of books approved by the teacher.	

Common Core State Standards Addressed in the unit:

From Molecules to Organisms: Structure and Processes

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- Systems of specialized cells within organisms help them perform essential functions of life (LS1-A)
- All cells contain genetic information in the form of DNA molecules. (LS1-A)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range.(LS1-A)

HS-LS3 Heredity: Inheritance and Variation of Traits
HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Environmental factor also affect the expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS-B)

College and Career Ready Attributes
Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use

technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
The skeletal system protects soft organs and is a framework for the muscular system. Some differences are ordinary Hobbies, diet, genetics, historical context and economic status influence wear and tear on the skeletal system throughout one's lifetime Regression formulas can be used to reconstruct the height of a person when skeletal remains are available Skeletal remains can also be evidence in criminal cases	How can skeletal remains tell a story about a person's life and death? Why are skeletal traits different depending upon ancestral origin? How will human skeletal evaluation change over time as the world becomes smaller? How can non-human remains be important evidence in a criminal case?
Students will know: The function of the skeletal system. The major skeletal features used to determine gender including skull features The names of the major bones in the body, especially those used to determine gender and race. Know the species most vulnerable currently to poaching	Students will be able to: Identify the race, gender, age, height, handedness, hobbies/career from skeletal clue and regression formulas Identify individuals in their class based upon skeletal evidence. Use the correct nomenclature for major bones in the body including the skull Identify the sources that are available to assist in the evaluation and identification of skeletal remains Analyze the remains of poaching crimes

Significant task 1 – Human Skeleton Basics Students in small groups or teams of two are given a reference of the human skull with major bones and sutures labeled. They are also provided with sketches of a male and female skull. Using the reference

students are asked to use the correct nomenclature to distinguish between the genders with at least 10 pieces of evidence. After students conclude this activity direct instruction will continue to highlight other indications of a particular gender including but not limited to the pelvic structure and y chromosome fluorescence test. The teacher demonstrates the "pencil tests" for racial identification using a reproduction of a human skull and the students will work in groups of three or four with sketches of these skulls to compare and contrast the features of the three racial anthropological categories: caucasoid, mongoloid and negroid. Again students must use the appropriate nomenclature in completing the task and cite at least 10 differences among the three groups. Whole group discussion about the reasons supporting structural differences should be guided by the teacher with an emphasis on structural differences being ordinary. Block two may be "closed" via a whip around, geometric exit slip or any other reflection technique. (See teacher notes).

Timeline: 2 blocks of 84 minutes
Key vocabulary: Caucasoid, negroid, mongoloid, regression formula, mandible, maxilla, zygomatic process, frontal bone, occipital bone, parietal bone, mastoid process, occipital protuberance
Resources: gender and racial skull references diagrams with labels of sutures and bones.

Significant task 2: "Windsor Warrior Skeletons"
As a whole group students brainstorm the evidence skeletal remains may afford. The obvious characteristics will emerge early: gender, age, height, dental history leading to possible identification. Through the use of a mini-case student of a sample skeleton the teacher may tease out other characteristics: health, handedness, economic status, hobbies or employment. Students will be work in pairs to take measurements of their long bones (femurs) and enter their data into an excel sheet to predict approximate height of a person. Class will debrief the accuracy of the estimations in a whole group setting and discuss the use of regression formulae and limitations presented by these formulae. Following this activity the students will evaluate descriptions of a series of "Windsor Warrior Skeletons" representing peers in their class with ossification evidence, dental evidence, long bone measurements, bone fractures, sketches of pelvic/skull evidence, Y-chromosome fluorescence test results, and bone wear to analyze.

Timeline: 2 blocks
Key vocabulary: fusion, cranial sutures, ossification, zygomatic process, nasal sill, femur, tibia, fibula, Y-chromosome fluorescence test, skull sutures, condyles, regression formula,
Resources: parents/families, measuring tape ,computer access, excel sheet, regression formulas, human skull model

Significant task 3: Yellowstone Park Mystery
Students in small groups are presented with a poaching crime scene and physical evidence to evaluate. Students will investigate research and determine if a crime has been perpetrated. They will produce an investigative report with a choice in format: Windsor Production, written format or oral presentation with appropriate supporting visuals that may include a slideshow, a screencast or other digital media. Each product must have a specific audience: DEP, general public, prosecutor, park ranger, etc.

Timeline: 4 blocks of 84 minutes
Key vocabulary: poaching, Department of Environmental Protection, prosecutor
Resources: case study, physical props for investigation of the case

Common learning experiences:

Direct instruction in the function of the skeletal system and basic skeletal structures, distinguishing features and tests used to evaluate skeletal remains.

Measure and document students' own long bones, calculate height based upon the use of regression formulas. Measurements will added to a data base.

Interpretation of ossification charts to determine age

Article/video clip on Bill Bass and the Body Farm

Poaching case study

Possible guest speaker: Nick Bellatoni, CT State Archaeologist or Forensic Artist/Facial Reconstructionist from the State Crime Lab in Meriden

Viewing other video clips-TBD

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

Gender and Race Skull Compare/Contrast evaluations
Regression formula study-reconstructing heights from the length of femur bones
Windsor Warrior Skeleton Activity
Product from poaching investigation

Teacher notes:
Prepare consent form for participants in Windsor Warrior Skeleton Lab
Investigate other skeletal investigation kits: Ward's Scientific

Closure ideas:
The Whip Around: Each student writes down 3 things he or she has learned on an index card. When all the students have the list complete everyone stands. The teacher randomly calls on students to read an item off their list. Students cross off any item on their list once it has been announced. The process continues until all students have crossed off each of the items and are seated. Good review for Task 2 as it is rich in content and this provides a review.

Geometric Exit Slip:
Pre-print slips with three figures: a circle, a square and a triangle
The students write a connection they made to the content next to the circle, something new they learned next to the square, a question they have or change they would have made to their work next to the triangle.

Windsor Public Schools
Curriculum Map
Forensic Science

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Name of the Unit: Toxicology Unit 5	Length of the unit: 8 blocks/84 minutes each
Purpose of the Unit: The purpose of this unit is to learn about the concept of chemical toxicity. Students will learn about the history of toxicology and how it is a quantitative science. During the unit students will learn about how toxins/poisons are detected, what physiological effects the have on the body and examples of contemporary events/cases. This level 6 in the course with the badge status of "Forensic Toxicologist". Additional badges/XPs/privileges may be earned by reading and critiquing novels/true crime stories approved by the teacher, investigate and report on a poison or toxin, or writing a "whodunit" in collaboration with the teacher for use in another section of forensics.	

Common Core State Standards Addressed in the unit:

Matter and Its Interactions

HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table and knowledge of the patterns of chemical properties.

Chemical Reactions-Disciplinary Core Ideas

- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

HS-PS1-8 Develop models to illustrate the changes the composition of the nucleus of the atom and energy released during the processes of fission, fusion, and radioactive decay.

Nuclear Processes-Disciplinary Core Ideas

- Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. (HS-PS1-8)

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Structure and Function-Disciplinary Core Ideas

- Multicellular organisms have a hierarchical structure organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2)

Systems and System Models-Crosscutting Concepts

- Models (physical, mathematical, computer) can be used to simulate systems and interactions

including energy, matter and information flows within and between systems at different scales. (HS-LS-2)

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanism maintain homeostasis.

Structure and Function-Disciplinary Core Ideas

- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (through negative feedback) what is going on inside the living system. (HS-LS1-3)

College and Career Ready Attributes: Students will demonstrate independence, build strong content knowledge, responsiveness to the varying demands of audience, task, purpose, and discipline, value evidence, use technology and digital media strategically and capably.

Big Ideas:	Essential Questions:
Anything can be a poison. "All substances are poisons. There is none which is not. The right dose differentiates a poison and remedy." Paracelsus (1495-1541) Swiss physician and chemist Toxicology is quantitative in nature and scientific evaluations can determine if the poisoning is intentional or accidental. Poisons are stealthy weapons but can be detected. Poisons are detected through a variety of quantitative chemical techniques and diagnosis of symptoms. The danger of using alcohol and how quantitative levels of alcohol correlate to the legal definitions of intoxication.	How can a substance necessary to sustain life become a poison? How do we determine the difference between accidents and intentional harm? How has the use of poisons changed over time? What do poisons have in common as it relates to cellular metabolism? How can blood levels of alcohol be detected, and analyzed to determine levels of intoxication?
Students will know:	**Students will be able to:**
That forensic toxicology is the science of drugs and poisons and the medicolegal consequences of their use Relationship between quantity of a potential toxin and the detrimental effects of that toxin. History of toxicology and how technology is improving our detection of toxins A poison is a stealthy weapon but can be detected.	Explain how common poisons/toxins interfere with cellular metabolism and the symptoms associated with each Communicate and defend a scientific argument Investigate, graph and discuss the connection among ethanol levels to the law, incapacity and the BAC level.

Structure of a toxin dictates how it will function in the body, how it can be detected and the effects on cell structures.	Draw conclusions about the contribution of a toxin as a cause of death, a contributing factor to a death, a cause of impairment or an explanation of a person's behavior

Significant task 1: As a whole group the class observes a simulation or demonstration of how a poison interrupts cellular function. Direct instruction informs students about the mechanics of various poisons: heavy metals, alkaloids, radioactive materials. Connections may be made to the summer reading book: *The Devil's Rooming House*. Following this instruction and the first three common learning experiences students in a jigsaw read and report out on historical time periods of Napoleon's life to set the stage for a case study. Students in small groups share clues about the death of Napoleon and determine if the death was intentional, accidental or a medical malpractice based upon the evidence presented. Students must use the evidence to support their findings.

Timeline: 2 blocks

Key vocabulary: arsenic, toxicology, Gosio's Disease, carcinogen, chronic, acute, dosage, toxin, poison, enzyme, cellular respiration

Resources: Serial Killers in History/History Channel from crime library.com, Napoleon Case Study

Significant task 2: Poison Jigsaw - Mini Research Project
Students work through a Jigsaw activity to learn about toxicology. The class will be divided into three expert groups (1.) history of poisoners, (2.) detection of poison, (3.) research specific poisons including plant toxins and poisonous animals for the case study. The teacher will provide appropriate texts for each component of the process. The students will be organized into "home" and "expert" groups. Students will be responsible for "specializing" in their topic and teaching their material to the students in their "home" group. This home group is will then work together on each of the unit tasks, and the expert roles will continue through the unit. In the gamification model these "home" groups will be identified as an investigation team, with each student investigator being responsible for different parts of the unit investigations.

Timeline: 2 blocks
Key vocabulary: toxicity, poison (lead, heavy metal), neurotoxin, lethal dose 50, forensic toxicology, hemlock, arsenic, rincin, dioxin, botulin toxin, venom, immunoassay, chromatography
Resources: articles (the bite that heals (http://ngm.nationalgeographic.com/2013/02/venom/holland-text), forensic toxicology resources (textbooks, articles), websites (www.atsdr.cdc.gov, http://sis.nlm.nih.gov/enviro/toxtutor.html)

Significant task 3: Ethanol and crime scene investigation

The class stands as the teacher announces a series of distractions common among drivers. Individuals sit when they hear a distraction they have engaged in as a driver. The list continues until all students are seated. In teams of two students explore what this means in terms of reaction time by using a BAC simulator. Students calculate the total stopping distance of a car when sober and then after ingesting some ethanol. Depending upon the season students may go outside and measure the two distances versus graphing it on paper. BAC results should be captured and graphed collectively for display and further discussion about gender and ethanol absorption/elimination. A follow up activity on absorption/elimination of various experienced drinkers prompts further conversation about similarities and differences among people. (See resource list) As a whole group students view the behavioral changes of adults driving in a controlled study after ingesting ethanol. Students in small groups solve the case of the "Cough Syrup Defense" and defend or refute the defense of the driver arrested for DUI or another authentic case.

Timeline: 3 blocks

Key vocabulary: elimination, peak absorption, stopping distance, breaking distance, reaction time, blood alcohol concentration (BAC)

Resources: BER workbook pp 78-79, BAC reaction time CD, NH Department of Public Safety Video. Cough Syrup Defense Case-*CRASH! The Science of Collisions*.

Common learning experiences:

- Reading and discussion of *The Death of Alexander Litvinenko*, ChemMatters, April 2007.
- Direct instruction of vocabulary used in forensic toxicology.
- Toxic Tales reading exercise with guiding questions
- Plant Pigment Chromatography Lab-botanical evidence
- Book/Content Pass - introduce the different historical connections to poisoning/ toxicology

Common assessments including the end of unit summative assessment:

- Napoleon Case Study
- Chromatography laboratory investigation
- Toxic tales responses
- The Cough Syrup Defense
- The Case of Two Sick Dogs, 3 days Kathy Hoppe, Instructional Specialist in Science from the National Center on Teaching Through Case Studies: http://sciencecases.lib.buffalo.edu/cs/collection/

Teacher notes:
It is important to identify roles and develop an atmosphere of collaborative learning. Designing and

maintaining groups with appropriate daily feedback is key to supporting student collaboration. Problem based learning - http://www.studygs.net/pbl.htm

Napoleon case study requires folders, scissors and glue to facilitate the clue sharing.

The Case of Two Sick Dogs, case study is the summative assessment for the unit and it will require two class periods. The plant chromatography lab can be used as an opening activity to introduce the plant vocabulary and detection techniques for the case study.

Windsor Public Schools
Curriculum Map
Forensics

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Name of the Unit: DNA Unit 6	Length of the unit: 10 blocks/84 minutes
Purpose of the Unit: The purpose of this unit is for students to understand the structure of the DNA molecule, its function and its unique ability to identify an individual from the general population. Students will learn about the DNA molecule, how it is processed to form a "fingerprint" and how to interpret the results of gel electrophoresis test. Students will solve legal questions by interpreting dry lab and wet lab DNA electrophoresis results. This laboratory experience will be applied to current investigations in Connecticut where DNA evidence is used to exonerate the unjustly accused and convicted. Extension activities on contrasting mitochondrial DNA, structure, function and probative value with nuclear DNA will be available. This level 7 in the course with the badge status of "special agent". Additional XPs/badges/privileges may be earned through reading/critiquing novels or true crime stories approved by the teacher or writing/filming a context for a whodunit in collaboration with the teacher for use in another section of forensics.	

Common Core State Standards Addressed in the unit:

HS-LS1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Science and Engineering Practices:

- Constructing Explanations and Designing Solutions (HS-LS1-1)

Disciplinary Core Concept:

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

Structure and Function:

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

College and Career Ready Attributes:
Students demonstrate independence, build strong content knowledge, value evidence, use technology and digital media strategically, and understand other perspectives and cultures.

Big Ideas:	Essential Questions:
Most human cells contain nuclear DNA. The DNA fingerprint of a person is unique to that person (except identical twins). A very small amount of DNA can be amplified to "run a gel" and identify an individual. Mitochondrial DNA is inherited from the maternal side of the family.	Why does the DNA molecule have strong probative value? What processes allow scientists to "fingerprint" a DNA sample? Is it possible for mitochondrial DNA to have any probative value? Why is mitochondrial DNA different than nuclear DNA?
Students will know:	Students will be able to:
The structure location and function of nuclear DNA. The DNA molecule is unique to each individual (except identical siblings). Where DNA evidence may be found and collected at a crime scene. How DNA is "digested" and processed to create a fingerprint. The difference between nuclear and mitochondrial DNA. The advent of DNA evidence has led to the release of innocent people from incarceration and the resolution of "cold cases".	Describe the function of the DNA molecule and how it relates to the cell, the nucleus, a chromosome, and a gene Explain the process of DNA fingerprinting Analyze the results of a gel electrophoresis test Conduct a gel electrophoresis wet lab and interpret the results correctly Compare and contrast nuclear and mitochondrial DNA including the probative value of each Refer to the links below. Discuss the societal benefits and legal/moral implications of the "Innocence Project"

Significant task 1: DNA as evidence

Students will use a Micro Lab grouping strategy to review the basic structure, role, function of the DNA molecule. Direct instruction will occur to the extent needed to ensure all students understand the location, function and probative value of the DNA molecule. Several interactive

applets/simulations/videos can reinforce these key concepts. Class discussion should guide students to think about the variety of sources DNA evidence may be retrieved from including envelopes, chewed gum, toothbrushes, etc. Students in pairs explore the process of DNA fingerprinting and practice interpreting DNA evidence on paternity and dry lab crime scene simulations. In small groups students will run gel electrophoresis tests to solve a crime or paternity test. Students will prepare written lab reports explaining the process and analysis.

Timeline: 3 blocks/84 minutes each

Key vocabulary: nuclear DNA, gel electrophoresis, restriction enzyme, PCR, mitochondrial DNA, exoneration

Resources: pre-digested DNA kit for analysis, gel chambers, buffer solution, power packs, gel trays, computer access, dry lab cases, video clips, YouTube video or Khan Academy video review of the DNA molecule, structure and function, Micro Lab protocol available at www.nsrfharmony.org, Paternity test simulation kit http://www.edvotek.com/114

Significant task 2: The Innocence Project

Students will visit the Innocence Project website and select two cases, one of current case where an appeal is underway to exonerate an accused person and a successful case where a wrongly accused person was exonerated through the Innocence project. Students will compare and contrast the process, evidence of the cases and discuss implications to science and jurisprudence. Reports on the cases may be in written format, as an oral presentation with appropriate visual tools or in a video format A visit from a Connecticut Innocence Project attorney may be scheduled to inform the students how the Project is in action in Hartford.

Timeline: 2 blocks/84 minutes each
Key vocabulary: exonerate, burden of proof, Innocence Project
Resources: Internet access, http://www.innocenceproject.org/

Significant task 3: Mitochondrial DNA (optional module)

Students are introduced to the genetic origins of mitochondrial DNA, this may be done in a whole group or through an individual reading assignment. In a whole group discussion students will compare and contrast the structure, function and probative value of nuclear versus mitochondrial DNA. A graphic organizer may be provided to organize this work. Students will investigate the historical use of mitochondrial DNA evidence in the post Peron era in Argentina to re-unite families. In pairs the students will complete the dry lab investigation, The Power of Mitochondrial DNA-The Case of Disappeared Children of Argentina.

Timeline: 2 blocks of 84 minutes
Key vocabulary: maternal, mitochondrial DNA, Juan Peron

Resources:
http://enotes.com (Disappeared Children of Argentina) and (Mitochondrial DNA Analysis)
http://geneticorigins.org/mito/mitoframeset.htm

BioinformaticsBank-Mitochondrial DNA lab and answer key at http://teachingbioinformatics.fandm.edu

Common learning experiences:

- Review of the structure and function of the DNA molecule
- Viewing of Paul Andersen's video on DNA fingerprinting
- Clarification of the relationship among the nucleus of the cell, the chromosome, the DNA molecule and a gene
- Computer simulation of gel electrophoresis at http://learn.genetics.utah.edu/content/labs/gel/
- Bank heist-solve a crime with DNA http://www.pbs.org/wnet/dna/pop_soup/index.html
- Mitochondrial DNA analysis (student choice-see Significant task 3).

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

- Dry lab paternity test simulation
- Crime lab simulation with DNA analysis
- DNA gel electrophoresis lab report
- Innocence Project report
- Case Study –Disappeared Children of Argentina
- At the conclusion of Unit 6 all students will participate in a large scale "whodunit" the context of which will change each semester, but will include content from all units. Students will have opportunities to work alone and on "squads" for different components of the assessment. 3 blocks

Teacher notes:

Students will have studied DNA in biology class but may need support in understanding the structure, role and function of the molecule and it the weight of its probative value. If this is the first time the students have operated under a Micro Lab protocol, it is advisable to practice the protocol with prompts that are not content specific before proceeding with the science content questions.

See Paul Andersen's You Tube video on DNA fingerprinting (May 12, 2012) as a resource for the entire class, for those students in need of additional support or for those students who were absent during the direct instruction.

For the optional mitochondrial DNA module it would be helpful for the students to research the basic dynamics of the Peron and Post-Peron era in Argentina to understand the context behind the use of mitochondrial DNA to return children to their biological families.

Windsor Public Schools				
Curriculum Map				
Forensic Science				
Explanation of Gamified Units and Terms				
Unit	**"Gamified" Level**	**Badge Status at the Completion of Unit**	**Special Badges to represent XP points**	
1: Walking the Grid	1 and 2	Flatfoot, Investigator	Problem Based Learning Specialist	
2: Trace Evidence and Spatter	3	Junior Lab Technician	Fur Specialist, Fiber Specialist, Blood Splatter Specialist, Video Specialist	
3: Leaving an Impression	4	Senior Lab Technician	Footwear Specialist, Toolmarks Specialist	
4: Skeletal Evidence	5	Windsor CSI	Animal Skeletal Specialist, Library Specialist, Whodunit Specialist	
5: Toxicology	6	Forensic Toxicologist	Plant Detective, Forensic Historian, Animal Toxin Specialist	
6: DNA	7	Special Agent	True Crime Specialist	
	some special badges are available in mutiple units - Library, Whodunit, Video			
Helpful Definitions:				
gamification	using game-like thinking and elements in places that aren't traditionally games; use of			
	game mechanics and dynamics to improve student motivation			
level up	increase in skill level after mastery of previous level			
XPs	experience points; rewards for mastery/completion			
badges	earned at the completion of a level to represent a student's status and level of completion			

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

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

Attachments: Budget Input Form for Spanish 4 Textbook
Proposal for Spanish 4 Textbook

Subject: Spanish 4 Textbook, *Avancemos*

Background:

The adoption of the *Avancemos* book series started in 2008 with level 1, now seeks purchasing the level 4 textbook. The current level 4 textbook in use is outdated and non-engaging for students. The new text has culture embedded within, provides online resources, with reading, listening and speaking activities.

Status:
Avacemos textbook was presented at the May 1, 2013, BOE Curriculum Committee meeting.

Recommendation:
The Board approves purchase of Spanish 4 textbook, *Avancemos,* and waives second reading.

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

Agenda Item # 6f.

9/9/2011

BUDGET INPUT FORM DIVISION: High School

TEXTBOOK ADOPTION SITE: Windsor High School

WPSD DEPARTMENT: World Languages

FISCAL YEAR: 2012-2013

SUBJECT AREA: World Languages

GRADES: 9-12

IDENTIFIED NEED AS APPROVED BY THE CURRICULUM COUNCIL:

- Current textbook is over 10 years old. It is outdated in the information and pictures. It is not relevant. Websites for internet activities do not exist. Communicative activities are limited. Culture is also very limited. Current textbook is not engaging for our students. Current textbook is also not aligned to the ACTFL National Standards. Grammar exercises sometimes don't make sense and are confusing. Audio activities are outdated, confusing and irrelevant for students and teachers.

QUANTITY: 100

ESTIMATED ITEM COST: $8, 958.80

ESTIMATED SHIPPING CHARGES: $940.67

PROPOSED BUDGET: $9,899.47

TOTAL: $9,899.47

PREPARED BY: Blanca Jaramillo Date: 22 June 2021

Note:
This is the final level of the series used in the middle school and the high school for Spanish 1-3.

DATE: **April 10, 2013** NAME: **Blanca Jaramillo** AREA: **World Languages**

AGENDA ITEM: Spanish 4 textbook

Background/Identified Need:
Textbook series was completed in 2011-2012 for Spanish 3. Current textbook for level 4 is outdated, irrelevant, literature based, aligned with old ACTFL standards, communicative activities and Internet activities are limited. Ancillary materials are a writing and audio activities workbook. Listening activities are limited and confusing for students. There are not video activities. Audio assessments occur every 2 units of study. Students cannot relate to themes in the textbook. There is no integration of skills.

Proposal for Change:
The Avancemos series is used in the middle school and the high school up to level 3. At the time of the proposal, we did not expect to add the level 4 textbook. With the success of the series, and the changes to the AP Spanish Language for the 2013-2014 school year, students need to be exposed to topics that are engaging, relevant, and performance based. The Avancemos 4 series offers structure in their chapters, comparisons to other cultures, vocabulary and vocabulary in context, listening activities, online practice and grammar explanations, reading strategies, video vignettes, literary selections, connections with other disciplines, writing and cultural activities.

Student Outcomes:
Students are expected to be more engaged with an updated textbook series. Oral communication is expected to be more common in the lower level since a lot of the textbook and ancillary materials are geared towards communication. Culture is a big part of this textbook so students are expected to have to gain a better understanding of Hispanic cultures.

Relation to Board of Education Goals and Mission Statement:
By studying another language students get a better understanding of other subjects. Students learn Spanish by reading, writing and speaking. Students will improve this in their English reading and writing skills because they will also do it in Spanish.

Timeline (Significant deadlines):
Would like to purchase textbook before the end of the year, so that teachers can plan their lessons over the summer with the new textbook.

Budget Implications: $9,899.47 for 100 books.

Estimated Time of Presentation to Curriculum Council: 10 minutes (max)

Information and Materials Needed by Council Members to Participate in an Informed Discussion: None

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

Prepared By: Frank Williams **Presented By: Frank Williams**

Attachments: April 30, 2013 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 April 2013. 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 April 2013	$ 1,349,704
Expenditures through April 30, 2013	$48,698,181

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

Agenda Item # 8a.

Windsor Public Schools
Financial Report with Encumberances
April 30, 2013

	2012/2013 Budget	Expenditures YTD 04/30/13	Encumbrances 04/30/13	Balance @ 04/30/13	% Balance
Instructional Services					
Elementary Schools**	563,680	$ 372,407	$ 30,847	160,426	28%
Sage Park Middle School	330,625	255,465	33,668	41,492	13%
Windsor High School	500,512	347,068	105,665	47,779	10%
Windsor High School Interscholastic Sports	158,425	148,328	37,959	(27,862)	-18%
WHS Career & Technical Education	62,000	45,895	8,113	7,992	13%
Continuing Education	88,400	71,997	1,495	14,908	17%
Instructional Services Management	435,905	219,403	48,268	168,234	39%
Curriculum Management & Development	69,640	30,123	1,462	38,055	55%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200	1,147,212	10,337	(158,349)	
Textbook Adoption	97,500	38,837	-	58,663	60%
Technology	461,055	391,152	69,902	1	0%
Total Instructional Services	$ 3,766,942	$ 3,067,887	$ 347,715	$ 351,340	9%
Education Support Services					
Pupil Personnel Services	$ 196,575	$ 138,829	$ 57,353	$ 393	0%
Special Education	312,660	146,273	5,415	160,972	51%
Special Education Tuition	3,867,000	2,576,524	1,974,407	(683,931)	-18%
Policy & Planning	147,350	79,039	9,472	58,839	40%
Employee Personnel Services	115,100	60,319	2,927	51,853	45%
Financial Management	161,200	81,105	17,330	62,765	39%
Financial Services	37,000	14,154	1,025	21,821	59%
Pupil Transportation & Safety	3,283,900	2,678,522	1,244,127	(638,749)	-19%
Physical Plant Services	2,642,747	1,862,651	611,052	169,044	6%
Major Maintenance	278,000	374,752	17,933	(114,685)	-41%
L.P. Wilson Center	123,600	103,000	17,884	2,716	2%
Salaries & Benefits	47,511,056	37,515,126	6,512,505	3,483,425	7%
Total Education Support Services	$ 58,676,188	$ 45,630,294	$ 10,471,429	$ 2,574,465	4%
Total All Sites	**$ 62,443,130**	**$ 48,698,181**	**$ 10,819,143**	**$ 2,925,805**	**5%**

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

Windsor Public Schools
Financial Report
April 30, 2013

	2012/2013 Budget	Expenditures YTD 04/30/13	Balance * @ 04/30/13	% Balance
Instructional Services				
Elementary Schools**	563,680	$ 372,407	191,273	34%
Sage Park Middle School	330,625	255,465	75,160	23%
Windsor High School	500,512	347,068	153,444	31%
Windsor High School Interscholastic Sports	158,425	148,328	10,097	6%
WHS Career & Technical Education	62,000	45,895	16,105	26%
Continuing Education	88,400	71,997	16,403	19%
Instructional Services Management	435,905	219,403	216,502	50%
Curriculum Management & Development	69,640	30,123	39,517	57%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200	1,147,212	(148,012)	-15%
Textbook Adoption	97,500	38,837	58,663	60%
Technology	461,055	391,152	69,903	15%
Total Instructional Services	$ 3,766,942	$ 3,067,887	$ 699,055	19%
Education Support Services				
Pupil Personnel Services	$ 196,575	$ 138,829	$ 57,747	29%
Special Education	312,660	146,273	166,387	53%
Special Education Tuition	3,867,000	2,576,524	1,290,476	33%
Policy & Planning	147,350	79,039	68,311	46%
Employee Personnel Services	115,100	60,319	54,781	48%
Financial Management	161,200	81,105	80,095	50%
Financial Services	37,000	14,154	22,846	62%
Pupil Transportation & Safety	3,283,900	2,678,522	605,378	18%
Physical Plant Services	2,642,747	1,862,651	780,096	30%
Major Maintenance	278,000	374,752	(96,752)	-35%
L.P. Wilson Center	123,600	103,000	20,600	17%
Salaries & Benefits	47,511,056	37,515,126	9,995,930	21%
Total Education Support Services	$ 58,676,188	$ 45,630,294	$ 13,045,894	22%
Total All Sites	**$ 62,443,130**	**$ 48,698,181**	**$ 13,744,949**	**22%**

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: May 21, 2013

Prepared by: Jeanne Woodstock **Presented by:** Frank Williams

Attachments: Student Enrollment Summary

Subject: **Enrollment Summary – APRIL 2013**

Attached are the official enrollment figures as of May 1, 2013. Mr. Williams will answer any questions.

Recommended by the Superintendent: JAV

Agenda Item # 8b

Windsor Public Schools
Student Enrollment Report Recap
May 1, 2013

Enrollment in Windsor Public Schools	
Grades PreK-5	1,445
Grades 6-8	750
Grades 9-12	1,176
Total District Enrollment	**3,371**

Windsor Students not in district schools	
Itinerant Speech / Outside Speech	3
Outside Placement/Private Placement(SPED)	58
Montessori Hartford CREC	31
Metropolitan Learning Center CREC	157
CREC Misc MAGNET SCHOOLS	130
Hartford Host Magnets	173
Misc Magnet Schools	22
Prince Tech	20
Cheny Tech	9
	603
Total Windsor	**3,974**

Windsor Public Schools
Student Enrollment Report
May 1, 2013

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K				56		56
K		91		131		222
1		83		126		209
2		85		134		219
3			89		147	236
4			98		138	236
5			115		152	267
Subtotal K-5						1389
Total	**0**	**259**	**302**	**447**	**437**	**1,445**

Grade	Sage Park MS
6	227
7	251
8	272
Total	**750**

Grade	Windsor High
9	280
10	297
11	280
12	319
Total	**1,176**

Total District Enrollment	**3,371**

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2012-2013

	Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**319**		295	283	283	283	284	285	281	280	280	
Grade 10	**274**		307	309	306	303	303	303	297	297	297	
Grade 11	**286**		290	290	291	290	290	289	279	280	280	
Grade 12	**296**		323	321	317	317	317	316	328	321	319	
Windsor High Total	**1175**		**1215**	**1203**	**1197**	**1193**	**1194**	**1193**	**1185**	**1178**	**1176**	**0**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2012-2013

		Projected		1-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															
Team 1				**82**	78	78	79	79	78	79	78	78		5	15.6
Team 2				**71**	69	69	69	69	68	67	67	66		4	16.75
Team 3				**80**	79	83	83	83	83	81	81	82		5	16.2
	Total	**248**		**233**	**226**	**230**	**231**	**231**	**229**	**227**	**226**	**226**	**0**		
Grade 7															
Team 4				**81**	81	80	81	81	82	82	81	83		5	16.2
Team 5				**84**	85	84	84	85	85	86	86	86		4	21.5
Team 6				**79**	77	80	81	81	80	79	79	80		5	15.8
	Total	**250**		**244**	**243**	**244**	**246**	**247**	**247**	**247**	**246**	**249**	**0**		
Grade 8															
Team 7				**89**	90	90	88	90	89	89	90	90		5	18
Team 8				**89**	90	92	90	90	90	89	87	86		5	17.4
Team 9				**94**	92	92	93	92	92	91	90	91		4	22.5
	Total	**277**		**272**	**272**	**274**	**271**	**272**	**271**	**269**	**267**	**267**	**0**		
SPARK				**8**	**9**	**7**	**9**	**10**	**10**	**10**	**10**	**8**			
Sage Park	**Total**	**775**		**757**	**750**	**755**	**757**	**760**	**757**	**753**	**749**	**750**	**0**		

POQUONOCK SCHOOL

ENROLLMENT REPORT
2012-2013

RM	Teacher	Grade	Project		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann				17	18	18	18	18	18	19	19	19	
2	A Anzaldi				18	18	17	17	16	17	18	17	18	
3	M Scott				18	17	17	17	17	18	18	18	19	
22	I Hilbert				17	17	18	18	18	18	18	18	18	
24	J Delskey				17	**17**	**17**	**17**	**17**	**17**	**17**	**17**	**17**	
		Total	**79**		**87**	**87**	**87**	**87**	**86**	**88**	**90**	**89**	**91**	**0**
		Grade 1												
15	M Lafayette				17	15	15	15	16	16	16	16	16	
16	L Bishop				16	16	16	15	16	16	16	16	16	
17	S Raupach				15	15	16	16	16	16	16	16	17	
18	M Macaluso				16	16	16	16	16	17	17	17	17	
19	K Blume				17	17	17	17	17	17	17	17	17	
		Total	**93**		**81**	**79**	**80**	**79**	**81**	**82**	**82**	**82**	**83**	**0**
		Grade 2												
8	L King				19	18	17	17	17	17	18	18	18	
9	S Trummel				17	16	16	16	15	15	15	15	15	
11	D Diodato				19	18	18	18	18	18	18	18	18	
12	K Richards				19	18	18	18	18	18	18	18	18	
13	L Huntington				19	19	17	17	17	16	16	16	16	
		Total	**99**		**93**	**89**	**86**	**86**	**85**	**84**	**85**	**85**	**85**	**0**
	Poquonock	**Totals**	**271**		**261**	**255**	**253**	**252**	**252**	**254**	**257**	**256**	**259**	**0**

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT
2012-2013

Room#	Teacher	Grade	Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	**Kindergarten**			16	17	17	17	17	17	17	17	17	
20	L Butterick				17	18	18	18	18	17	17	17	17	
21	J Addie				17	16	16	16	16	18	18	18	18	
22	A Zawistowski				16	17	16	16	16	16	16	16	16	
23	L Rumrill				15	15	15	15	15	16	16	16	16	
24	A Bartholomew				15	15	15	15	15	16	15	14	14	
25	K Lehn				16	16	16	17	17	16	16	17	17	
26	S Marcello				**16**	**17**	**16**	**16**	**16**	**17**	**16**	**16**	**16**	
		Total	**132**		**128**	**131**	**129**	**130**	**130**	**133**	**131**	**131**	**131**	**0**
11	K Stoll	**Grade 1**			20	20	20	21	21	21	21	20	20	
12	K Freeman				19	19	19	18	18	18	19	19	19	
13	B O'Rourke				19	18	18	18	18	18	18	18	18	
14	K Furie				20	20	20	20	20	20	20	19	19	
15	T Strickland				19	19	19	17	17	17	17	17	17	
16	J Roebelen				17	18	17	17	17	17	17	17	17	
17	S Paley				18	17	17	16	16	16	15	15	16	
		Total	141		132	131	130	127	127	127	127	125	126	0
		Grade 2												
1	V Golec				21	21	20	20	20	20	20	20	20	
2	R Brown				20	19	**19**	**19**	**19**	**19**	**19**	**19**	**19**	
3	M Baldyga				19	19	**19**	**18**	**18**	**18**	**18**	**18**	**18**	
4	D Ghanesh-May				20	20	19	20	19	20	19	19	19	
6	S Martinson				21	21	20	20	19	20	19	19	19	
7	L Neil				20	21	20	20	20	20	20	20	19	
8	D Jaworski				21	21	21	20	20	20	20	20	20	
		Total	**134**		**142**	**142**	**138**	**137**	**135**	**137**	**135**	**135**	**134**	**0**
5 & 10	Pre K Sped													
	& Peer				41	41	44	47	47	48	48	49	56	
		Total	**54**		**41**	**41**	**44**	**47**	**47**	**48**	**48**	**49**	**56**	
	Ellsworth	**Total**	**461**		**443**	**445**	**441**	**441**	**439**	**445**	**441**	**440**	**447**	**0**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2012-2013

Room#	Teacher	Grade	Projecte		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
2	J Herner				21	21	21	21	21	21	21	21	21	
3	A Johnson				21	22	21	21	21	22	22	22	22	
1	K Mazur				22	21	21	21	21	21	21	21	22	
4	S Schreiber				21	21	21	21	20	20	20	20	20	
5	S Silliman				21	21	22	22	22	22	22	22	22	
6	M Johnston				21	21	21	21	21	21	21	21	21	
8	E Vazquez				20	21	21	21	20	20	19	19	19	
		Total	**138**		**147**	**148**	**148**	**148**	**146**	**147**	**146**	**146**	**147**	**0**
		Grade 4												
15	N Donzella				23	24	24	24	24	24	24	24	23	
12	B Emerson				23	23	23	23	23	23	23	23	23	
14	M Murzak				25	22	22	22	22	22	22	22	22	
7	M Pettibone-Johnson				24	23	23	23	23	23	23	23	23	
10	C Romero				23	21	21	21	22	23	23	23	24	
9	R Tomkowit				24	24	23	23	22	22	22	22	23	
		Total	**138**		**142**	**137**	**136**	**136**	**136**	**137**	**137**	**137**	**138**	**0**
		Grade 5												
27	B Belzer				21	21	21	22	22	22	22	22	22	
16	C Deacon				23	23	23	23	23	22	22	22	22	
20	M Herman				22	22	22	22	22	21	21	21	22	
24	V Hoerle				22	22	22	22	22	22	22	22	22	
19	S Fye				20	21	21	21	21	21	22	22	22	
25	D Mosher				23	23	23	23	23	23	22	22	22	
28	O Walker				23	22	22	22	22	22	21	20	20	
		Total	**155**		**154**	**154**	**154**	**155**	**155**	**153**	**152**	**151**	**152**	**0**
	Kennedy	**Total**	**431**		**443**	**439**	**438**	**439**	**437**	**437**	**435**	**434**	**437**	**0**

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2012-2013

Room#	Teacher		Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
8	K Baker				23	22	22	22	22	21	22	22	22	
9	S Michalic				22	22	21	21	21	21	22	23	23	
10	J Murray				23	23	22	23	23	23	22	22	21	
11	J Darrell				23	23	23	22	22	22	22	23	23	
		Total	**85**		**91**	**90**	**88**	**88**	**88**	**87**	**88**	**90**	**89**	**0**
		Grade 4												
14	S Podgurski				19	19	19	19	19	19	19	19	19	
15	K Baker				19	20	20	20	18	19	19	19	19	
16	L Schoenwolff				19	20	20	20	20	20	20	20	20	
17	C Nowsch				20	20	20	20	20	20	20	20	20	
18	D Williams				20	19	20	20	20	20	20	20	20	
		Total	**96**		**97**	**98**	**99**	**99**	**97**	**98**	**98**	**98**	**98**	**0**
		Grade 5												
12	P Reale				21	21	21	21	21	20	20	20	20	
13	S Smith				19	17	19	19	19	20	20	20	20	
24	M O'Brien				18	18	19	19	19	19	19	19	19	
25	S Lewis				18	18	18	18	18	19	19	19	19	
26	C Lindsley				18	19	18	18	18	18	18	18	18	
27	E Chartier				19	18	18	18	18	18	19	19	19	
		Total	**116**		**113**	**111**	**113**	**113**	**113**	**114**	**115**	**115**	**115**	**0**
	CLOVER	**TOTAL**	**297**		**301**	**299**	**300**	**300**	**298**	**299**	**301**	**303**	**302**	**0**

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: May 21, 2013

Prepared by: Dana Plant **Presented By:** Franklin Williams, III

Attachments: Food Service Financial Report

SUBJECT: Statement on Cafeteria Operations – April 2013

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 second year of the Seamless Summer Feeding program serving both breakfast and snacks at Metropolitan Learning Center in July 2012 and added the same service to Medical Professions Teacher Preparation Academy. 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 April 2013.

RECOMMENDATION: Informational only.

Recommended by the Superintendent: JAW

Agenda Item # 8c

Windsor School Food Service
Financial Statement
April 2013

REVENUE	April 2012	7/1/11- YTD	April 2013	7/1/12- YTD
SALES	$100,179.93	$1,023,905.67	$102,523.23	$960,800.46
REIMBURSEMENTS - STATE	6,220.00	62,028.00		79,862.00
ACCOUNTS RECEIVEABLE	68,179.68	683,453.47	84,307.99	702,744.65
CLOC		119,018.00	9,121.00	130,510.35
INTEREST (returned check fees)	2.84	270.36	25.00	306.28
MISC. (Rebates)	94.19	4,900.89	1,696.13	7,157.10
REVENUE TOTALS	**$174,676.64**	**$1,893,576.39**	**$197,673.35**	**$1,881,380.84**
EXPENSES				
WAGES	$85,725.84	$667,181.24	$79,359.21	$632,605.59
PAYROLL TAXES	6,258.19	49,400.84	5,817.30	46,667.71
BENEFITS	8,408.75	86,402.36	8,214.49	81,662.40
FOOD/MILK	110,815.00	1,110,355.62	119,770.81	1,076,185.39
PAPER	3,967.11	41,669.31	4,254.25	47,244.97
SUPPLIES		1,492.52	36.82	1,046.76
EQUIPMENT		2,894.05	307.35	9,113.35
SERVICES	3,249.76	15,227.64	1,094.25	11,315.84
EXPENSE TOTALS	**$218,424.65**	**$1,974,623.58**	**$218,854.48**	**$1,905,842.01**
NET INCOME	**($44,177.84)**	**($81,047.19)**	**($21,181.13)**	**($24,461.17)**
INVENTORY		**$25,000.00**		**$25,000.00**
OPENING BALANCE 7/1		**($6,002.58)**		**($25,858.48)**
COMPUTED OPERATING POSITION		**($62,049.77)**		**($25,319.65)**

Windsor School Food Service
Program Participation
April 2013

SALES

		APR 2012	APR 2013
WHS			
	# OF DAYS	15	16
	SALES AM/PM	$28,187.24	$27,692.61
	AVERAGE	$1,879.15	$1,730.79

REIMBURSABLE MEALS LUNCH

ELEMENTARY	1086	1051
SPMS	579	515
MPTP	163	190
MLC	529	468
WHS	682	596

REIMBURSABLE MEALS BREAKFAST

# OF DAYS	15	17
ELEMENTARY	216	300
SPMS	61	67
MPTP	75	77
MLC	151	145
WHS	165	152

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013.

PREPARED BY: Craig A. Cooke, Ph.D.
Assistant Superintendent for Human Resources

PRESENTED BY: Craig A. Cooke, Ph.D.

SUBJECT: Human Resources Report – March 29, 2013 – May 3, 2013

ATTACHMENTS: None

RESIGNATIONS/SEPARATIONS

Sukanya Reilly	Lunchroom Monitor	Ellsworth School
Chanell Robinson	Food Service Worker	Kennedy School
Chaniere Robinson	Food Service Worker	Trinity
John Ruskys	Skilled Maintenance Worker	District
Jo-Ann Swanson	Grade 8 Language Arts	Sage Park

RETIREMENTS

Mary Baldyga	Elementary	Ellsworth (end of year)
James Kelly	Special Education Paraprofessional	Sage Park (end of year)
Diane Peskurich	Special Education	Windsor High (end of year)

TRANSFERS/REASSIGNMENTS

Marc Mazur	From Food Service Driver To Evening Custodian II	District Kennedy
Karen Vezina	From Food Service Worker To Elementary Cook	Windsor High Trinity

PERSONAL LEAVES

None

HIRES

Nilsa Soto	Food Service Worker	Windsor High

Reviewed by: _____ Recommended by the Superintendent: JAW

Agenda Item # 8d

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2013

Prepared By: Frank Williams **Presented by:** Frank Williams

Attachments: Healthy Food Certification Statement

Subject: Healthy Food Certification (Section 10-215f of the CT General Statutes)

BACKGROUND: Public Act 06-63* *An Act Concerning Healthy Food and Beverages in Schools* became effective July 1, 2006. Compliance with Section 1, "Requirement for Beverages," is required. Section 3, "Optional Healthy Food Certification," is optional. The Windsor Public Schools chose to comply with Section. 3. Compliance with the Optional Healthy Food Certification enabled the District to receive an additional ten cents per student meal from the state. The BOE had to have adopted a Wellness Policy, which it has.

STATUS: The Windsor Public Schools has successfully completed seven years of the Healthy Food Certification. In order to receive the supplemental meal (10 cents) reimbursement for the 2013-2014 school year, the Board of Education is required to certify compliance with the Act.

RECOMMENDATION: That the Board of Education accept the Healthy Food Certification program (Section 10-215f of the Connecticut General Statutes), as well as the following resolution:

> The Windsor Board of Education, pursuant to Connecticut General Statute 10-215f, certifies that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the nutrition standards published by the Connecticut State Department of Education on August 1, 2006, will meet said standards again for the 2013-2014 school year. Such certification shall include food offered for sale to students at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.
>
> Pursuant to Connecticut General Statute 10-215f, that the Windsor Board of Education may exclude from certification food items that do not meet such standards, provided (1) such sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

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*Has been changed to Section 10-215f of the Connecticut General Statutes

Recommended by the Superintendent: JAV

Agenda Item # 8e

ED-099
Addendum
Healthy Food Certification
(Connecticut General Statutes Section 10-215f)
January 2013 Revision

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the nutrition standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

▶ ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the WINDSOR Board of Education and
(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, (*select appropriate box*)

☒ **will** *(must complete Sections 3 and 4 on page 2)*

☐ **will not** *(sign below and return form)*

meet said standards during the period of **July 1, 2013 through June 30, 2014**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

Local or Regional Board of Education or Governing Authority

Signature: _____ Jeffery A. Villar, Ph.D.
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools May 21, 2013
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

ED-099
Addendum
Healthy Food Certification
(Connecticut General Statutes Section 10-215f)
January 2013 Revision

Section 3 – Exemption Statement

▶ ***To be completed only by districts opting for the healthy food certification, i.e., those districts that checked "will" in Section 2.***

Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, (*select appropriate box*)

☒ **will**

☐ **will not**

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

▶ ***To be completed only by districts opting for the healthy food certification, i.e., those districts that checked "will" in Section 2.***

Pursuant to section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Windsor Board of Education
(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2013 through June 30, 2014.**

Local or Regional Board of Education or Governing Authority

Signature: _____ Jeffery A. Villar Ph.D.
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools — May 21, 2013
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ Brian Mahoney
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer _____
Title Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

ED-099
Addendum
Healthy Food Certification
(Connecticut General Statutes Section 10-215f)
January 2013 Revision

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Windsor Board of Education
(Name of the Board of Education or Governing Authority)

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Local or Regional Board of Education or Governing Authority

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Superintendent of Schools — May 21, 2013
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

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Connecticut State Department of Education

Signature: _____ Brian Mahoney
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer _____
Title Date

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ED-099
Addendum
Healthy Food Certification
(Connecticut General Statutes Section 10-215f)
January 2013 Revision

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

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Section 2 – Certification Statement

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(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, (*select appropriate box*)

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Local or Regional Board of Education or Governing Authority

Signature: _____ Jeffery A. Villar, Ph.D.
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools May 21, 2013
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

Windsor BOE Policy Committee Meeting
Unapproved Minutes

April 02, 2013 6:00 PM
LP Wilson Community Center, Room 17

The following are the unapproved minutes of the April 02, 2013 Windsor BOE Policy Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:02 PM:

Present Board Members:
Mr. Paul Panos
Mrs. Doreen Richardson
Mr. Kenneth Williams

Absent Board Members:
Ms. Pam DiGiore
Updated Attendance:
Ms. Pam DiGiore was updated to present at: 6:02 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order by Mr. Panos at 6:05 pm with the Pledge of Allegiance and a moment of silence. Also in attendance were Superintendent Dr. Jeffrey A. Villar, Director of Pupil & Education Services Jody L. Lefkowitz and Board members, Ms. Kristin Ingram, Ms. Cristina Santos, and Ms. Darlene Klase (6:30 pm).

2. Audience to Visitors

Discussion:
Mrs. Rosie Miskavitch addressed the Board regarding the bylaw change.

3. Review BL-9323 - Construction of Agenda and Posting of Agenda

Discussion:
The committee reviewed and discussed Board of Education Bylaw BL-9323.

The committee reviewed examples from other towns.

The committee discussed application and relevance of C.G.S 10-218.

4. Audience to Visitors

Discussion:
Mrs. Rosie Miskavich addressed the Board.

5. Adjournment

Discussion:
The meeting adjourned at 7:20 pm.

Motion Passed: Motion to adjourn the meeting at 7:20 pm passed with a motion by Mr. Kenneth Williams and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Mr. Kenneth Williams Yes

_____
Jeffrey A. Villar, Ph.D.
Superintendent of Schools

Windsor BOE Curriculum Committee Meeting
Unapproved Minutes

April 3, 2013 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the April 3, 2013 Windsor BOE Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:
Mrs. Kristin Ingram
Ms. Cristina Santos

Absent Board Members:
Ms. Darleen Klase
Mrs. Doreen Richardson
Updated Attendance:
Mrs. Doreen Richardson was updated to present at: 4:38 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Cristina Santos, BOE Curriculum Committee Chairperson, called the meeting to order at 4:30 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., and Assistant Superintendent for Instructional Services Mary Anne Butler.

2. Math Curricula: Grades K, 2 and 7

Discussion:
Tom Baird, Mathematics Curriculum Supervisor, and elementary teachers, Lisa Bress and Ann Clark presented mathematic curriculums for Kindergarten as well as Grades 2 and 7. The new curriculums are aligned to Common Core State Standards. Tom Baird explained the major changes in instruction within each of these grade levels and attending teachers shared highlights from Kindergarten and Grade 2.

3. Language Arts Curricula: Grades 1, 7 and 8

Discussion:
Tracie Peterson, K-8 Literacy Supervisor, and middle school teachers, Jennifer Tigre and Ashley Kastelein presented the Language Arts curriculums for Grades 1, 7 and 8. Grade 8 has an increase in sophistication and complexity of content, and requires students to analyze and critique material in multiple ways. A major component shift to non-fiction prepares students to be college and career ready. Grade 7 now includes a drama unit that teachers also needed to learn in order to teach students. Grade 1 has been updated with sensitivity to the content and skill building taking place in a full versus half day Kindergarten program.

4. Summer Reading List

Discussion:
Bonnie Fineman, Windsor High School English Department Chairperson, discussed the list prepared for summer reading 2013, which will now be a part of the curriculum. The selections were chosen as a result of extensive research regarding student preferences and alignment with the Common Core State Standards. Selections have been read by staff members for content. A fall assessment will be conducted based on reading for use as a baseline. A book fair, in

conjunction with Barnes and Noble, is planned for May 16, 2013 to kick start the summer reading program and informal book talks with teachers are planned throughout the summer.

5. Adjournment

Discussion:
Cristina Santos adjourned the meeting at 6:35 p.m.

_____
Cristina Santos, Chairperson
BOE Curriculum Committee

mb

Windsor Board of Education Regular Meeting
Unapproved Minutes

April 9, 2013 7:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the April 9, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:
Ms. Pam DiGiore

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

Discussion:
Doreen Richardson called the meeting to order with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Human Resources Craig Cooke, Director of Business Services Frank Williams, and Director of Pupil and Special Education Services Jody Lefkowitz.

2. Recognitions/Acknowledgements
2.a. Proclamation--Teacher Appreciation Week--May 6 to May 10, 2013

Discussion:
Doreen Richardson presented to WEA Co-President, Lisa Bress, a proclamation announcing Teacher Appreciation Week in Windsor Public Schools which will be May 6 to May 10, 2013 to recognize the contributions of teachers to the students and community of Windsor.

2.b. Recognition--Liam Foreman, First Place Winner, 2013 Student Design Competition

Discussion:
Carol Szulc, Windsor High School Vice Principal congratulated Liam Foreman, the First Place Winner in the 2013 Student Design Competition.

2.c. Recognition--Juan Reyes-Perez, Recipient of CT Assoc. for Adult and Continuing Education's Learner of the Year Award

Discussion:
Mayela Aguirre-Ernest, Adult Education Facilitator, congratulated Juan Reyes-Perez, the recipient of the CT Association for Adult and Continuing Education's Learner of the Year Award. Mr. Reyes-Perez has earned his U. S. Citizenship and GED since beginning with the Adult Education program in 2008.

3. Audience to Visitors

Discussion:
L. James Ristas, 502 Broad Street. Spoke about the Loyola University contract, the research documents utilized and the focus of the project.

4. Student Representative Report

Discussion:
Jonathan Rush spoke about events occurring at Windsor High School including use of the new field by the baseball teams, a successful art department fundraiser held at a local hair salon, and the 8th grade visit to WHS. FCCLA attended a state convention and received medals. Project Graduation's fundraisers include an alumni dance, and WHS nights at local restaurants. Spring break is next week and many award programs will be coming up soon.

5. Board of Education
5.a. President's Report

Discussion:
Doreen Richardson attended a CABE conference with opening remarks made by the Chairman of the GE Foundation that pertained to equity. Public education has difficulty changing but things have changed fundamentally, so there is a need to take a fresh look at what we are doing and remove items that are not working. The Board presented the 2013-2014 budget to the Town Council successfully. The budget referendum in Windsor will be May 14, 2013.

6. Superintendent's Report

Discussion:

Dr. Villar began by thanking the teachers in Windsor for their hard work and dedication.

6.a. Action--Set Graduation Date and Last Day of School

Motion Passed: Move to accept June 24, 2013 as the graduation date for Windsor High School, Class of 2013, and the last day of school for students passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.b. Policy Adoption, 2nd Reading--Update Policy 5142.2 Restraint and Seclusions of Persons at Risk; Update Policy 5141.21 Administration of Medication; Proposed Policy 5145 Section 504 of the Rehabilitation Act of 1973

Motion Passed: Move that the Board of Education adopt Policy 5142.2, 5141.21 and 5145 Section 504 passed with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.c. Curriculum Development--1st Reading

Discussion:
Cristina Santos spoke about the BOE Curriculum Committee last week and the tremendous amount of curriculum that was covered. Tom Baird, Math Supervisor and Tracie Peterson, K-8 Literacy Supervisor were present for discussion. The intent is to have full adoption of this curriculum by the Board at the May meeting.

6.c.1. Math Curricula: Grades K, 2, 7

6.c.2. Language Arts Curricula: Grades 1, 7, 8

6.d. WHS NEASC Update

Discussion:
Russell Sills, Windsor High School Principal, Carol Szulc, Windsor High School Vice Principal, and Denise Malnati, Windsor High School art teacher, gave a PowerPoint presentation about NEASC, the accreditation process for the high school. The process begins with a self-study that incorporates all staff, students and parents. A NEASC visit will take place in October, 2013 that will examine all data collected and determine how well the standards are being met.

6.e. Contract with Loyola University

Discussion:
Dr. Villar spoke about the contract with Loyola University that had been approved by the Board.

7. Committee Reports

7.a. Curriculum Committee

Discussion:
Cristina Santos, BOE Curriculum Committee Chairperson, reported the next meeting is May 1, 2013, and more curriculums from math and language arts will be presented.

7.b. Technology Committee

Discussion:
Richard O'Reilly, BOE Technology Committee Chairperson, reported about the March 21, 2013 meeting that discussed network security, and the roll-out of the new district website that occurred sooner than anticipated because of a denial of service attack. A demonstration by Doug Couture, Education Technology Curriculum Supervisor, and Dr. Villar explained edline, Mileposts, and MAP software.

8. Consent Agenda

Motion Passed: Move to accept Items a and c, holding b and d, of the Consent Agenda passed with a motion by Ms. Darleen Klase and a second by Mr. Richard O'Reilly.

Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

8.a. Financial Report

8.b. Enrollment Report

Discussion:
Validation of the number of students on the certificate of residency needs to be checked with Registration.

Motion Passed: Move to accept Item 8.b. Enrollment Report of the Consent Agenda passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.

Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

8.c. Food Services Report
8.d. Human Resources Report

Discussion:
Executive session ended at 9:06 p.m.

Motion Passed: Move to enter into executive session at 8:44 p.m. and request Dr. Villar and Craig Cooke to attend passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Move that the contract of employment of employees listed in the Superintendent's Human Resources Report - Addendum not be renewed for the following year upon its expiration at the end of the 2012-2013 school year and that the Superintendent of Schools is directed to advise such persons in writing of this action passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

9. Approval of Minutes

Motion Passed: Move to accept Approval of Minutes as amended passed with a motion by Mr. Richard O'Reilly and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

9.a. March 14, 2013 BOE Self-Evaluation Tool Committee

Discussion:
The attendance in Item 1 omitted Richard O'Reilly.
9.b. March 19, 2013 BOE Regular Meeting Minutes

Discussion:
Page 1 Audience to Visitors section had a name misspelled.
9.c. March 21, 2013 BOE Technology Committee Meeting

10. Other Matters/Announcements/Regular BOE Meetings
10.a. District K-8 Art Show, Windsor Town Hall, April 11-April 30, 2013. Opening Reception on Thursday, April 11, 2013 at 5:00 to 7:00 PM
10.b. BOE Self-Evaluation Tool Committee Meeting, Wednesday, April 24, 2013 at 6:30 PM, LP Wilson Community Center, Room 17
10.c. WHS All School Awards - Thursday, April 25, 2013 at 7:00 PM, WHS Auditorium
10.d. WHS Tech Day, Saturday, April 27, 2013 at 10:00 AM, WHS Tech Department
10.e. WHS National Honor Society Induction Ceremony, Tuesday, April 30, 2013 at 7:00 PM, WHS Auditorium
10.f. BOE Curriculum Committee Meeting, Wednesday, May 1, 2013 at 4:30 PM, LP Wilson Community Center, Room 17
10.g. Older American's Breakfast, Thursday, May 2, 2013 at 9:00 AM, WHS Library
10.h. May Regular BOE Meeting, Tuesday, May 21, 2013 at 7:00 PM, Town Hall, Council Chambers
10.i. WHS Student Art Show, Wednesday, May 29, 2013 at 7:00 PM, WHS Art Rooms
10.j. WHS Honor Cord Ceremony, Thursday, May 30, 2013 at 7:00 PM, WHS Auditorium
10.k. WHS Senior Scholarships and Awards Night, Thursday, June 6, 2013 at 7:00 PM, WHS Auditorium

11. Audience to Visitors

Discussion:
Dustin Ricci, Windsor High School Technical Education teacher. Spoke about the achievements of students, future plans for the group and the support received from administration.

12. Adjournment

Motion Passed: Move to adjourn meeting made at 9:20 p.m. passed with a motion by Ms. Darleen Klase and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

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Windsor BOE Roger Wolcott Committee Meeting
Unapproved Minutes

April 23, 2013 6:00 PM
LP Wilson Community Center, Room 17

The following are the unapproved minutes of the April 23, 2013 Windsor BOE Roger Wolcott Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 PM:

Present Board Members:
Mr. Leonard Lockhart
Mrs. Doreen Richardson
Mr. Kenneth Williams

Absent Board Members:
Ms. Pam DiGiore

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 6:00 PM. Superintendent Jeffrey A. Villar, Assistant Superintendent Mary Anne Butler, Director of Business Services Frank Williams, Director of Pupil and Special Education Services Jody Lefkowitz, Principal Ronda Lezberg, Principal R.J. Sullivan and Board member Paul Panos were also in attendance.

2. Discussion of use of Roger Wolcott Building--Review Costs Associated with Proposed Preschool Program

Discussion:
Chairperson Lockhart opened the meeting to audience to visitors. No one came forward to address the committee.

Dr. Villar thanked Principals Lezberg and Sullivan for joining the meeting and asked Principal Lezberg to give an overview of the Pre K-Grade 2 and K-Grade 2 programs and facilities and how the Roger Wolcott building would be used to house a preschool program. She reviewed the current program at Oliver Ellsworth and the possibilities if the program is expanded. Jody Lefkowitz reviewed the preschool cost worksheet on a line item basis. The committee further discussed the costs associated with instituting a Universal Preschool Program at Roger Wolcott and how those costs may be offset by other initiatives.

Chairperson Lockhart concluded that the consensus of the committee is to move the Alternative Education Program to the Roger Wolcott building. The next steps will be to bring the recommendation and proposal to the full BOE. It was suggested that a public forum also be scheduled.

Chairperson Lockhart again opened the meeting to audience to visitors. Debbie Sampson, 604 Stone Road, thanked the committee for a pleasant meeting and voiced her comments for the use of the Roger Wolcott building.

3. Adjournment

Motion Passed: Move to adjourn the meeting at 7:31 PM passed with a motion by Mr. Kenneth Williams and a second by Mrs. Doreen Richardson.
Ms. Pam DiGiore Absent
Mr. Leonard Lockhart Yes
Mrs. Doreen Richardson Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education
RTO/sb

Windsor BOE Self-Evaluation Tool Committee Meeting
Unapproved Minutes

April 24, 2013 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the April 24, 2013 Windsor BOE Self-Evaluation Tool Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Darleen Klase
Mr. Kenneth Williams

Absent Board Members:
Mr. Paul Panos
Mrs. Doreen Richardson
Updated Attendance:
Mr. Paul Panos was updated to present at: 6:35 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 6:30 PM. Superintendent Dr. Jeffrey A. Villar and Board member Cristina Santos were also in attendance.

2. Review and Discussion of BOE Self-Evaluation Tool

Discussion:
The committee reviewed and discussed a new version of the self-evaluation tool and made revisions to portions of the document. Chairperson Kenneth Williams will create a final version of the self-evaluation tool which will be distributed to members for their review prior to the BOE Regular Meeting scheduled for Tuesday, May 21, 2013.

3. Adjournment

Motion Passed: Move to adjourn the meeting at 7:14 PM passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Darleen Klase Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Absent
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education
RTO/sb

Windsor BOE Curriculum Committee Meeting
Unapproved Minutes

May 1, 2013 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the May 1, 2013 Windsor BOE Curriculum Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:28 PM:

Present Board Members:
Mrs. Kristin Ingram
Ms. Darleen Klase
Mrs. Doreen Richardson
Ms. Cristina Santos

Updated Attendance:
Mrs. Kristin Ingram was updated to absent at: 6:30 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
Cristina Santos, BOE Curriculum Chairperson, called the meeting to order at 4:28 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent Mary Anne Butler, BOE President Doreen Richardson and BOE Minority Leader Paul Panos.

2. Audience to Visitors

Discussion:
None.

3. Mathematics Curricula: Grades 1,3,4,5

Discussion:
Tom Baird, Ann Clark, Leanne Pratt, Jessica Hickey, and Nancy Dagenhart presented the new math curriculum for grades 1, 3, 4 and 5. All curriculums are aligned to the CCSS and represent a balance between authentic application and computational fluency.

4. Language Arts Curricula: Grades 6,9,10,11

Discussion:
6th grade curriculum was presented which would complete the middle school. It is aligned to Common Core, but emphasizes the need for smooth transitions between elementary and middle school and high levels of achievement through relevant engagement. The high school English department presented complete curriculum documents for grades 9-11, which included an overview of several highlights. The overarching vision for curriculum development in using the "C.L.I.M.B." acronym is to cultivate learners through inquiry, measurement, and core beliefs.

5. Forensic Science Curricula

Discussion:
Christine Tedisky, Science Curriculum Supervisor and Lee Currey, science high school teacher explained the curriculum for the semester long elective course, Forensic Science, which is based on Sheldon's gamification research

to instruct curriculum. This course is a self-progress course where students will level up and gain badges for each completion stage, and no text is required at this point.

6. Spanish 4 Textbook

Discussion:
Blanca Jaramillo, Windsor High School Spanish teacher 4 textbook, spoke about the adoption of the Avancemos book series started in 2008 with level 1, and requested purchasing the level 4 textbook. The new text has culture embedded within, provides online resources, with reading, listening and speaking activities. The committee will present for a first reading, waive the second reading and seek approval at the Regular BOE Meeting on May 21.

7. Challenge Program Update--Elementary

Discussion:
Jody Lefkowitz, Director of Pupil and Special Education Services, Lisa Thomas and Mary Van Der Meid, elementary Challenge Resource teachers, explained the grades 3-5 Challenge programming model, the identification process for participants and the alignment of the program. The goal is to reach out to all students to uncover talent and encourage creative producers using multiple criteria for determination of student participation.

8. Adjournment

Discussion:
Cristina Santos adjourned the meeting at 7:06 p.m.

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Cristina Santos, BOE Curriculum Chairperson
Windsor Board of Education

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Windsor BOE Technology Committee Meeting
Unapproved Minutes

May 02, 2013 5:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the May 02, 2013 Windsor BOE Technology Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 5:30 PM:

Present Board Members:
Mr. Richard O'Reilly
Mrs. Doreen Richardson
Mr. Kenneth Williams

Absent Board Members:
Mr. Leonard Lockhart
Updated Attendance:
Mr. Leonard Lockhart was updated to present at: 5:35 PM

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 5:30 PM. Superintendent Jeffrey A. Villar, Curriculum Supervisor of Education Technology Doug Couture and Board member Paul Panos (at 5:35 PM) were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Review WPS Electronic Device Policy

Discussion:
The committee reviewed the WPS electronic device policy.

4. Discuss Developing an Electronic Reporting Hub

Discussion:
The committee discussed developing an electronic reporting hub.

5. Discuss One to One Goal

Discussion:
The committee discussed the one to one goal.

6. Adjournment

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. Kenneth Williams and a second by Mr. Leonard Lockhart.
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mrs. Doreen Richardson Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor BOE Special Meeting/Workshop
Unapproved Minutes

May 07, 2013 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the May 07, 2013 Windsor BOE Special Meeting/Workshop. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Mr. Kenneth Williams

Absent Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Cristina Santos

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

Discussion:
The meeting was called to order at 6:30 PM. Superintendent Jeffrey A. Villar, Director of Pupil and Special Education Services Jody Lefkowitz and Attorney Leander Dolphin from Shipman and Goodwin were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Workshop on expulsion procedures presented by Atty. Leander Dolphin, Shipman and Goodwin

Discussion:
There was a discussion of the legal framework regarding expulsion hearings.

4. Adjournment

Motion Passed: Move to adjourn the meeting at 8:30 PM passed with a motion by Mr. Richard O'Reilly and a second by Ms. Darleen Klase.
Ms. Pam DiGiore Absent
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

Windsor Board of Education
Policy Committee Meeting
Unapproved Minutes

May 13, 2013 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the May 13, 2013 Policy Committee Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:34 PM:

Present Board Members:
Ms. Pam DiGiore
Mr. Paul Panos
Mrs. Doreen Richardson
Mr. Kenneth Williams

1. Call to Order, Pledge of Allegiance, Moment of Silence

Discussion:
The meeting was called to order at 6:34 PM. Superintendent Dr. Jeffrey A. Villar, Director of Pupil and Special Education Services Jody Lefkowitz and Board member Cristina Santos were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Review BL-9323--Construction of Agenda and Posting of Agenda

Discussion:
The committee reviewed Bylaw 9323--Construction of Agenda and Posting of Agenda.

Motion Passed: Move that Item three be tabled until the next meeting, Superintendent will seek legal clarification from Shipman and Goodwin and will contact CABE for additional samples of policy passed with a motion by Mr. Kenneth Williams and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No vote
Mr. Kenneth Williams Yes

4. Review P-4115.1 Policy Regarding Sex Discrimination and Sexual Harassment in the Workplace (Personnel)

Discussion:
Committee reviewed P-4115.1 Policy Regarding Sex Discrimination and Sexual Harassment (Personnel).

5. Review P-5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)

Discussion:
Committee reviewed P-5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students).

Motion Passed: Move that the Sex Discrimination and Sexual Harassment Policy including Non-Discrimination Policy be moved to the full board for a first reading passed with a motion by Mr. Kenneth Williams and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No vote
Mr. Kenneth Williams Yes

6. Review P-5131.911 Bullying Prevention and Intervention Policy

Discussion:
Committee reviewed P-5131.911 Bullying Prevention and Intervention Policy.

Motion Passed: Move that the Bullying Prevention and Intervention Policy be moved to the full board passed with a motion by Mr. Kenneth Williams and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No vote
Mr. Kenneth Williams Yes

7. Review of Policy for Student Attendance and Truancy and Propose to Replace P-5113.1 Attendance and Unexcused Absence Grades K-8, P-5113.2 Attendance and Unexcused Absence Grades 9-12, and P-5113.3 Truancy

Discussion:
Committee reviewed policy for Student Attendance and Truancy.

Motion Passed: Move that the Student Attendance and Truancy Policy be moved to the full board passed with a motion by Mr. Kenneth Williams and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No vote
Mr. Kenneth Williams Yes

8. Review P-5114 Student Discipline and Propose to Replace Exclusion/Suspension/Expulsion/Student Due Process

Discussion:
Committee reviewed Student Discipline Policy.

Motion Passed: Move that the Student Discipline Policy be moved to the full board passed with a motion by Mr. Kenneth Williams and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No vote
Mr. Kenneth Williams Yes

9. Adjournment

Discussion:
The meeting was adjourned at 8:37 PM.

Motion Passed: Move to adjourn the meeting at 8:37 PM passed with a motion by Mr. Kenneth Williams and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No vote
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education