

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

(*Attachments are available upon request from the Superintendent's Office.)

Regular Meeting

October 28, 2019

The regular meeting of the Groton Board of Education was held on October 28, 2019, in the CR 1 of the Town Hall Annex.

I. ALL TO ORDER

The meeting was called to order by Mrs. Kim Watson, Board Chairperson, at 6:04 p.m.

The first order of business was the Pledge of Allegiance to the flag by Scott Newsome.

PRESENT

ABSENT

Mrs. Kim Shepardson Watson (arrived at 6:05 p.m.)
Dr. Andrea Ackerman
Mrs. Katrina Fitzgerald
Mrs. Jane Giulini
Mrs. Gretchen Newsome
Mrs. Rosemary Robertson
Mrs. Rita Volkmann
Mrs. Lee White
Mr. Jay Weitlauf (arrived at 6:30 p.m.)

Dr. Michael Graner, Superintendent of Schools
Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Samuel Kilpatrick, Director of Buildings and Grounds
Mr. Ken Knight, Business Manager
Miss Addie Clark, Student Representative

A motion was made to add 2 items to the agenda: Volkmann, White

MOTION PASSED UNANIMOUSLY

9. Discussion and possible action regarding a Hiking Club field trip May 20-23, 2020 to New Hampshire.

MOTION: To approve a Hiking Club field trip May 20-23, 2020 to New Hampshire.

10. Discussion and possible action regarding the operation of Charles Barnum Elementary School as a Magnet School beginning in the fall of 2020-2021.

MOTION: To approve the operation of Charles Barnum Elementary School as a Magnet School beginning in the fall of 2020-2021.

B. RECOGNITION AND PARTICIPATION AND DELEGATIONS

WSM Writers Contests Awards – Michelle Mokrzewski – Dr. Graner introduced Michelle Mokrzewski, West Side STEM Magnet School teacher, who gave an overview of the Creative Writing Contests for Middle and High Schools that her students participated in. Fourteen of her students were selected out of 7,500 students who entered. The WSM STEM student's entries will be published and several of the students opted to read their selections for the Board. The WSM students who participated in the Creative Writing contest are: Mason Birch, Yahya Mansour, Chanel Scott, Emma Gibson, Aldan O'Hara, Alyssa Moody, Devlin Cuadras, Brook, Lepikko, Emille Pellerin, Selina Chen, Rhiana Boulot, Karina Marie Vargas, Charlotte Cabral, and David Dozier.

C. COMMENTS FROM CITIZENS

1. Mr. Scott Newsome, 56 Hilltop Road, addressed the following:
 - a. Grants that do not come through the Town and asked that the Board come up with a plan to address this issue.
 - b. CMS – The tennis courts and other fields that are used by the community that are slated to be removed with the planned renovation; he requested that the Board consider putting some community use space at CMS.
2. Mrs. Rosanne Kotowski, 24 Ann Avenue, addressed the off-budget grant money and gave the history of conversations she has had with the Superintendent over the last 9 months. **[ATTACHMENT #1, 2]**
3. Mrs. Portia Bordelon, 159 Shennecossett Parkway, addressed the following:
 - a. She expressed her congratulations to the WSM STEM students on winning the Creative Writing Contests for Middle and High Schools.
 - b. She stated that her child had taken Oral Communications I at the high school and was very pleased to see Oral Communications II will be taught.
 - c. Water levels – She asked if there had been any direction from the State to date.
 - d. Field House – She stated that the field house needs to be painted.
 - e. Rest Rooms – She shared her recent experience with the doors on the rest room and the unsanitary conditions in the rest rooms and stated that it needs to be addressed.
 - f. Plastic Ordinance – She noted that the styrofoam trays that are being used in lunch rooms should be discontinued.
4. Ms. Kathy Chase, 146 Indian Field Road, spoke in support of comments made by Mrs. Kotowski.
5. Mrs. Beverly Washington, 30 Pennsylvania Avenue, addressed the following:
 - a. She spoke in support of comments made by Mrs. Kotowski.
 - b. She spoke in support of comments made by Mrs. Bordelon regarding the rest rooms.
 - c. She spoke in support of the budget grant funds and the need for policy or procedure.
6. Mrs. Fran Whitley, 112 Deerfield Ridge Drive, addressed the following:
 - a. NEA – She noted that she was pleased to see the air quality on the CIP.
 - b. Class Size Guidelines – She stated that she hopes that the guidelines are used when classes are planned for the new middle school.
 - c. Acts of Kindness Grant with CMS – She it was great that the district go the grant.

II. RESPONSE TO COMMENTS FROM CITIZENS

1. Mrs. Volkmann stated that the Board was not aware of the history regarding the Grants and that she is very impressed with the class sizes in Groton and they are to be commended.
2. Mrs. Watson addressed the following:
 - a. Grant approval process.
 - b. She noted that there is an attempt to schedule a meeting with the RTM Moderator and the Mayor to come up with a process.
 - c. She asked the Superintendent to look at the maintenance of the field house.
 - d. She noted that she was unaware of the use of Styrofoam trays in the district. Dr. Graner stated that it is already being addressed.
 - e. She that the PBSC is looking into the fields for community use at CMS.
3. Mrs. Newsome asked about special RTM meetings to approve a grant on time.

III. STUDENT REPRESENTATIVE REPORT

Updates from Last Meeting:

- On Thursday, October 17, 2019 the Humanitarian Club put on a Paint for the Bahamas night, where people could paint and create different crafts as a fundraiser towards hurricane relief for the Bahamas.
- This week, October 8 to November 1, 2019 is our spirit week. Monday is American Monday, Tuesday is Pajama day, Wednesday is Wacky Wednesday, Thursday is Character day, and Friday is Fitch Friday and the day of our Pep Rally.

Class Council Update:

- All grades will be getting their Pep Rally shirts passed out to them this Wednesday, October 30, 2019. All of the shirts were designed by their respective class council, and have been approved by our administration
- Seniors: Seniors are selling chocolates during the school day, and are getting ready for Homecoming.
- Juniors: The juniors are hosting Tailgate this year; which will be on the day of the Homecoming game against NFA.
- Sophomores: The sophomores have a “Puffy Paint Pizza Party” this Wednesday, October 30, 2019 at the Fitch in the Falcon Café from 5:00 p.m. to 7:00 p.m. It cost \$5.00 and all students get to design their Pep Rally shirts or they can bring their own shirt all while eating pizza.
- Freshmen: Freshmen are continuing to organize their class council.

Homecoming:

- Homecoming is this Saturday, November 2, 2019, from 7:00 p.m. to 10:30 p.m., in the Fitch small gym. Tickets will be sold for \$20.00 at all lunch waves this week. All proceeds will be towards the senior class

Professional Development Day:

- There is no school on November 5, 2019 for students as it is a Regional Professional Development Day.

III. STUDENT REPRESENTATIVE REPORT – cont.

FAFSA Night:

- On Wednesday, November 6, 2019 there will be a FAFSA night for seniors hosted at Fitch High School. Many local and regional FAFSA experts and the FHS School Counseling staff will be there that night to help families complete the FAFSA form. Anyone interested should sign up for a specific session through a link that was sent to senior parents through email and is available on the Fitch website.

Craft Fair:

- Saturday, November 9, 2019, from 9:00 a.m. to 2:00 p.m., in the Fitch High School Cafeteria. There will be over 50 crafters and vendors, and food will be available for sale.

More Than Words:

- More Than Words had their first inter-district meeting this year at the New London Science and Technology High School. The respective More Than Words clubs from Ledyard High School, New London High School, and Fitch High School all met and discussed discrimination and brainstormed possible student-led workshops and actions that could help make the schools a more inclusive and welcoming place.

Renaissance:

- Renaissance will be putting on the Sandy Hook Promise Start with Help Week next week, from Monday, October 4, 2019 to Friday, October 8, 2019. This week will be full of various activities to promote inclusion and raise awareness about social isolation.

Fitch Athletics:

- Volleyball defeated Griswold and Guilford. Guilford was undefeated before stepping on the court with the Fitch Falcons.

Mrs. Volkmann asked for an update on the Marching Board. The Student Representative stated that the Marching Band went to State and that the Sounds of the Sea was a great success. She noted that they scored 89 and has been invited to the Nationals.

Mrs. Volkmann congratulated the Soccer Team who won ECC.

IV. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. SUPERINTENDENT REPORT

1. Update re: Groton Middle School Consolidation Planning - Dr. Graner noted:
 - a. On October 29, 2019 there will be a joint meeting with middle school faculties.
 - b. On October 30, 2019 there will be a meeting with all 7th graders at FHS; there will be a virtual tour of the new middle school; and 30 students from each middle school will go on a site tour of the new middle school, weather permitting.

B. REPORTS AND INFORMATION FROM THE STAFF

1. Assistant Superintendent Report [ATTACHMENTS #3, 4, 5]

Ms. Austin shared there has been 3 PD opportunities:

- Performance Matters Forum 2019
- Alliance District Symposium
- Teachers Writer Conference

B. REPORTS AND INFORMATION FROM THE STAFF – cont.

Ms. Austin shared the November 5, 2019 Regional PD schedule.

2. Business Office Report [ATTACHMENTS #6, 7]

➤ **Object Code Summary**

Ken Knight gave an overview of the Object Code Summary dated October 24, 2019 showing an unexpended balance of \$96,891.

➤ **Health Insurance Report**

Ken Knight reviewed the Health Insurance Report for the month of August.

3. Director of Buildings and Grounds Report

➤ **Groton 2020:**

- Mr. Kilpatrick stated that progress is continuing to being made with the new Middle School.
- Mr. Kilpatrick stated that they will be going to the State on November 26 and 27, 2019.

Mr. Kilpatrick responded to concern with water testing by stating that the State came out with the statement that all schools should flush the water after weekends and holidays.

IV. COMMITTEE REPORTS

1. Finance/Facilities Committee:

Dr. Graner noted that the Finance/Facilities Committee met and discussed the 2020-2021 recommendations.

2. Policy Committee:

Mrs. White noted that the Policy Committee met and noted the policy on the agenda for a second reading.

3. Curriculum Committee:

Dr. Ackerman noted that the Curriculum Committee met and that Mrs. McKenna reviewed for the second time the proposed courses. Dr. Ackerman stated that the committee recommended approval of the courses.

4. Negotiations Committee:

Mrs. Watson noted that negotiations with the Administrators is complete; however, they have not ratified their contract.

5. LEARN:

Mrs. Volkmann noted that the Regular Board of LEARN met on October 10, 2019 and that Dr. Graner attend and addressed the 2 middle schools becoming 2 middle school. Associate Executive Director Dr. Ryan Donlon who presented their school data and discussed Dr. Lee Tyler from Harvard who will be facilitating workshops on equity. They also addressed vaping and cyber threats in a round table.

IV. COMMITTEE REPORTS – cont.

6. Town & City Councils/RTM/Board Liaison Committee:
Mrs. Watson noted that the Town & City Councils/RTM/Board Liaison Committee met on October 2, 2019 and discussed the Charter and grant proposals.
7. GEA/AGSA/BOE Liaison Committee:
Mrs. Watson noted that GEA/AGSA/BOE Liaison Committee will meet on October 30, 2019 at 4:30 p.m.
8. Groton Scholarship:
There was no report.
9. Trails Liaison:
Mrs. Newsome stated that the Trails Liaison Committee were pleased to see the Wilderness Literature course up for approval.

V. ACTION ITEMS

A. CONSENT CALENDAR

1. RESOLUTION ACCEPTING BOARD MINUTES

RESOLVED, that the regular meeting minutes of September 23, 2019, and the special meeting minutes of September 16 and October 7, 2019, is hereby accepted and approved with following corrections:

- September 16, 2019 attendance – Mrs. Volkmann arrived late.
- Mrs. White requested that the Board not receive the attachments with their copy of the proposed minutes for approval in their packets.

2. RESOLUTION ACCEPTING GIFTS

- Chelsea Groton Foundation has made a donation on behalf of Chhaya Patel as part of the 2019 Acts of Kindness initiative to the Cutler Arts & Humanities Magnet Middle School.
- YourCause, LLC Trustee for Wells Fargo Foundation Educational Matching Gifts Program (Michelle Ezell-Adkins) has made a donation of \$140.00 to Claude Chester School.
- YourCause, LLC Trustee for Wells Fargo Foundation Educational Matching Gifts Program (Michelle Ezell-Adkins) has made a matching donation of \$140.00 to Claude Chester School.

MOTION: Fitzgerald, Newsome:

To approve the Consent Calendar.
PASSED - UNANIMOUSLY

A. New Business

5. Discussion and possible action re: approval of the following courses:
(Attachment #8)
- a. Wilderness Literature
 - b. Graphic Novels
 - c. Gaming Narratives
 - d. Fantasy and Science Fiction
 - e. Sports Literature
 - f. Oral Communication II
 - g. The Writing Center: Theory, Practice, and Internship

MOTION: Fitzgerald, Ackerman: To approve the following courses:
**YES – Weitlauf, Robertson, White,
Volkmann, Watson, Ackerman,
Giulini, Fitzgerald
ABSTAINED – Newsome
PASSED**

- a. Wilderness Literature
- b. Graphic Novels
- c. Gaming Narratives
- d. Fantasy and Science Fiction
- e. Sports Literature
- f. Oral Communication II
- g. The Writing Center: Theory, Practice, and Internship

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 6146
Graduation Requirements (Attachment #9)

MOTION: Newsome, White: To approve as a second reading of
policy P 6146 Graduation
Requirements

MOTION: Ackerman, Newsome: To amend the motion with the change
on page 3 of 9 under Note: from
“...Fitch High School administration
to Principal...”
PASSED – UNANIMOUSLY

MAIN MOTION AS AMENDED: PASSED - UNANIMOUSLY

C. New Business – cont.

1. Discussion and possible action re: the approval of the FY 21 CIP (Attachment #10)

MOTION: Weitlauf, Robertson: To approve the FY 21 CIP
**YES – Weitlauf, Robertson, White,
Watson, Ackerman, Giulini, Newsome,
Fitzgerald
ABSTAINED – Volkmann
PASSED**

2. Discussion and possible action re: the 2020-2021 and the 2021-2022 School Calendars (Attachment #11)

MOTION: Giulini, Robertson: To approve the 2020-2021 and the 2021-2022 School Calendars with the addition of “Graduation date to be determined after February of each school year” to be placed at the bottom of each calendar
PASSED - UNANIMOUSLY

3. Discussion and possible action re: the Class Size Guidelines (Attachment #12)

MOTION: Robertson, White: To approve the Class Size Guidelines
**YES – Weitlauf, Robertson, White,
Volkmann, Watson, Ackerman, Giulini,
Fitzgerald
NO – Newsome
PASSED**

4. Discussion and possible action re: the 2020 Board Meeting Schedule (Attachment #13)

MOTION: Volkmann, Robertson: To approve the 2020 Board Meeting Schedule
PASSED – UNANIMOUSLY

6. Discussion and possible action regarding a CB Hiking Club field trip May 20-23, 2020 to New Hampshire.

MOTION: White, Robertson: To approve a CB Hiking Club field trip May 20-23, 2020 to New Hampshire.
PASSED - UNANIMOUSLY

A. New Business – cont.

7. Discussion and possible action regarding the operation of Charles Barnum Elementary School as an Intra-district Magnet School beginning in the fall of 2021.

MOTION: Volkmann, Ackerman: To approve the operation of Charles Barnum Elementary School as an Intra-district Magnet School beginning in the fall of 2021.
PASSED - UNANIMOUSLY

8. Discussion and possible action re: a food service grant management stipend. (It is anticipated that this discussion will be held in executive session. The Board may or may not take action when it returns to open session.)

This item was tabled.

9. Discussion and possible action re: approval of the proposed Early Retirement Incentive. (It is anticipated that this discussion will be held in executive session. The Board may or may not take action when it returns to open session.)

10. Discussion and possible action re: Ratification of the AGSA Contract. (It is anticipated that this discussion will be held in executive session. The Board may or may not take action when it returns to open session.)

This item was tabled.

A. LETTERS, COMMUNICATIONS, AND COMMENTS

1. Mrs. Fitzgerald noted the following:
 - a. The same e-mails regarding Robotics.
 - b. She attended the Sound of the Sea performance
 - c. She attended a Principal Retirement.
2. Mrs. Giulini noted the following:
 - a. That she had the pleasure of distributing dictionaries to students at CB.
 - b. That she attended the Martin Luther King Scholarship Dinner. She noted that there were over 700 attendees and gave high praise to Dr. Ackerman for her efforts on the students behalf.
3. Dr. Ackerman noted the following:
 - a. That she attended the Martin Luther King Scholarship Dinner.
 - b. That she would like to see the same community space being requested at CMS also at WSM.
4. Mrs. Robertson noted the following:
 - a. That she attended the Martin Luther King Scholarship Dinner.
 - b. That she attended the Farm to School Dinner
 - c. That she attended a workshop regarding pediatricians

A. LETTERS, COMMUNICATIONS, AND COMMENTS – cont.

5. Mrs. White noted the following:
 - a. That she attended the Marching Band competition.
 - b. That she attended a Principal Retirement
 - c. That she attended the Farm to School Dinner.
 - d. That she attended the Martin Luther King Scholarship Dinner.
6. Mrs. Volkmann noted the following:
 - a. That she attended all the same functions Mrs. White noted.
 - b. That she attended a Soccer game.
7. Mrs. Watson noted the following:
 - a. That she attended all the same functions noted except the Farm to School.
 - b. That she received the same e-mail regarding Robotics.
 - c. That she received an anonymous letter that she forwarded to the HR Director
 - d. She noted a Fraud Hotline.
 - e. That she received a letter from Clara Rogers, Senior Activity Director, regarding the after Prom party.

VII. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items

As noted in the agenda.

B. Suggested Agenda Items

A request was made to have a discussion regarding the Guidance Counselor to student ratio and the Library/Media Specialist to student ratio.

VIII. EXECUTIVE SESSION

MOTION: Ackerman, Fitzgerald: To go into Executive Session at 8:48 p.m. for the purpose of discussing the Early Retirement Incentive and to invite Dr. Graner, Mr. Knight, and Ms. Austin to attend.

PASSED – UNANIMOUSLY

The Early Retirement Incentive was discussed. No action was taken.

MOTION: Ackerman, White: To return to Open Session at 8:55 p.m.
PASSED – UNANIMOUSLY

MOTION: Ackerman, White: To approve the proposed Early Retirement Incentive as presented.
YES – Weitlauf, Robertson, White, Watson, Ackerman, Giuliani, Newsome, Fitzgerald
NO - Volkmann
PASSED

VIII. ADJOURNMENT

MOTION: Ackerman, Fitzgerald: To adjourn at 8:59 p.m.
PASSED - UNANIMOUSLY

Rosanne Kotowski
24 Ann Avenue
RTM District 5

My comments tonight are regarding BOE off budget/grant money.

At the BOE special meeting on October 7, 2019 regarding off budget/grant money, it was disappointing what the Superintendent chose not to say.

Unfortunately, some BOE members were unfamiliar with the issue, and were not uninformed regarding the conversation with Superintendent and the RTM for the past 9 months. This could have easily been clarified if the RTM members present at the special meeting were recognized by the chair.

Here is the history of the conversation and interaction with the Superintendent and the RTM regarding BOE off budget grant money.

Last January Representative Pasqualini asked the Superintendent questions regarding BOE off budget/grant money

Unfortunately, he was unable to attend the next several RTM meetings.

In February I followed up on his questions regarding off budget grant money.

In March the Superintendent provided the RTM with a presentation of how off budget/grant money is being spent. Information distributed indicated that there is \$4,612,606 in off budget grant money in FY20.

This presentation generated many questions from RTM members. One was to ask the Town Manager to check with the Town Attorney why the off budget/grant money did not follow the same approval process as Town of Groton off budget grant money.

On April 5, the Town Manager provided the RTM and TC with an explanation of the Town Attorney Opinion regarding off budget grant money.

At the May and June RTM meetings the Superintendent was asked the status of how the BOE is complying with the Town Attorney opinion. There was no answer.

There were no RTM meetings in July or August.

In September the question came up at the RTM meeting.
No answer.

On September 12, 2019 I sent an email to the BOE Chairman, and others asking questions.

On September 26, 2019 I received a response from the BOE Chairman.

Which stated:

“This is where things are at. I sent a letter to both Syma and Patrice stating that I am awaiting to have a full discussion on this matter. Once we have had this conversation I will send a notice to both the RTM body and Town Council.”

While I appreciated the Chair's response it was 5 months since the Town Attorney opinion was provided to all elected officials in the town. The fact that the BOE was "awaiting to have a full discussion" in October is frustrating.

This is what lead up to the BOE special meeting on October 7, 2019.

I was under the impression that the discussion at the special meeting would focus on complying with the attorney opinions and charter language. However, the conversation focused on whether or not the BOE must comply with the Town Attorney opinion and the BOE Attorney Opinion at all.

Also there was much confusion at the meeting when the Superintendent, by omission of the history of the RTM and this issue, left the impression with the BOE that this issue just "popped up out of nowhere"!

There is one more point I would like to make. I do not disagree with how the BOE is spending off budget grant money. In fact I was impressed with the March BOE presentation to the RTM.

The question that I have regarding off budget/grant money is: what happens to the additional staff/equipment/programs, etc. when the grant ends? I understand this is current concern with the existing middle school grant.

The answer seems to be the additional staff/equipment/programs will be folded into the budget. That is the area that needs more transparency from the BOE in the future.

It is important that the BOE comply with Charter language and Attorney opinions regarding all expenditures including off budget/grant money. This will provide the TC and RTM the same review process as other expenditures.

Considering that we have a Town Attorney Opinion as well as the BOE Attorney Opinion agreeing that off budget grant money should be reviewed and approved as other Town of Groton off budget grant money it is past time that the BOE establish a policy for approval.

The Town Finance Director has provided the document “Revised Administration Regulation – Grant Management” dated June 5, 1996.

This policy could easily guide the BOE, TC and RTM in developing a policy for BOE off budget grant money approval.

Thank you.

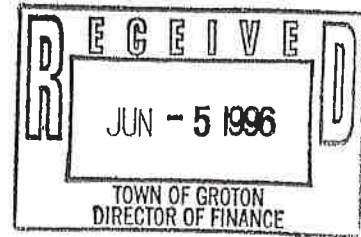
MEMORANDUM

TO: Management Team

FROM: Ron LeBlanc, Town Manager

DATE: June 4, 1996


SUBJECT: Revised Administration Regulation - Grant Management



Attached please find a revised Grant Management Administration Regulation (A.S. 2-2) adopted by the Town Council on March 5. This replaces the previous Grant Management Administration Regulation dated January 1, 1995.

RL:mw
Attachment

ADMINISTRATIVE REGULATION

OFFICE OF THE TOWN MANAGER	Effective Date:	A.S. No. 2 - 2 Page No. 1 of 3
Town of Groton, Connecticut	March 5, 1996	
Subject: Grant Management	Supersedes: Adm. Reg. AS 2-2 effective 1/1/95	Approved by:  Town Manager
Reference to Town Charter/Ordinances/Resolutions	Reference to State Statute	

1.0 PURPOSE

To establish the policy and procedures for the development and filing of grant applications.

2.0 ORGANIZATIONS AFFECTED:

All Departments

3.0 DEFINITIONS:

n/a

4.0 POLICY:

- 4.1 All grant applications need prior approval, if possible, and authorization by the Town Council. The Town Manager should sign all grant applications.
- 4.2 The Finance Department should receive a copy of each grant application at the time of submittal, a copy of the award letter, a copy of the approved budget and any amendments to the approved budget, and any other correspondence pertaining to the grant.

5.0 PROCEDURES:

5.1 Origination

- 5.1.1 The Department applying for a grant should send a memo in the Agenda Referral Format (G.G. No. 1-1) to the Town Manager. The Referral narrative should address the following issues:

- 1) the name and amount of the grant,
- 2) the grant period,
- 3) the department administering the grant,
- 4) a description of services to be provided by the grant
- 5) a notation on whether the grant is a one-time award or an ongoing grant, and
- 6) whether a funding match with local funds is required.

5.2 Approval, Acceptance Appropriation & Coordination

5.2.1 The Department originating the grant application must insure that the proper authorization and approvals are given prior to filing a grant application. If grant application deadlines do not allow for the prior authorization, approval and acceptance by the Town Council, the administering Department Director should contact the Town Manager in order to receive his approval prior to filing the grant application. In this event, the letter of transmittal to the granting agency should clarify that the application is "subject to Town Council approval". The Town Council will still approve, authorize and accept all grant applications, however, due to deadlines, some applications may be approved after application is made.

5.2.2 The Town Manager will refer the grant to the Town Council Finance Committee for their recommendation. A positive recommendation will result in a resolution being placed on the next regularly scheduled Council meeting for approval/appropriation. All resolutions will contain a "resolved" stating that if/when grant funding runs out, the grant funded program will be eliminated. The Town Manager's staff will also ensure that grants, requiring a Town match greater than \$2,000 from Town funds, and not approved through the budget process, are forwarded to the Representative Town Meeting for approval/appropriation.

5.3 Coordination and Approval

5.3.1 The administering department will submit to the Town Manager a draft resolution for grant approval, acceptance and appropriation by the Town Council.

- 5.3.2 Once all approvals have been received, the originating department should send the grant contract to the Town Manager for his signature, if required by the grant.
- 5.3.3 Each administering Department Director, or his or her designee, shall designate an individual to serve as the grant manager, assuming full responsibility for managing the grant, complying with all grant requirements, and keeping the Finance Department advised of all cognizant activities, i.e. grant revisions.
- 5.3.4 All grant applications, award letters, approved budgets and other pertinent materials should be given to the Finance Department by the grant originating department. This will expedite the financial audit of all grants and will also aid the Finance Department, when a check is received, to identify the grant that the check is for in administering the accounting aspects of the grant.
- 5.3.5 Once the grant funds have been received, the funds will be expended for the purpose for which they were granted. Such funds will be transferred to the function which has made application for such grant or a Special Revenue Fund will be set up for the grant.

Connecticut State Department of Education

Attachment #3

[Contact Information](#)



[Performance Matters Forum 2019](#)



[Resources](#)



Search Department of Education



Resources

- [Performance Matters Session Planning](#)

Session Material (in alphabetical order by session)

Session I (8:30 a.m. - 9:45 a.m.)

- [Best Practices in Post-Secondary Transition Services](#)
- [Connecticut Report Card and EdSight Public](#)
- [Everything You Always Wanted to Know About Assessment Updates...But Were Afraid to Ask](#)
- [Mindset: A Hidden Factor Impacting Test Results](#)
- [NGSS Interim Assessments](#)
- [State Reporting Best Practices, Tips & Reminders](#)
- Using Data from SAT and PSAT
 - [Bloomfield](#)
 - [East Hartford](#)
 - [Waterbury](#)

Session II (10:00 a.m. - 11:15 a.m.)

- [AP in Connecticut: A State and District Approach to Expanding Access](#)
- [Best Practices in Early Childhood Transition Services](#)

- CSDE's Learning Agenda
- Early Indication Tool (EIT): Best Practices and Use Cases
- Implementation and Data Collection Strategies to Increase Performance and Sustainability
- New 2019-20 Connecticut Alternate Assessment Eligibility Process and Updates
- State Technology Resources and Student Success

Session III (11:30 a.m. - 12:45 p.m.)

- Academic Growth: Best Practices and Small Group
 - Group Information
 - Session Schedule and Contact Information
 - Coventry
 - Meriden
 - Regional School District 13
 - Waterford
- EdSight Secure
- English Learners
- Monitoring Accountability with School Leaders
- Physical Fitness Assessment
- Significant Disproportionality and Comprehensive Coordinated Early Intervention Services
- Target Scores: How is CT doing on the CT Core Standards for Math?
 - Target Progression



**ALLIANCE DISTRICT
SYMPOSIUM**

***Creating Safe, Equitable, and Engaging
Schools***



Date and Time: Friday, October 18, 2019 | 8:30 a.m. – 2:30 p.m.

Location: Institute of Technology and Business Development
185 Main Street, New Britain, CT 06051

Audience: Alliance District Superintendents and Leadership Teams

Events below are located in the Frederick P. Stanley Room

8:30 a.m. - 9:00 a.m. Breakfast & Registration

9:00 a.m. - 9:15 a.m. Welcome and Opening

*Desi Nesmith, Chief Turnaround Officer, & Charlene Russell-Tucker, Chief Operating Officer,
Connecticut State Department of Education (CSDE)*

**9:15 a.m. - 11:45 a.m. Facilitated Discussions: Creating Safe, Equitable, Engaging Schools: A Comprehensive,
Evidence-Based Approach to Supporting Students (AIR Publication*)**

Sandra Williamson, Vice President, American Institutes for Research

Kathleen Guarino, LMHC, Senior Technical Assistance Consultant, American Institutes for Research

Safe and supportive schools create positive climates where students have strong social and emotional skills, feel physically and emotionally secure, are connected to and supported by their teachers, and consistently remain challenged and engaged in learning. This opening session introduces a comprehensive, systematic approach to identifying, aligning, and implementing strategies for supporting safe, equitable, and engaging schools. Participants and their teams will have the opportunity to work together to identify areas of strength, opportunities for growth, and points of alignment between approaches and strategies that foster safe and supportive school environments.

In this session, participants will:

- Learn about a systematic approach for building safe, equitable, engaging schools;
- Examine existing strategies in their schools and districts;
- Identify desired areas for further development; and
- Explore next steps for implementation.

** This publication will be provided to each district team.*

**11:45 a.m. - 12:00 p.m. Fran Rabinowitz, Executive Director, Connecticut Association of Public School
Superintendents**

12:00 p.m. - 12:15 p.m. Break

Multilevel Systems of Support for School Mental Health — Resource Sheet

Created collaboratively by CSDE and CHDI

Why School Mental Health Matters:

- In a typical classroom of 25 students, five will meet criteria for a mental health disorder.
- Three out of four children who receive mental health services access them in schools.
- Youth are six times more likely to complete mental health treatments in schools than in other community settings.
- Students who participate in social/emotional learning programs have better academic and social outcomes.

Evidence-based and promising practices provided in a multilevel system of supports offer a comprehensive approach to addressing students' needs. *Universal Interventions (Tier 1)* are mental health-related activities, including promotion of positive social/emotional and behavioral skills and wellness, which are designed to meet the needs of all students regardless of whether they are at risk for mental health problems. These activities can be implemented schoolwide, at the grade level, and/or at the classroom level. *Selective Interventions (Tier 2)* to address mental health concerns are provided for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced. Sometimes these are referred to as mental health "prevention" or "secondary" prevention services. *Indicated Interventions (Tier 3)* to address mental health concerns are individualized to meet the unique needs of each student already displaying a particular concern or problem and significant functional impairment. Sometimes these are referred to as mental health "intervention," "tertiary" or intensive services. Interventions and supports should include those provided by school-employed, community-employed and school-based professionals.

This resource sheet is provided to assist schools and districts in identifying evidence-based and promising practices available in Connecticut to support trauma-informed school mental health. This is not meant to be a comprehensive list. These programs are either available through state agencies or are part of the federally-funded Project AWARE grant, which is overseen by both the Connecticut State Department of Education (CSDE) and the Department of Children and Families (DCF). *Listings noted with a star (*) are available at no cost.*



Assess School Mental Health Quality^{*}

The School Health Assessment and Performance Evaluation (SHAPE) system is a free, interactive online system that schools and districts can use as a first step to assess and improve school mental health accountability, excellence and sustainability. For further information on SHAPE, please go to theshapesystem.com/. You may also contact Rebekah Behan (CHDI) at behan@uchc.edu.

TIER 1: UNIVERSAL INTERVENTIONS (SCHOOLWIDE)



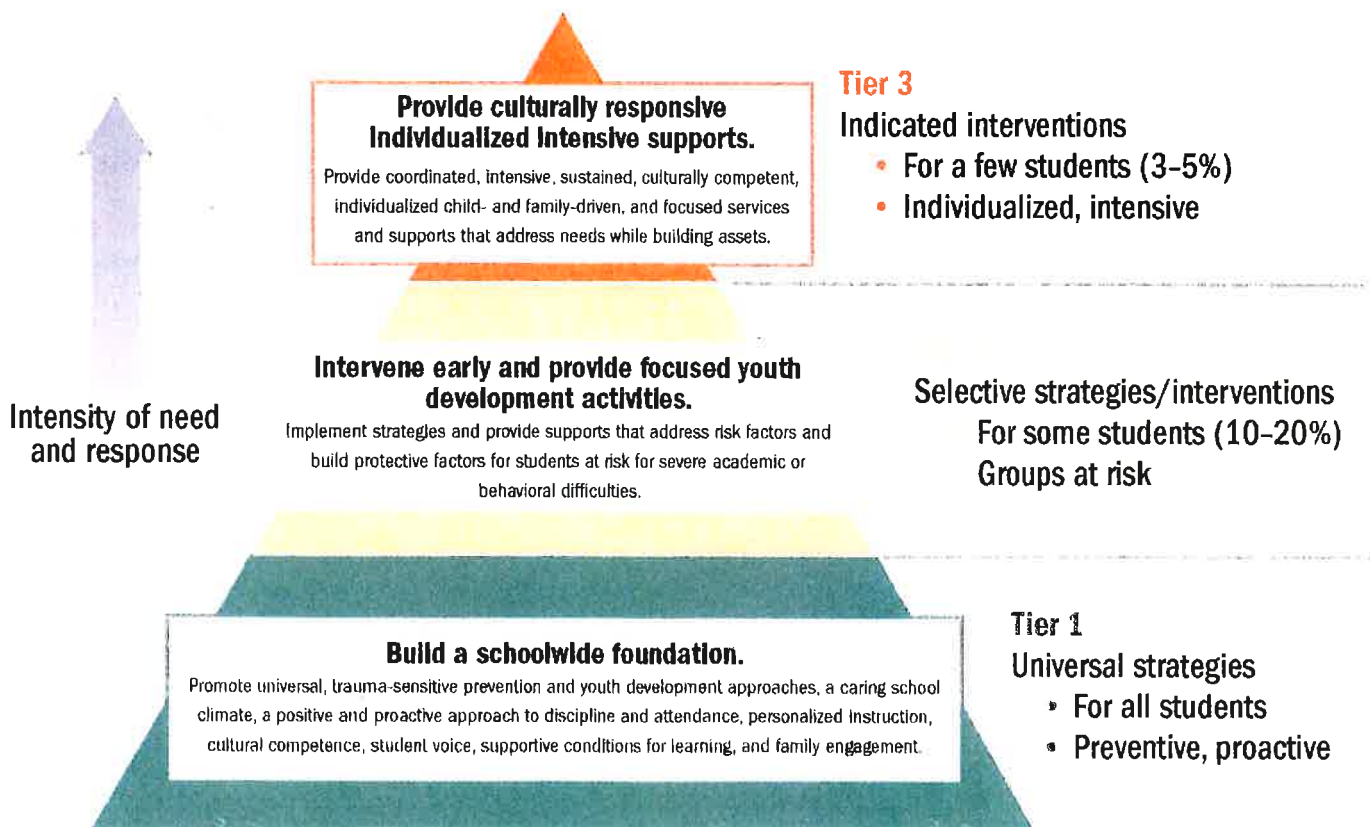
Recognize, Express, and Regulate Emotions

RULER (Recognizing, Understanding, Labeling, Expressing and Regulating Emotions) is a social-emotional learning curriculum that helps students become more aware of their emotions, ability to put their feelings into words, and manage their responses. Further information can be found at ei.yale.edu/ruler/ruler-overview/. You may also contact dena.simmons@yale.edu.

Creating Safe, Equitable, Engaging Schools: Resource Mapping of Programs, Strategies, and Approaches

Multitiered Model for Alignment and Implementation

Safe, equitable, engaging schools work to ensure students have strong social and emotional skills, feel physically and emotionally secure, are connected to and supported by their teachers, and consistently remain challenged and engaged in learning. Comprehensive approaches that align social and emotional, academic, and health supports can best address barriers to learning and foster student success. These approaches can be effectively implemented through a relational, multitiered model grounded in local context and needs. Multitiered programs, strategies, and approaches include: 1) universal strategies for all students that are proactive and preventative; 2) selective strategies/interventions that target high risk groups of students within the school community; and 3) indicated interventions that target individual students at highest risk for negative outcomes.



Source: Osher, Moroney & Williamson, 2018.

- What capacity do we have to do this work? What additional supports will we need to be successful?
- What is a realistic timeline and what are realistic goals for the school climate improvement process in this school?

Engage Stakeholders in School Climate Improvements

For school climate improvements to be successful, everyone with an interest in the school—staff, students, families, community partners, and your direct reports—needs to be informed and involved. People who feel engaged are more likely to partake in the school climate improvement process as planned versus those who feel disconnected or do not understand its purpose. As a school leader, you play an important role in encouraging engagement and buy-in from many different stakeholders.

What Are the Key Things to Do?

- Make sure that staff, community partners, families, and students know why they are implementing school climate improvements and the overarching goals of the effort.
- Let everyone know that improving school climate is not a one-off, quick-fix reform. Rather, it is a continuous improvement effort that operates in cycles of data collection and analysis, choosing and implementing interventions based on that data, and continually monitoring and adjusting future efforts as necessary.
- Communicate with instructional staff, noninstructional staff, families, students, and community partners about their role in the climate improvements. Teachers may play a key role in collecting data. Families may be asked to review information, provide feedback, and help improve school climate survey response rates. Community partners may be asked to participate in planning and to help with improving survey response rates or coordinating student supports.
- Ask each of these groups for their opinions. Get their feedback and use it to improve or refine your school climate improvement efforts. Everyone will feel more engaged if they have been a part of the planning process.
- Explain the importance of all data collection activities so that everyone involved understands why they are being asked to participate in surveys and how important good data collection practices are.

**GROTON PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT DAY PROGRAM
NOVEMBER 5, 2019**

Code	Workshop	Facilitator(s)	Target Audience	Time	Location
1	Regional Professional Development for Special Area Educators: LEARN Workshops	LEARN	Itinerants: Art, Music, Preschool; etc. Please refer to specific area LEARN flyers attached.	8:30 AM-3:00 PM (With Half-Hour Lunch)	Various Locations designated by LEARN throughout the region. Please check your LEARN flyers for specifics.
2	FHS Teachers not MYP: AM: NEASC – Steering & Self-Reflection Committees PM: IB Diploma Teachers finalize 5 Year Self-Study Report	Administrators & Department Heads	FHS Teachers not MYP	8:00 AM-3:00 PM	FITCH HIGH SCHOOL Rooms to be determined by FHS Administration
3	FHS MYP Teachers: Assessment in the MYP	Peter Swartley	FHS MYP Teachers	8:00 AM-3:00 PM	FITCH HIGH SCHOOL BAND ROOM
4	CAHHMS & WSSMMS: Assessment in the MYP	Peter Swartley	CAHHMS & WSSMMS Teachers	8:00 AM-3:00 PM	FITCH HIGH SCHOOL BAND ROOM
5	K-2 General Ed. Teachers Report Card Standards & Calibration – AM PM – Return to schools to work on report cards.	Gr. K: Seth Danner Gr. 1: Kathie Miner Gr. 2: Ryan Chaney	Grs. K-2 General Education Classroom Teachers; Math Coaches, Literacy Specialists & Interventionists	8:00 AM-11:30 AM 12:30 PM-3:00 PM	NORTHEAST ACADEMY Individual Buildings
6	3-5 General Ed. Teachers Report Card Standards & Calibration - AM PM - Return to schools to work on report cards.	Gr. 3: Chris Dauphinais Gr. 4: Jamie Giordano Gr. 5: Steve Wheeler	Grs. 3-5 General Education Classroom Teachers; Math Coaches, Literacy Specialists & Interventionists	8:00 AM-11:30 AM 12:30 PM-3:00 PM	CATHERINE KOLNASKI MAGNET Individual Buildings
7	Speech & Language Pathologists & K-12 Special Education Teachers: Dyslexia Training	Dr. Jule McCombes-Tolis	Speech Pathologists & K-12 Special Education Teachers	8:00 AM-3:00 PM	WEST SIDE STEM MAGNET MIDDLE SCHOOL MEDIA CENTER
8	ABA Assessment Training (Self-Training)	Anna Salvatore	ABA Teacher	8:00 AM-3:00 PM	CUTLER ARTS & HUMANITIES MAGNET MIDDLE SCHOOL Room 28

**GROTON PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT DAY PROGRAM
NOVEMBER 5, 2019**

Code	Workshop	Facilitator(s)	Target Audience	Time	Location
9	Transition Academy: Teachtown Curriculum	Dara Yovino, et al.	Transition Academy Teachers	8:00 AM-3:00 PM	CENTRAL OFFICE
10	ABA Curriculum & Assessment Review	Shira Sabo, et al.	ABA Teachers	8:00 AM-3:00 PM	S. B. BUTLER SCHOOL
11	World Language Teachers, Grs. 6-12: WL MYP Department Planning (For WL Teachers not already assigned to FHS NEASC, IB DP, or MYP Assessment Training)	WL Teachers	6-12 WL Teachers who are not involved in FHS designated or MYP Assessment designated sessions.	8:00 AM-3:00 PM	FITCH HIGH SCHOOL Room 1126
12	School Counselors, Grs. 6-12: Multi-Tiered Level of Supports for Students	Peg Donahue	School Counselors, Grs. 6-12	8:00 AM-3:00 PM	FITCH HIGH SCHOOL MEDIA CENTER
13	P.E./Health Teachers, Grs. 6-12: MYP Unit Planning	Anne Keefe- Forbotnick	6-12 P.E./Health Teachers	8:00 AM-3:00 PM	FITCH HIGH SCHOOL Room 2124
14	Middle School Library/Media Specialists: Evaluation of Media Collections & Preparation for New Middle School Consolidation	Lizanne Johnson Veronica Strickland	6-8 Library/Media Specialists	8:00 AM-3:00 PM	CUTLER ARTS & HUMANITIES MAGNET MIDDLE SCHOOL MEDIA CENTER
15	P.E./Health Teachers, Grs. K-5	P.E. Teachers	Grs. K-5 P.E./Health Teachers	8:00 AM-3:00 PM	CLAUDE CHESTER SCHOOL

PLEASE TAKE NOTE:

FITCH HIGH SCHOOL & MIDDLE SCHOOL WORKSHOP TIMES:

AM SESSION: 8:00 AM– 11:30 AM LUNCH: 11:30 AM – 12:30 PM PM SESSION: 12:30 PM – 3:00 PM

ELEMENTARY WORKSHOP TIMES:

AM SESSION: 8:00 AM– 11:30 AM LUNCH: 11:30 – 12:30 PM PM SESSION 12:30 PM– 3:00 PM

(TIME ALLOWANCE FOR RETURN TO SCHOOLS)

CONTINENTAL BREAKFAST WILL BE AVAILABLE AT ALL WORKSHOP LOCATIONS

Groton Public Schools

Date prep:		FY20 Budget Summary Review							
10/24/19 11:36 AM									
Account	Object #s	FY20 Budget 2019-2020	Expenditures	Encumbered	FY20 Actual Total	Remaining Balance	%	FY20 Estimate 10/24/2019	Under/(Over)
Salaries									
1 Administrators	105-108	4,285,962	1,357,091	3,055,967	4,413,058	(127,096)	(3.0%)	4,347,441	(61,479)
2 Teachers	101-104,109,123-127	34,948,037	5,347,938	28,675,445	34,023,383	924,654	2.6%	35,011,482	(63,445)
3 Non-Cert Aides	110-111,130-131,136,139	3,453,175	764,001	0	764,001	2,689,174	77.9%	3,485,733	(32,558)
4 Substitute - Cert & Non-Cert	120-121	952,083	126,042	0	126,042	826,041	86.8%	952,176	(93)
5 Clerical	112-114,132-134,144	1,836,139	518,006	812,603	1,330,609	505,530	27.5%	1,836,139	0
6 Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,501,382	960,686	280,565	1,241,251	2,260,131	64.5%	3,501,382	0
7 Campus Security/Supervision	128	94,640	26,974	0	26,974	67,666	71.5%	94,640	0
8 Total Salaries	100	49,071,418	9,100,738	32,824,580	41,925,318	7,146,100	14.6%	49,228,992	(157,574)
Benefits									
9 Health Insurance	201-202	8,127,848	2,588,214	0	2,588,214	5,539,634	68.2%	8,127,848	0
10 Workers Comp & Town Pension	211,213	934,557	0	0	0	934,557	100.0%	934,557	0
11 Social Security & Medicare	212,214	1,409,823	376,388	0	376,388	1,033,435	73.3%	1,424,534	(14,711)
12 Other Benefits	222-227	262,000	89,607	0	89,607	172,393	65.8%	207,509	54,491
13 Total Benefits	200	10,734,228	3,054,208	0	3,054,208	7,680,020	71.5%	10,694,448	39,780
Purchased Services									
14 Instructional Services	321-324	161,179	75,791	6,900	82,691	78,488	48.7%	167,706	(6,527)
15 Professional Services	331	197,726	22,307	4,794	27,101	170,625	86.3%	175,576	22,150
16 Other Prof Services	332	615,797	103,225	23,846	127,071	488,726	79.4%	615,797	0
17 OT & PT Services	333	603,231	13,132	0	13,132	590,100	97.8%	603,231	0
18 Legal	334	85,000	14,884	0	14,884	70,116	82.5%	85,000	0
19 Athletic Officials & Other Athletic Serv	341-342	79,305	21,786	7,209	28,995	50,310	63.4%	79,314	(9)
20 Computer Network Services	343	125,453	41,033	42,255	83,288	42,165	33.6%	115,577	9,876
21 Total Purchased Services	300	1,867,691	292,158	85,005	377,162	1,490,529	79.8%	1,842,201	25,490
Property Services									
22 Water & Sewer	410-411	98,326	11,612	136	11,748	86,578	88.1%	98,326	0
23 Trash & Snow Removal	421-422	176,000	18,967	63,652	82,618	93,382	53.1%	176,000	0
24 Repair/Maintenance	430-435,490-491,499	467,150	132,607	53,362	185,969	281,181	60.2%	473,405	(6,255)
25 Rental	441	92,238	12,199	38,497	50,696	41,542	45.0%	93,294	(1,056)
26 Total Property Services	400	833,714	175,385	155,646	331,032	502,682	60.3%	841,025	(7,311)
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	4,767,335	740,555	0	740,555	4,026,780	84.5%	4,767,335	0
28 Transportation: Student Activities	587-596	176,060	17,917	29,193	47,110	128,950	73.2%	187,332	(11,272)
29 Transportation: Staff	580-584	107,020	21,881	4,128	26,009	81,011	75.7%	108,625	(1,605)
30 Insurance	522,525	293,913	289,770	0	289,770	4,143	1.4%	289,770	4,143
31 Communications	530-552	129,847	22,534	11,641	34,175	95,672	73.7%	129,887	(40)
32 Tuition: Special Education	561-563,568	4,550,000	462,836	769,655	1,232,491	3,317,509	72.9%	4,550,000	0
33 Tuition: Other	564-567	1,350,000	207,000	0	207,000	1,143,000	84.7%	1,347,000	3,000
34 Total Trans, Ins, Comm, Tuition	500	11,374,175	1,762,492	814,617	2,577,109	8,797,066	77.3%	11,379,950	(5,775)
Supplies									
35 Instructional Supplies	601-609,613-619,622-623,628	565,721	78,885	65,125	144,010	421,711	74.5%	434,690	131,031
36 Computer Supplies	610-612	611,609	419,001	168,913	587,914	23,695	3.9%	605,494	6,115
37 Electricity & Heating	631-633	1,329,186	256,660	3,285	259,945	1,069,241	80.4%	1,317,568	11,618
38 Transportation Supplies	634,656	308,068	11,928	2,016	13,944	294,124	95.5%	308,068	0
39 Textbooks & Library Books	640-642,645,647	168,330	34,515	15,632	50,147	118,183	70.2%	165,863	2,467
40 Facility/Maintenance Supplies	650,652-655,657,659	364,974	89,414	11,033	100,447	264,527	72.5%	316,939	48,035
41 Other Supplies (staff dev., etc.)	621,624-627,690	63,955	12,466	10,762	23,228	40,727	63.7%	70,877	(6,922)
42 Total Supplies	600	3,411,843	902,869	276,765	1,179,635	2,232,208	65.4%	3,219,499	192,344
Equipment									
43 Instructional Equipment	730,735	32,175	4,145	11,709	15,854	16,321	50.7%	45,914	(13,739)
44 Non-Instructional Equip	731,736	30,250	5,241	0	5,241	25,009	82.7%	5,491	24,759
45 Total Equipment	700	62,425	9,385	11,709	21,095	41,330	66.2%	51,405	11,020
46 Total Dues & Fees	800	82,596	58,933	524	59,457	23,139	28.0%	83,679	(1,083)
47 GRAND TOTAL		77,438,090	15,356,169	34,168,847	49,525,015	27,913,075	36.0%	77,341,199	96,891

Groton Public Schools

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10/24/19 11:36 AM								

Account	Object #s	FY20 Budget 2019-2020	Expenditures	Encumbered	FY20 Actual Total	Remaining Balance	%	FY20 Estimate 10/24/2019	Under/(Over)
Salaries									
Administrators									
48 Admin	105	1,014,569	312,577	684,255	996,832	17,737	1.7%	1,019,075	(4,506)
49 Principals	106	1,391,250	444,923	1,079,348	1,524,272	(133,022)	(9.6%)	1,462,175	(70,925)
50 Asst. Principals	107	1,756,784	561,634	1,206,961	1,768,595	(11,811)	(0.7%)	1,742,832	13,952
51 Dean	108	123,359	37,957	85,402	123,359	0	0.0%	123,359	-
52		4,285,962	1,357,091	3,055,967	4,413,058	(127,096)	(3.0%)	4,347,441	(61,479)
Teachers									
53 Classroom Teachers	101	24,699,135	3,813,089	20,814,544	24,627,634	71,501	0.3%	24,793,819	(94,684)
54 Sp.Ed Certified	102	7,513,477	1,164,621	6,422,519	7,587,140	(73,663)	(1.0%)	7,477,869	35,608
55 Media Specialist	103	725,018	104,236	594,452	698,688	26,330	3.6%	725,018	-
56 Guidance	104	1,050,760	156,282	833,655	989,937	60,823	5.8%	1,050,760	-
57 Athletic Director	109	11,769	1,868	10,274	12,142	(373)	(3.2%)	11,769	-
58 Summer School	123	7,981	7,825	0	7,825	156	2.0%	7,981	-
59 Adult Ed	124	37,121	7,390	0	7,390	29,731	80.1%	37,121	-
60 Tutors	125	490,096	90,603	0	90,603	399,493	81.5%	490,096	-
61 Coach Stipends	126	333,907	0	0	0	333,907	100.0%	333,907	-
62 Other Student Activities	127	78,773	2,024	0	2,024	76,749	97.4%	83,142	(4,369)
63		34,948,037	5,347,938	28,675,445	34,023,383	924,654	2.6%	35,011,482	(63,445)
Non-Cert Aides									
64 Reg.Ed Teacher Aides - Kindergarten	110 & 130	398,996	65,053	0	65,053	333,943	83.7%	431,992	(32,996)
65 Sp.Ed Aides - Para I	111	823,184	174,216	0	174,216	648,968	78.8%	935,549	(112,365)
66 Sp.Ed Aides - Para II	131	1,828,649	424,887	0	424,887	1,403,762	76.8%	1,715,846	112,803
67 School Bus Aides	136	394,146	94,481	0	94,481	299,665	76.0%	394,146	-
68 Other Aides	139	8,200	5,364	0	5,364	2,836	34.6%	8,200	-
69		3,453,175	764,001	0	764,001	2,689,174	77.9%	3,485,733	(32,558)
Substitute									
70 Substitute Sp.Ed Certified	121	80,000	7,400	0	7,400	72,600	90.8%	79,955	45
71 Substitute Reg.Ed Certified	120	872,083	118,642	0	118,642	753,441	86.4%	872,221	(138)
72		952,083	126,042	0	126,042	826,041	86.8%	952,176	(93)
Clerical									
73 Clerical	112*113*114*132*133*134*143*144	1,836,139	518,006	812,603	1,330,609	505,530	27.5%	1,836,139	0
Custodial/Maintenance/Techs									
74 Custodial	117 & 137	1,897,867	529,698	49,727	579,426	1,318,441	69.5%	1,897,867	-
75 Maintenance	118 & 138	805,481	219,016	50,419	269,436	536,045	66.5%	805,481	-
76 Technicians	129 & 149	692,668	200,137	180,418	380,555	312,113	45.1%	692,668	-
77 Custodial Overtime	147	86,292	8,865	0	8,865	77,427	89.7%	86,292	-
78 Maintenance Overtime	148	19,074	2,969	0	2,969	16,105	84.4%	19,074	-
79		3,501,382	960,686	280,565	1,241,251	2,260,131	64.5%	3,501,382	0
Security									
80 Security/Supervision	128	94,640	26,974	0	26,974	67,666	71.5%	94,640	-
81 Total Salaries		49,071,418	9,100,738	32,824,580	41,925,318	7,146,100	14.6%	49,228,992	(157,574)
Benefits									
Health Insurance									
82 Group Ins. Prof	201	6,235,419	2,289,368	0	2,289,368	3,946,051	63.3%	6,235,419	-
83 Group Ins. Other	202	1,892,429	298,846	0	298,846	1,593,583	84.2%	1,892,429	-
84		8,127,848	2,588,214	0	2,588,214	5,539,634	68.2%	8,127,848	0
Workers Comp & Town Pension									
85 Worker's Compensation	211	530,857	0	0	0	530,857	100.0%	530,857	-
86 Town Pension	213	403,700	0	0	0	403,700	100.0%	403,700	-
87		934,557	0	0	0	934,557	100.0%	934,557	0
Social Security & Medicare									
88 Social Security	212	698,287	174,635	0	174,635	523,652	75.0%	707,982	(9,695)
89 Medicare	214	711,536	201,753	0	201,753	509,783	71.6%	716,552	(5,016)
90		1,409,823	376,388	0	376,388	1,033,435	73.3%	1,424,534	(14,711)
Other Employee Benefits									
91 Retirement Awards	222	105,000	40,844	0	40,844	64,156	61.1%	50,509	54,491
92 Unemployment	223	50,000	1,087	0	1,087	48,913	97.8%	50,000	-
93 Tuition Reimb Certified	224	106,000	47,676	0	47,676	58,324	55.0%	106,000	-
95 Mentor Stipend	227	1,000	0	0	0	1,000	100.0%	1,000	-
96		262,000	89,607	0	89,607	172,393	65.8%	207,509	54,491
97 Total Benefits		10,734,228	3,054,208	0	3,054,208	7,680,020	71.5%	10,694,448	39,780

Groton Public Schools

Date prep:		FY20 Budget Summary Review							
10/24/19 11:36 AM									
Account	Object #s	FY20 Budget 2019-2020	Expenditures	Encumbered	FY20 Actual Total	Remaining Balance	%	FY20 Estimate 10/24/2019	Under/(Over)
Purchased Services									
Instructional Services									
98 Instructional Services	321 & 323	116,179	58,229	0	58,229	57,950	49.9%	118,906	(2,727)
99 Instruct Improvement Services	322 & 324	45,000	17,562	6,900	24,462	20,538	45.6%	48,800	(3,800)
100		161,179	75,791	6,900	82,691	78,488	48.7%	167,706	(6,527)
Professional Services									
101 Professional Services	331	197,726	22,307	4,794	27,101	170,625	86.3%	175,576	22,150
102 Other Professional Services	332	615,797	103,225	23,846	127,071	488,726	79.4%	615,797	-
103 OT & PT Services	333	603,231	13,132	0	13,132	590,100	97.8%	603,231	-
104 Legal Services	334	85,000	14,884	0	14,884	70,116	82.5%	85,000	-
105		1,501,754	153,547	28,640	182,188	1,319,566	87.9%	1,479,604	22,150
Athletic Officials & Other Athletic Services									
106 Athletic Officials	341	65,500	19,882	0	19,882	45,618	69.6%	65,500	-
107 Other Athletic Services	342	13,805	1,904	7,209	9,113	4,692	34.0%	13,814	(9)
108		79,305	21,786	7,209	28,995	50,310	63.4%	79,314	(9)
Computer Network Services									
109 Computer Network Services	343	125,453	41,033	42,255	83,288	42,165	33.6%	115,577	9,876
110 Total Purchased Services		1,867,691	292,158	85,005	377,162	1,490,529	79.8%	1,842,201	25,490
Property Services									
Water/Sewer									
111 Water	410	64,559	8,215	136	8,351	56,208	87.1%	64,559	-
112 Sewer	411	33,767	3,397	0	3,397	30,370	89.9%	33,767	-
113		98,326	11,612	136	11,748	86,578	88.1%	98,326	0
Trash & Snow Removal									
114 Trash Removal	421	84,500	18,967	63,652	82,618	1,882	2.2%	84,500	-
115 Snow Removal	422	91,500	0	0	0	91,500	100.0%	91,500	-
116		176,000	18,967	63,652	82,618	93,382	53.1%	176,000	0
Repair/Maintenance									
117 Equipment Repairs	430	113,419	25,416	6,314	31,731	81,688	72.0%	118,330	(4,911)
118 Grounds Repairs	431	155,682	58,666	4,150	62,816	92,866	59.7%	155,682	-
119 General Bldg Repairs	432	50,408	9,448	4,940	14,388	36,021	71.5%	50,408	-
120 Painting	433	8,932	10,276	0	10,276	(1,344)	(15.0%)	10,276	(1,344)
121 Heat & Plumbing	434	45,382	11,239	23,373	34,611	10,771	23.7%	45,382	-
122 Electrical	435	11,829	732	840	1,572	10,257	86.7%	11,829	-
123 Extermination Services	490	12,147	3,037	8,010	11,047	1,100	9.1%	12,147	-
124 Bldg Fire Protection	491	45,444	6,208	5,460	11,668	33,776	74.3%	45,444	-
125 Other Purch Services	499	23,907	7,585	275	7,860	16,047	67.1%	23,907	-
126		467,150	132,607	53,362	185,969	281,181	60.2%	473,405	(6,255)
Rental									
127 Rental	441	92,238	12,199	38,497	50,696	41,542	45.0%	93,294	(1,056)
128 Total Property Services		833,714	175,385	155,646	331,032	502,682	60.3%	841,025	(7,311)
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
129 Reg,Ed Pupil Transportation	510 & 516	2,882,845	367,674	0	367,674	2,515,171	87.2%	2,882,845	-
130 Sp,Ed - Trans - STA	511	981,394	182,651	0	182,651	798,743	81.4%	981,394	-
131 Sp,Ed - Trans - Curtin	512	891,096	188,906	0	188,906	702,190	78.8%	891,096	-
132 Pupil Transp Reimbursement	513	12,000	1,324	0	1,324	10,676	89.0%	12,000	-
133		4,767,335	740,555	0	740,555	4,026,780	84.5%	4,767,335	0
Transportation: Other									
134 Transportation - Athletics	587	101,600	11,973	21,271	33,243	68,357	67.3%	106,447	(4,847)
135 Transportation - Field Trips	588	33,950	2,929	7,922	10,852	23,098	68.0%	38,500	(4,550)
136 Entry Fees - Athletics	591 & 592	14,435	3,015	0	3,015	11,420	79.1%	16,310	(1,875)
137 Admission Fees	595	26,075	0	0	0	26,075	100.0%	26,075	-
139		176,060	17,917	29,193	47,110	128,950	73.2%	187,332	(11,272)
Transportation: Staff									
140 Travel - Education	580 & 581	10,650	564	0	564	10,086	94.7%	10,781	(131)
141 Travel - Admin	582 & 583	30,300	8,502	0	8,502	21,798	71.9%	27,345	2,955
142 Travel - Conferences	584	66,070	12,815	4,128	16,943	49,127	74.4%	70,499	(4,429)
143		107,020	21,881	4,128	26,009	81,011	75.7%	108,625	(1,605)
Liability & Accident Insurance									
144 Liability Insurance	522	278,041	275,360	0	275,360	2,681	1.0%	275,360	2,681
145 Accident Insurance	525	15,872	14,410	0	14,410	1,462	9.2%	14,410	1,462
146		293,913	289,770	0	289,770	4,143	1.4%	289,770	4,143

Groton Public Schools

Date prep:	FY20 Budget Summary Review	
	10/24/19 11:36 AM	

Account	Object #s	FY20 Budget 2019-2020	Expenditures	Encumbered	FY20 Actual Total	Remaining Balance	%	FY20 Estimate 10/24/2019	Under/(Over)
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Communications

147 Telephone, Telephone Repairs	530	67,197	14,653	0	14,653	52,544	78.2%	67,197	-
148 Postage	531	40,150	7,185	10,566	17,751	22,399	55.8%	40,190	(40)
149 Advertisement	540	5,000	696	1,075	1,771	3,229	64.6%	5,000	-
150 Minority Recruitment	541	5,000	0	0	0	5,000	100.0%	5,000	-
151 Printing Admin	550	8,000	0	0	0	8,000	100.0%	8,000	-
152 School Publications	551 & 552	4,500	0	0	0	4,500	100.0%	4,500	-
153		<u>129,847</u>	<u>22,534</u>	<u>11,641</u>	<u>34,175</u>	<u>95,672</u>	<u>73.7%</u>	<u>129,887</u>	<u>(40)</u>

Tuition: Special Education

154 Sp.Ed Vocational	561	450,000	1,628	9,065	10,693	439,307	97.6%	450,000	-
155 Sp.Ed BoE Placements	562	2,250,000	381,353	472,500	853,853	1,396,147	62.1%	2,250,000	-
156 Sp.Ed State Placements	563	600,000	73,347	288,090	361,437	238,563	39.8%	600,000	-
157 Sp.Ed Magnet Choice	568	1,250,000	6,508	0	6,508	1,243,492	99.5%	1,250,000	-
158		<u>4,550,000</u>	<u>462,836</u>	<u>769,655</u>	<u>1,232,491</u>	<u>3,317,509</u>	<u>72.9%</u>	<u>4,550,000</u>	<u>0</u>

Tuition: Other

159 Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
160 Magnet Tuition	566	1,000,000	0	0	0	1,000,000	100.0%	1,000,000	-
161 Vo Ag Reg Ed Tuition	567	140,000	0	0	0	140,000	100.0%	140,000	-
162		<u>1,350,000</u>	<u>207,000</u>	<u>0</u>	<u>207,000</u>	<u>1,143,000</u>	<u>84.7%</u>	<u>1,347,000</u>	<u>3,000</u>
163 Total Transportation, Insurance, Communication, Tuition		<u>11,374,175</u>	<u>1,762,492</u>	<u>814,617</u>	<u>2,577,109</u>	<u>8,797,066</u>	<u>77.3%</u>	<u>11,379,950</u>	<u>(5,775)</u>

Supplies

Instructional Supplies

164 General Classroom	601	216,386	16,204	3,874	20,079	196,307	90.7%	80,581	135,805
165 Science	602	22,275	7,088	1,970	9,058	13,217	59.3%	21,918	357
166 Arts & Crafts	603	19,610	5,555	4,833	10,389	9,222	47.0%	19,610	-
167 Phys. Ed	604	12,925	3,033	199	3,232	9,693	75.0%	11,925	1,000
168 Music	605	19,750	5,988	4,394	10,382	9,368	47.4%	21,102	(1,352)
169 Kindergarten	606	3,250	1,267	0	1,267	1,983	61.0%	4,017	(767)
170 Pupil Tests	607	71,500	7,454	20,790	28,244	43,256	60.5%	78,993	(7,493)
171 Tech. Ed	609	9,500	2,633	3,522	6,155	3,345	35.2%	8,500	1,000
172 Home Ec Supplies	613	12,750	3,021	203	3,224	9,526	74.7%	11,750	1,000
173 Sp.Ed Supplies	615	56,300	4,319	12,675	16,994	39,306	69.8%	56,389	(89)
174 Athletic Supplies	616	61,100	16,322	7,475	23,797	37,303	61.1%	61,256	(156)
175 Math Supplies	617	14,500	2,332	580	2,912	11,588	79.9%	11,337	3,163
176 Health Supplies	618	1,650	0	595	595	1,055	64.0%	1,745	(95)
177 Other Supplies	619	4,000	528	0	528	3,472	86.8%	4,000	-
178 Health Serv Pathogen	622	6,000	83	0	83	5,917	98.6%	6,000	-
179 School Library Supplies	623	5,000	304	2,829	3,133	1,867	37.3%	5,263	(263)
180 Food, Drink, Snacks	628	29,225	2,753	1,186	3,939	25,286	86.5%	30,305	(1,080)
181		<u>565,721</u>	<u>78,885</u>	<u>65,125</u>	<u>144,010</u>	<u>421,711</u>	<u>74.5%</u>	<u>434,690</u>	<u>131,031</u>

Computer Supplies

182 Computer Supplies	610 & 611	111,125	26,367	47,518	73,884	37,241	33.5%	97,036	14,089
183 Software	612	500,484	392,634	121,395	514,030	(13,546)	(2.7%)	508,458	(7,974)
184		<u>611,609</u>	<u>419,001</u>	<u>168,913</u>	<u>587,914</u>	<u>23,695</u>	<u>3.9%</u>	<u>605,494</u>	<u>6,115</u>

Electricity & Heating

185 Electricity	631	896,572	225,812	3,285	229,097	667,475	74.4%	896,572	-
186 Propane/Natural Gas	632	200,249	20,544	0	20,544	179,706	89.7%	200,249	-
187 Heating Oil	633	232,365	10,305	0	10,305	222,060	95.6%	220,747	11,618
188		<u>1,329,186</u>	<u>256,660</u>	<u>3,285</u>	<u>259,945</u>	<u>1,069,241</u>	<u>80.4%</u>	<u>1,317,568</u>	<u>11,618</u>

Transportation Supplies

189 Diesel for School Buses	634	266,960	7,949	0	7,949	259,011	97.0%	266,960	-
190 Gas for Maintenance	656	41,108	3,979	2,016	5,995	35,113	85.4%	41,108	-
191		<u>308,068</u>	<u>11,928</u>	<u>2,016</u>	<u>13,944</u>	<u>294,124</u>	<u>95.5%</u>	<u>308,068</u>	<u>0</u>

Textbooks & Library Books

192 Textbooks	640	111,025	27,349	14,062	41,410	69,615	62.7%	104,409	6,616
193 Workbooks	641	33,575	6,735	1,014	7,749	25,826	76.9%	37,724	(4,149)
194 Textbook Rebind	642	250	0	0	0	250	100.0%	250	-
195 Library Books	645	18,267	66	556	622	17,645	96.6%	18,267	-
196 Periodicals	647	5,213	365	0	365	4,848	93.0%	5,213	-
197		<u>168,330</u>	<u>34,515</u>	<u>15,632</u>	<u>50,147</u>	<u>118,183</u>	<u>70.2%</u>	<u>165,863</u>	<u>2,467</u>

Groton Public Schools

Date prep:	FY20 Budget Summary Review								
	10/24/19 11:36 AM								

Account	Object #s	FY20 Budget	Expenditures	Encumbered	FY20 Actual	Remaining Balance	%	FY20 Estimate	Under/(Over)
		2019-2020			Total			10/24/2019	
Facility/Maintenance Supplies									
198 Equipment Repair	650	28,504	6,609	1,832	8,441	20,063	70.4%	28,504	-
199 Grounds Supplies	651	18,490	5,080	1,228	6,308	12,182	65.9%	18,490	-
200 General Bldg Repair	652	65,771	19,096	1,015	20,111	45,660	69.4%	65,771	-
201 Painting	653	1,704	4,138	0	4,138	(2,434)	(142.8%)	4,138	(2,434)
202 Heat & Plumbing	654	33,387	14,562	2,554	17,116	16,271	48.7%	33,387	-
203 Electrical	655	29,590	17,636	2,579	20,215	9,375	31.7%	29,590	-
204 Safety Supplies	657 & 659	11,910	5,000	61	5,061	6,849	57.5%	11,844	66
205 Custodial Supplies	658	175,618	17,292	1,764	19,056	156,562	89.1%	125,215	50,403
206		364,974	89,414	11,033	100,447	264,527	72.5%	316,939	48,035
Other Supplies									
207 Sup Serv Guid Imp Ins	621	18,500	3,100	967	4,067	14,433	78.0%	18,610	(110)
208 Audio Visual	624 & 625	6,752	1,473	0	1,473	5,279	78.2%	8,147	(1,395)
209 General Admin Supplies	626	13,610	4,056	32	4,087	9,523	70.0%	13,067	543
210 School Admin Supplies	627	11,818	2,350	5,752	8,102	3,716	31.4%	14,644	(2,826)
211 Professional Materials	690	13,275	1,488	4,011	5,499	7,776	58.6%	16,409	(3,134)
212		63,955	12,466	10,762	23,228	40,727	63.7%	70,877	(6,922)
213 Total Supplies		3,411,843	902,869	276,765	1,179,635	2,232,208	65.4%	3,219,499	192,344
Equipment									
Instructional Equipment									
214 Replace Instr Equip	730	16,375	372	3,188	3,561	12,814	78.3%	18,233	(1,858)
215 Add Instr Equipment	735	15,800	3,772	8,521	12,293	3,507	22.2%	27,681	(11,881)
216		32,175	4,145	11,709	15,854	16,321	50.7%	45,914	(13,739)
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	30,000	5,241	0	5,241	24,759	82.5%	5,241	24,759
218 Add Non-Instr Equipment	736	250	0	0	0	250	100.0%	250	-
219		30,250	5,241	0	5,241	25,009	82.7%	5,491	24,759
220 Total Equipment		62,425	9,385	11,709	21,095	41,330	66.2%	51,405	11,020
Dues - Fees									
Dues/Fees									
221 Dues BoE	810	25,541	20,591	0	20,591	4,950	19.4%	25,541	-
222 General Admin Dues	811	17,750	11,493	384	11,877	5,873	33.1%	18,038	(288)
223 School Admin Dues	812	34,100	23,734	140	23,874	10,226	30.0%	34,800	(700)
224 Other Dues	819	5,205	3,115	0	3,115	2,090	40.2%	5,300	(95)
225 Total Dues/Fees		82,596	58,933	524	59,457	23,139	28.0%	83,679	(1,083)
226 Grand Total		77,438,090	15,356,169	34,168,847	49,525,015	27,913,075	36.0%	77,341,199	96,891

Groton Public Schools
FY20 Budget Review
Summary at Program Level III

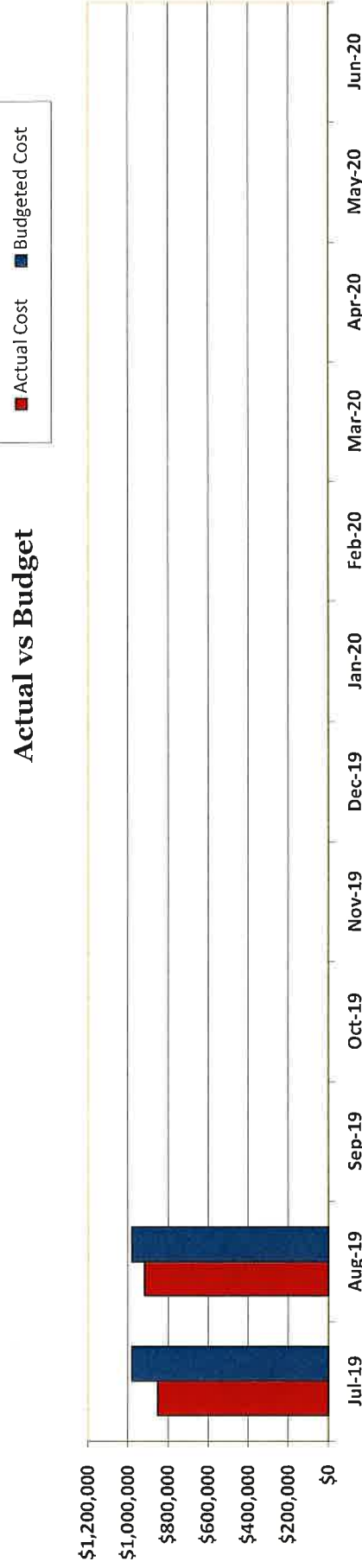
		FY20			FY20			10/24/2019	
Function	Description	Budget	Expended	Encumbered	Total	Remaining		Estimated	Increase
No.		2019-2020	2019-2020	2019-2020	2019-2020	Balance	%	2019-2020	(Decrease)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,109,132	2,170,842	8,850,766	11,021,608	2,087,524	15.9%	13,241,325	(132,193)
1102	FUNCTION-1102 ART	652,934	106,701	454,083	560,784	92,150	14.1%	656,818	(3,884)
1104	FUNCTION-1104 LANGUAGE ARTS	2,648,946	395,608	1,690,642	2,086,250	562,696	21.2%	2,610,123	38,823
1105	FUNCTION-1105 WORLD LANGUAGES	1,213,355	212,820	890,483	1,103,303	110,052	9.1%	1,257,739	(44,384)
1106	FUNCTION-1106 CONSUMER SCIENCE	155,693	23,071	89,692	112,763	42,930	27.6%	155,547	146
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	632,739	113,335	475,174	588,509	44,230	7.0%	633,118	(379)
1108	FUNCTION-1108 MATHEMATICS	2,317,035	370,855	1,566,677	1,937,533	379,502	16.4%	2,266,342	50,693
1109	FUNCTION-1109 MUSIC	709,052	112,261	492,540	604,800	104,252	14.7%	712,707	(3,655)
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,070,395	177,415	750,523	927,939	142,456	13.3%	1,094,696	(24,301)
1111	FUNCTION-1111 SCIENCE	2,482,995	446,711	1,628,512	2,075,223	407,772	16.4%	2,487,169	(4,174)
1112	FUNCTION-1112 SOCIAL STUDIES	2,128,425	319,193	1,477,446	1,796,639	331,786	15.6%	2,115,702	12,723
1114	FUNCTION-1114 HEALTH EDUCATION	323,165	42,768	225,247	268,016	55,149	17.1%	323,260	(95)
1115	FUNCTION-1115 MAGNET SCHOOL SUPPORT	30,000	1,484	1,364	2,848	27,152	90.5%	30,000	-
1116	FUNCTION-1116 CO-OPERATIVE WORK EXPEF	0	573	12,322	12,896	(12,896)	0.0%	-	-
1117	FUNCTION-1117 INTERN. BACCALAUREATE	81,895	17,047	11,687	28,734	53,161	64.9%	90,866	(8,971)
1119	FUNCTION-1119 UNCLASSIFIED	935,407	665,554	3,876	669,430	265,977	28.4%	814,315	121,092
1121	FUNCTION-1121 BUSINESS EDUCATION	302,532	52,276	206,366	258,642	43,890	14.5%	302,552	(20)
1124	FUNCTION-1124 HEALTH OCCUPATIONS	112,818	18,296	80,086	98,382	14,436	12.8%	113,571	(753)
1260	FUNCTION-1260 ENRICHMENT	38,551	875	0	875	37,676	97.7%	38,550	1
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	2,852,962	423,838	1,974,973	2,398,811	454,151	15.9%	2,838,347	14,615
1412	FUNCTION-1412 SUMMER SCH HIGH SC CREDI	8,592	8,373	0	8,373	219	2.5%	8,592	-
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVI	1,165,993	192,883	674,703	867,586	298,407	25.6%	1,168,201	(2,208)
Total Regular Instruction		32,972,616	5,894,541	21,557,163	27,451,704	5,520,912	16.7%	32,964,266	8,350
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,115,477	189,877	652,516	842,393	273,084	24.5%	1,115,477	-
1210	FUNCTION-1210 SPED Summer School	20,290	29,994	0	29,994	(9,704)	(47.8%)	29,994	(9,704)
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTIO	771,334	133,478	141,674	275,152	496,182	64.3%	771,382	(48)
1230	FUNCTION-1230 SPECIAL EDUCATION	8,429,369	1,409,535	3,520,459	4,929,994	3,499,375	41.5%	8,320,589	108,780
1250	FUNCTION-1250 BLIND	111,650	16,644	78,023	94,667	16,983	15.2%	111,650	-
1280	FUNCTION-1280 HEARING IMPAIRED	119,388	16,404	84,807	101,211	18,177	15.2%	119,525	(137)
Total Special Instruction		10,567,508	1,795,932	4,477,478	6,273,410	4,294,098	40.6%	10,468,617	98,891
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	76,048	11,688	10,336	22,024	54,024	71.0%	76,048	-
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
Total Continuing Education		286,048	218,688	10,336	229,024	57,024	19.9%	283,048	3,000
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	791,949	78,418	69,629	148,048	643,901	81.3%	799,913	(7,964)
TOTAL INSTRUCTION		44,618,121	7,987,579	26,114,607	34,102,186	10,515,935	23.6%	44,515,844	102,277
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	910,006	239,886	446,335	686,221	223,785	24.6%	910,006	-
2110	FUNCTION-2110 SOCIAL WORK SERVICES	337,270	75,133	317,431	392,565	(55,295)	(16.4%)	384,549	(47,279)
2120	FUNCTION-2120 GUIDANCE SERVICES	1,542,078	255,014	835,024	1,090,037	452,041	29.3%	1,542,539	(461)
2130	FUNCTION-2130 HEALTH SERVICES	1,181,084	102,002	588	102,590	1,078,494	91.3%	1,181,084	-
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,238,128	203,221	869,594	1,072,815	165,313	13.4%	1,245,733	(7,605)
2150	FUNCTION-2150 SPEECH & HEARING SERVICE	1,127,492	180,330	798,607	978,938	148,554	13.2%	1,127,492	-
Total Support Services - Pupils		6,336,058	1,055,586	3,267,579	4,323,166	2,012,892	31.8%	6,391,402	(55,344)
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - CO 1	96,218	23,921	45,037	68,958	27,260	28.3%	96,218	-
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCT	391,111	189,491	23,594	213,085	178,026	45.5%	357,861	33,250
Total Support Services - Staff		487,329	213,412	68,631	282,043	205,286	42.1%	454,079	33,250
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERV	30,241	20,591	2,984	23,575	6,666	22.0%	30,241	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SE	1,485,033	365,424	699,790	1,065,214	419,819	28.3%	1,486,067	(1,034)
2313	FUNCTION-2313 BUSINESS OFFICE	888,122	173,983	291,952	465,936	422,186	47.5%	887,579	543
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,167,201	1,202,808	2,096,541	3,299,349	867,852	20.8%	4,233,399	(66,198)
Total General Support Services		6,570,597	1,762,806	3,091,268	4,854,073	1,716,524	26.1%	6,637,286	(66,689)
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENA	6,924,528	1,807,632	342,589	2,150,221	4,774,307	68.9%	6,839,835	84,693
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,501,715	892,345	79,111	971,456	4,530,259	82.3%	5,501,715	-
2540	FUNCTION-2540 COMPUTER SUPPORT SERVIC	1,642,242	649,894	444,472	1,094,366	547,876	33.4%	1,643,539	(1,297)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	0	0	0	2,500	100.0%	2,500	-
Total Operational Services		14,070,985	3,875,578	866,171	4,741,749	9,329,236	66.3%	13,987,589	83,396
TOTAL SUPPORT SERVICES		27,464,969	6,907,382	7,293,650	14,201,032	13,263,937	48.3%	27,470,355	(5,386)
Community Services									
3710	FUNCTION 3710-NONPUBLIC SCHOOL	115,000	0	0	0	115,000	100.0%	115,000	0
Non-Programmed Charges									
4100	TUITION PAYMENTS	5,240,000	461,208	760,590	1,221,798	4,018,202	76.7%	5,240,000	0
GRAND TOTAL		77,438,090	15,356,169	34,168,847	49,525,015	27,913,075	36.0%	77,341,199	96,891
									0.13%

BOE Groups Active & Retired

All Enrollees

Attachment #7

Actual vs Budget



Total fixed costs is taken from Anthem Report 4 dated 2/14/19 plus Network Access Fees of \$338,608

**BOE monthly budget based on non-weighted Anthem proposal dated 2/14/19*

Wilderness Literature

This .5 elective English course is open to grades 9-12. This course focuses on both fiction and nonfiction accounts about wilderness, exploration, and survival in western literature. This course examines the importance of wilderness in shaping western culture, specifically within American culture. The class looks at both historical and contemporary texts and explores how both people and society have transformed their views of and their relationship with wilderness.

Graphic Novels

The graphic novel course employs the study of sequential art and its relationship to text on page. Students will learn close reading strategies for graphic novels; these strategies include the study how the novels influence other art/literary forms, how the novels are influenced by other artistic/literary forms, and how understanding these novels is a gateway to understanding mediums of the modern world. The course focuses on analysis of the graphic novel and the cultural, literary, historical, and artistic factors that combine in forming creative influences for these works. The works we will study provide a cultural lens to understand global perspectives of our history and humanity.

Gaming Narratives

Why do so many games pose the player as the savior of the world? What is so appealing about playing the villain? Why is Mario, a plumber who jumps on sentient mushrooms in order to save a princess, one of the world's most recognizable heroes?

In exploring these questions, we will seek to explore the merits of narrative in one of modern day's most popular forms of entertainment, and to understand how and why it so effectively resonates with our own values and culture.

Gaming Narratives focuses on narrative design and a history of the medium. In addition to studying standard storytelling basics and modes of plot development as they are reflected in games, we will look at the direct psychological impact of introducing choice to traditionally non-interactive media.

Fantasy and Science Fiction

From the pulp serials of the 1920s to the modern film and literary classics like Harry Potter, The Lord of the Rings, and Star Wars, Fantasy and Science Fiction have been among the most popular genres in America for more than a century now. This course will introduce students to the giants of the artform (Asimov, Clarke, Heinlein, Tolkien, LeGuin) as well as modern authors taking the worlds of Fantasy and Sci-Fi in new directions (with a particular focus on female and minority writers). In addition to learning about the history and evolution of the genres, students will learn how worlds full of alien technologies and magical forces mirror and comment on our own in very profound ways.

Sports Literature

Sports are one of the central avenues of American culture with a rare mix of positive themes such as heroism, pride, identity, as well as negative themes of cheating, scandal and disappointment. Sports can also shape the way in which we experience the world around us and reveal what American culture believes to be important. We often root for underdogs, glorify perfection, and admire record breakers, as well as the records that can't be broken. We admire dominance, but also love the upset. Ultimately, we know that when it comes down to it all, no win is certain until the game is over. This realization is as true in sports as it is in daily life. Emotion and expectation play as much a role in sports as the facts, statistics and rules of the game. This course will examine the way the ideas, thoughts, and emotions surrounding sports are expressed in writing, as well as various other mediums. Sports provide a connection and outlet to the daily lives of millions around the globe. In this course, we will aim to examine and analyze how sports took on such a large role in our society, and why we are all so drawn in.

Oral Communication II

Research suggests that students who take Oral Communications, or Public Speaking, in high school have greater success in college. Because Oral Communications is only a half year course, and the first quarter is spent on building a comfortable environment, time is limited for students to fully develop their public speaking skills. For students wishing to continue, Oral Communications II would focus solely on planning, preparing, and presenting speeches. Too often, students lack the skills needed to deliver a presentation that is engaging, and this course will help them to understand their purpose, audience, and delivery. They will walk away with confidence in their public speaking skills as well as themselves.

The Writing Center: Theory, Practice and Internship

The Writing Center, Theory, Practice and Internship is a half-credit, semester long course. Students enrolled in this course must commit to enrolling in The Writing Center, Internship for at least one school semester; they may take the internship for repeated semesters. In this course, students will be trained to run the Falcon Writing Center and to work in guiding students as they engage in the many stages of the writing process for different courses and different purposes. The course work includes, but is not limited to, reading texts and articles about staffing a writing center and current theory in writing instruction, practicing the one-on-one peer conference, creating small group tutorials for teachers and students immersed in a writing assignment, and learning to manage the daily operations of the writing center. Units of study focus on the genres of writing, effective peer tutoring strategies, and successful management of a vital and active writing center. This course has engaging classwork, fieldwork, and a final exam. After successful completion of this course, students are prepared to staff the Falcon Writing Center, and they should also be ready to apply for a writing center post when they go to college.

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: Wilderness Literature
Curriculum Area and Grade: English, 9-12

Course Purpose:
This .5 elective English course is open to grades 9-12. This course focuses on both fiction and non-fiction accounts about wilderness, exploration, and survival in western literature. This course examines the importance of wilderness in shaping western culture, specifically within American culture. The class looks at both historical and contemporary texts, and explores how both people and society have transformed their views of, and their relationship with, wilderness.

Major Learning Goals and Understandings:
<p>FHS Student Learning Expectation(s):</p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p>Course Specific Goals:</p> <ul style="list-style-type: none"> • Read and respond to a variety of literature including fiction, essays, and other works. • Demonstrate an understanding of the difference between travel memoirs, essays, and survival stories as they pertain to different time periods. • Explore the impact of wilderness and exploration on American literature. • Engage in real world literary experiences with local areas.

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester= 20 weeks	
<u>Unit 1: Exploration into the Wild</u>	<u>Unit 2: Survival and Travel</u>

Mapper/Author: Sharon Hart **Date Submitted:** October 16, 2019 **Date Approved:** _____
Mapper's Note- Teachers can link model assignments/assessments to this live document while teaching the course.

Part 1- Unit 1:			
Grade: 9-12	Subject: English	Course: Wilderness Literature	Length of Unit: 10 Weeks

Common Core State Standards (Priority)

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.9

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

CCSS.ELA-LITERACY.W.11-12.9A

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Supporting Standards

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RL.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RL.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Part 2 - Standards Unit 1		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. How Transcendentalism came about and what the major trends/beliefs were. 2. Historical events surrounding American wilderness (Gold Rush, Westward Expansion, creation of National Parks) and how they tie into literary movements (in particular, Transcendentalism). 3. The impact of, and inspiration behind, major writers in the genre including: John Muir, Thoreau, Emerson, and Jack London. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how authors, artists, and historical figures work together to preserve and celebrate wilderness. 2. Write creative pieces including essays and poetry based on personal experiences. 3. Connect themes and ideas across various writings using multiple genres and time periods. 4. Analyze how authors craft their pieces in order to connect with readers and create a deeper understanding of their topic. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

Big Ideas and Essential Questions

Big Ideas

- Historical events impact literature and provide the context through which the audience finds understanding.
- Authors purposefully craft their pieces using symbols, themes, and concepts, which often overlap across genres and time periods.
- Authors are inspired by literature and it often impacts their choices in genre, themes, and stylistic choices.

Essential Questions

- How have key moments in American History changed American literature and the context surrounding it?
- How does the use of some of the recurring symbols, themes, and concepts help enhance the audience's understanding and appreciation of the literature?
- How did this movement influence later writers (late 1800s)?

Part 3 – Common Unit Assessments—UNIT 1

- Students will write original pieces of poetry both mirroring tone/style/rhythm of famous works and creating pieces all their own. (Quiz)
- Students will research and present on a historical event or person that influenced wilderness literature/Transcendentalism. (Summative)
- Students will research and read multiple works by a chosen author and reflect on their common topics, view points, and genres. (With Quiz grade as check in towards Summative)
- Students will find and write about visual works of art that were connected to the genre (photography, paintings, etc.) (Quiz)

Part 4 – Common/Assured Learning Experiences—UNIT 1

- Daily Reading:
 - Students will have daily readings including poetry, essays, and fiction.
- Historical Connection:
 - Students will examine historical American events focusing on Westward Expansion
- Authentic Learning:
 - Students will write their own writing pieces from direct experiences out in nature
- Vocabulary Terms:
 - Transcendentalism,, essay (exploration of an idea), The Enlightenment

Part 5: Teacher Notes: Unit 1

- Scaffolding for poetry pieces can be found poems/black out poems/etc.
- Visual artists to study are: Photography- Edward S. Curtis, Ansel Adams, Robert Adams (focused on the destruction of American West); Paintings- Hudson River School artists
- Historical events: Westward Expansion, Lewis and Clark Expedition, American Gold Rush, Theodore Roosevelt/National Park creations, Wilderness Act of 1964, etc.
- Authentic learning/field trip locations could include: Haley Farm, Bluff Point, etc.
- Reading Options:
 - Non-fiction/essays: "Nature" by Emerson, "Emerson at Yosemite" by John Muir, "Walking" and excerpt from *Walden* by Henry David Thoreau, Edward Abbey (various pieces)
 - Poetry:
 - William Wordsworth "I Wandered Lonely as a Cloud"
 - Robert Frost "Stopping by Woods on a Snowy Evening" "Nothing Gold Can Stay" "Acquainted with the Night" "An Old Man's Winter Night"
 - John Masefield "Sea Fever"
 - Mary Oliver "Wild Geese"
 - Fiction: Jack London (various stories/selections), Mark Twain (excerpts from *Tom Sawyer*, *Huck Finn*, *Roughing It*)

- General info:
 - Transcendentalism came about as a push back from The Enlightenment Movement and was tied to the expansion of exploration in America in the early 1800s.
 - Appreciation and preservation were major goals of essayists and novelists during the mid to late 1800s.
- Authors to look at: Snyder, Leopold, Sigurd Olson (Sigurd Olson this summer whose work might be cool to check out--his books and activism helped establish dozens of U.S. nature preserves, and he was ostracized from his mining-heavy hometown.)

Part 1- Unit 2			
Grade: 9-12	Subject: ENGLISH	Course: Wilderness Literature	Length of Unit: 10 Weeks

Common Core State Standards (Priority)

CCSS.ELA-LITERACY.RL.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RL.11-12.9

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

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.3

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

Supporting Standards

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide

an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.11-12.1

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

Part 2 - Standards Unit 2		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know: 1. That survival fiction has expanded to include and focus on climate change issues in recent years. 2. That travel memoirs have shifted from being aimed at scientific communities to more general audiences. 3. Travel memoirs often focus on personal development and use humor and selective storytelling.	The students will be able to: 1. Identify different themes and symbols used in survival fiction. 2. Analyze and discuss tone and style in travel memoirs. 3. Create their own pieces of original work inspired by survival fiction or travel memoirs.	During this unit of study, all levels will be used for multiple learning experiences.

Big Ideas and Essential Questions

Big Ideas

- Survival fiction has shifted from fears of the wild to include apocalyptic fiction about climate change.

- Travel/adventure memoirs have shifted audiences from primarily scientific communities to the general population.
- Travel/adventure memoirs are varied in style and tone but have common threads such as point of view, plot elements, and use of symbolism.

Essential Questions

- How does the author's craft (specifically, style, tone, and plot) affect the reader's experience in travel narratives?
- What does the evolution of travel and survival stories tell us about our current society?
- How does the context around a travel/exploration story affect how audiences respond- both historically and currently?

Part 3 – Common Unit Assessments—UNIT 2

- Students will write a creative piece that either utilizes common themes/symbols of survival fiction or focuses on style/tone in adventure/travel memoirs (scaffolding of length requirements and literary devices). (Summative)
- Students will craft an academic response (scaffolding of length requirements and literary devices) on the themes and author's craft of a longer text. (Quiz)
- Students will rewrite a chapter/section of text from a different point of view showing an understanding of plot, characters, and themes. (Quiz)
- Students will create their own photo journal about an experience in nature (Summative)
- Students will choose important quotes and reflect on them (text-to-text, text-to-self, text-to-world). (Quiz)

Part 4 – Common/Assured Learning Experiences—UNIT 2

- Daily Reading:
 - Students will have daily readings including poetry, essays, and fiction.
- Historical Connection:
 - Students will examine current American events (roughly 1930s through present) focusing on the preservation of the American West and National Parks.
- Authentic Learning:
 - Students will write their own writing pieces from direct experiences out in nature
- Vocabulary Terms:
 - Memoir, travel narrative

Part 5: Teacher Notes UNIT 2

- Documentaries/Visuals: Ken Burns: The National Parks (available with Amazon Prime), Survivorman (<https://www.sciencechannel.com/tv-shows/survivorman/>)
- Reading Options:
 - Exploration/Travel Memoir: *A Walk in the Woods* by Bill Bryson, *Travels with Charley* by Steinbeck
 - YA Fiction/ Survival: *Dry* by Neal Shusterman, *Hatchet* by Gary Paulsen,
 - Fiction: *Alas, Babylon* by Pat Frank

Groton Public Schools Curriculum Map

Course Title: Graphic Novels
Curriculum Area and Grade: English, 9-12

Course Purpose:
The graphic novel course will introduce students to the concept of sequential art as a story-telling medium. It is designed to supplement skills taught in core English classes, while introducing students to the cultural and literary impact of a new genre of literature. The course will focus on how various cultures influence and are influenced by their artistic mediums, and will involve the analysis of graphic literature from a multitude of cultural backgrounds to show how sequential art and literature functions as a universal medium for storytelling. Additionally, the work of the course serves to reframe definitions of language, art, and even "reader," as students gain multiple new understandings how the evolution of graphic art continues to impact a society constantly engaged with multi-media texts.

Major Learning Goals and Understandings:
<p>FHS Student Learning Expectation(s):</p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p>Course Specific Goals:</p> <p>Read and respond to various graphic novels from a wide variety of cultural backgrounds.</p> <p>Explore the cultural and historical influences on the creation of art and literature.</p> <p>Analyze and synthesize literature through varied cultural lenses.</p> <p>Engage in real world literary experiences through an examination and discussion of the genre in its modern form through our current cultural lens.</p>

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester= 20 weeks	
<u>Unit 1: Through the Lens of History</u>	<u>Unit 2: Varied Cultures, Shared Experiences</u>

Mapper/Author: Jesse Stripling

Date Submitted: October 16, 2019

Date Approved: _____

Part 1- Unit 1:			
Grade: 9-12	Subject: English	Course: Graphic Novels	Length of Unit: 10 Weeks

Common Core State Standards (Priority)

RL.9 - 10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11 - 12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)

Supporting Standards

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Part 2 - Standards Unit 1		
Historical Influence on Art and Literature	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels
		Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. The basic elements of the genre of sequential art and graphic literature, such as common literary tropes, page layout, literary and rhetorical device usage in graphic fiction. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain the various elements of the genre. 2. Identify and explain the terminology used in discussing the genre. For example, panel, gutter, frame, bleed, etc. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

<p>2. The different types of sequential art and their qualities (newspaper comics, pulp comics, graphic novels, manga, webcomics). The rise of the amateur comic artist through local newspaper in the early 20th century to the internet giving everyone an outlet/audience for their art.</p> <p>3. The terminology of the graphic novel such as panel, gutter, frame, bleed, etc.</p> <p>4. The historical influences on seminal examples of the genre such as the Holocaust and the Renaissance.</p> <p>5. Graphic novels are written for a wide variety of purposes and “adaptations” of classics serve a different purpose than an original, stand alone work.</p> <p>6. How graphic novels are constructed and how this construction has evolved in the digital age.</p>	<p>3. Conduct online research into the lives of authors and the major historical events that the story is based on.</p> <p>4. Identify and explain elements of the varying types of fantasy and historical fiction in graphic novels.</p> <p>5. Engage in silent sustained reading for at least twenty minutes per class meeting to facilitate guided discussions (including socratic seminars) on the various works they read to enhance understanding and student fluency and expression.</p> <p>6. Analyze and explain the theme of graphic novels and provide supporting evidence of these themes.</p> <p>7. Synthesize the thematic elements of the graphic novels they have read with appropriate canonical literature to display an understanding of how a period’s art reflects its time.</p>	
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Big Ideas and Essential Questions

Big Ideas

- Graphic novels are a product of their historical context, and this applies both to their content and construct.
- Artistic style and technique influence perspective and understanding of graphic novels.
- Graphic novels utilize the same techniques as classic literature to communicate theme.
- While the graphic novel as literature may encompass many different genres, the art form itself has techniques and vocabulary that are unique to its form and craft.

Essential Questions

- How does the historical context of a graphic novel impact its message?
- How does an artist’s style influence the reader’s understanding of a graphic novel?
- What classic literary devices and techniques do graphic novels utilize, and how are they implemented in this genre?
- How are graphic novels different from traditional art/literature?

Part 3 – Common Unit Assessments—UNIT 1

- Intro to the genre: students will study and create their own quiz on the terms necessary for the study of the genre. (Quiz)
- Artistic influence: Students create a product and present on their product to demonstrate how artistic choices influence an audience (summative)
- Text and image study- Students create a product that demonstrates a text and image study of the graphic novel of their choice. (SUMMATIVE OR QUIZ, depending on the product guidelines)
- Contextual Analysis: Students construct a response in the medium of their choosing to explore how a graphic novel is a product of its historical context (summative).

Part 4 – Common/Assured Learning Experiences—UNIT 1

- Daily reading of graphic novels: This will range from read alouds, to group performance readings, to extended silent reading.
- Reader responses:
 - Historical context: an investigation into the historical context in which the graphic novel was written, and into the historical influences on the life of the authors of these novels
 - Image response: An analysis of a single page or panel that explains the artistic choices made and how they influence understanding
 - Thematic analysis: an analysis of the various themes presented throughout the graphic novels and the techniques the authors used to highlight these themes
 - Other responses: Responses may also include: Exit slips/reading check ins, journaling, sketching and drawing, mixed media art, letters to the author, original fiction

- Content knowledge and terminology:

Throughout the unit, students acquire and apply content knowledge. Application is demonstrated in oral or written “rationale” pieces in which the student learner offers information on the approach to a creative piece and demonstrates a reflection on the arrangement and choices made.

- Authentic learning: Collaborate to create an online blog to catalog, analyze, and recommend novels in the genre to other peers. Students will create and curate this blog throughout the course.
- Potential Options for Research Opportunities:
 - Research graphic novels as they appeal to multiple intelligences/visual learners.
 - Research the history and growth of graphic novels/comics as a medium.
 - Research the statistics/figures/examples of popularity of graphic novels/comics: growth of sales figures, graphic novels that have been turned into TV series/blockbuster movies, the movement of superheroes/comics from the geek to the chic, etc.
 - Research process for transforming a graphic novel into an audio book (Ex. *Hey, Kiddo* by Jarrett Krocoszka)

Part 5: Teacher Notes: Unit 1

Resources:

Graphic novels: *Maus*, *Persepolis*, *The Portrait of Dorian Grey*, *Akira V.I.*, *Joe the Barbarian*, *Hey, Kiddo*, *American Born Chinese*

Peer reviewed journal: The Journal of Graphic Novels and Comics

Course syllabi for graphic novel course at the university level

Additional Teacher Resources:

- Goldsmith, Francisca. Graphic Novels Now: Building, Managing, and Marketing a Dynamic Collection. Chicago: ALA Editions, 2005.
- Douglas, Allen, and Malti-Douglas Fedwa. Arab Comic Strips: Politics of an Emerging Mass Culture. Bloomington & Indianapolis: Indiana University Press, 1994.
- Weiner, Stephen. The 101 Best Graphic Novels. New York: Nantier Beall Minoustchine Publishing, 2006.
- Wolk, Douglas. Reading Comics: How Graphic Novels Work and What They Mean. Cambridge: Da Capo Press, 2007.
- McCloud, Scott. Understanding Comics: [the Invisible Art]. New York: HarperPerennial, 1994.
- Gravett, Daid. Graphic Novels: All You Need to Know. New York : Collins Design, 2005.

Pacing/Learners

Set a series of “work sessions” for long term projects and stick to it. Offer CTL for extra time for students that need more time. Encourage ELL and bi-lingual learners create multi-language pieces. Take note of seniors that may need this course credit to graduate on time. Early in the semester move groups around a lot so that students can work with anyone in class. This is a great way to gauge different levels/grades of learners pretty quickly. For certain special education learners, find reading that matches their developmental stage so they can read independently.

Strands:

Foundations of Graphic novels- terms, terminology, and commonly used techniques

Brief history of graphic novels

Analysis and synthesis

Part 1- Unit 2			
Grade: 9-12	Subject: ENGLISH	Course: Graphic Novels	Length of Unit: 10 Weeks

Common Core State Standards (Priority)

RL.9 - 10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11 - 12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Supporting Standards

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Part 2 - Standards Unit 2		
Cultural Influence on Art and Literature	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know <i>(these are repeated from unit 1; however, students will have more fluency in Unit 2 and use these more independently to make meaning from novels they study)</i>:</p> <ol style="list-style-type: none"> 1. The basic elements of the genre of sequential art and graphic literature, such as common literary tropes, page layout, literary and rhetorical device usage in graphic fiction, the difference between manga and graphic novels, etc. 2. The terminology of the graphic novel such as panel, gutter, frame, bleed, etc. 3. The cultural influences impacting recent social movements and literary trends, such as the civil rights movement, the cold war, the 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Compare, contrast and analyze various elements of the graphic novels across one genre (ex. Biography or fantasy) and applying the understanding of its terminology. 2. Conduct scholarly research into the lives of authors and the major social/ cultural movements of the periods in which the graphic novels are written OR conduct scholarly research on a single genre within the craft of graphic novel in order to better understand how the art/text evolve (ex. biography/memoir; fantasy, adapted classics). 3. Engage in silent sustained reading for at least twenty minutes per class meeting to facilitate guided discussions (including socratic seminars) on the various works they read to enhance understanding and student fluency and expression. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

feminist movement, social justice movements and civil rights etc.	<p>4. Analyze and explain the theme of multiple graphic novels and provide supporting evidence of how these themes interact across texts.</p> <p>5. Synthesize the thematic elements of the graphic novels they have read with primary and secondary sources (articles, interviews, texts) from the periods the graphic novels were written in to create original written works demonstrating a deeper understanding of the influence of culture on art.</p> <p>6. Create original pieces of sequential art that demonstrate a mastery of the concepts that commonly define the genre as well as an understanding of cultural expression through graphic fiction.</p>	
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Big Ideas and Essential Questions

Big Ideas

- Graphic novels are both influenced by, and in turn influence the creation of, other artistic mediums.
- Sequencing a graphic novel involves a myriad of choices for presentation, selection, and arrangement of content.

Essential Questions

- How does a regional or world culture influence the creation of a work of graphic fiction?
- Are graphic novels merely a reflection of the artistic styles of the time in which they are created, or do they influence a culture's art themselves?
- How does the artistic process influence the meaning of a work? How do these techniques shape meaning?

Part 3 – Common Unit Assessments—UNIT 2

- Intro to the genre: students will study and create their own quiz on the terms necessary for the study of the genre. (Quiz)
- Artistic & Literary influence: Students create a product (synthesizing both original writing and original artwork) and present on their product to demonstrate how the combination of artistic and literary choices influence an audience (summative)
- Text and image study- Students create a product that demonstrates a text and image study of the graphic novel of their choice. (SUMMATIVE OR QUIZ, depending on the product guidelines)
- Contextual Analysis: Students construct a response in the medium of their choosing to explore how a graphic novel is a product of its cultural context (summative)
- Students will create their own plans to turn a book of their choice into a graphic novel. Students will evaluate which parts must remain in, which parts must be explained through text/backstory, and include some illustrated panels that could be used as prototypes (Summative)
- Author study: Students will select a graphic novel author of their choice and prepare a presentation showcasing their work/contribution to the genre, their historical and cultural background/context, and some highlights from their work.

Part 4 – Common/Assured Learning Experiences—UNIT 2

- Daily reading of graphic novels: This will range from read alouds, to group performance readings, to extended silent reading.
- Reader responses:
 - Cultural context: an investigation into the cultural context in which the graphic novel was written, and into the social/cultural influences on the life of the authors of these novels
 - Image response: An analysis of a single page or panel that explains the artistic choices made and how they influence understanding
 - Thematic analysis: an analysis of the various themes presented throughout the graphic novels, the techniques the authors used to highlight these themes, and the relevance of these themes when viewed through the lens of the social/cultural context in which they were created
 - Other responses: Responses may also include: Exit slips/reading check ins, journaling, sketching and drawing, mixed media art, letters to the author, original fiction

- Content knowledge and terminology:

Throughout the unit, students acquire and apply content knowledge. Application is demonstrated in oral or written “rationale” pieces in which the student learner offers information on the approach to a creative piece and demonstrates a reflection on the arrangement and choices made.

- Authentic learning: Collaborate to create an online blog to catalog, analyze, and recommend novels in the genre to other peers. Students will create and curate this blog throughout the course. (continued from unit 1)
- Authentic learning: The creation of original works of sequential art and graphic storytelling that deal with a current cultural issue faced by today's youth for submission and publication in Amphora (Fitch high school magazine dedicated to displaying student work and achievement)

Part 5: Teacher Notes UNIT 2

Resources:

Graphic novels: *Maus*, *Persepolis*, *The Portrait of Dorian Grey*, *Akira V.I.*, *Joe the Barbarian*, *Hey, Kiddo*, *American Born Chinese*, *Amulet*

Resources for creating own graphic novel prototype: *Romeo and Juliet* graphic novel or *Fahrenheit 451* graphic novel

Peer reviewed journal: *The Journal of Graphic Novels and Comics*

Additional Teacher Resources:

- Goldsmith, Francisca. Graphic Novels Now: Building, Managing, and Marketing a Dynamic Collection. Chicago: ALA Editions, 2005.
- Douglas, Allen, and Malti-Douglas Fedwa. Arab Comic Strips: Politics of an Emerging Mass Culture. Bloomington & Indianapolis: Indiana University Press, 1994.
- Weiner, Stephen. The 101 Best Graphic Novels. New York: Nantier Beall Minoustchine Publishing, 2006.
- Wolk, Douglas. Reading Comics: How Graphic Novels Work and What They Mean. Cambridge: Da Capo Press, 2007.
- McCloud, Scott. Understanding Comics: [the Invisible Art]. New York: HarperPerennial, 1994.

- Gravett, Daid. Graphic Novels: All You Need to Know. New York : Collins Design, 2005.

Course syllabi for graphic novel course at the university level

Shared Lessons:

- [Lesson Plan](#) (Stripling)
- [Storytelling Lesson 3](#) (Morth)
- [Storytelling Lesson 4](#) (Morth)
- [Storytelling Lesson 5](#) (Morth)

Pacing/Learners

Set a series of “work sessions” for long term projects and stick to it. Offer CTL for extra time for students that need more time. Encourage ELL and bi-lingual learners create multi-language pieces. Take note of seniors that may need this course credit to graduate on time. Early in the semester move groups around a lot so that students can work with anyone in class. This is a great way to gauge different levels/grades of learners pretty quickly. For certain special education learners, find reading that matches their developmental stage so they can read independently

Strands:

Modern impact of the graphic novel
 Cultural context and research techniques
 Primary vs. secondary sources
 Author study
 Cultural impact on biographies and storytelling
 Societal influence on artistic adaptation

Groton Public Schools Curriculum Map

Course Title: Gaming Narratives
Curriculum Area and Grade: English, 9-12

Course Purpose:
<p><i>Why do so many games pose the player as the savior of the world? What is so appealing about playing the villain? Why is a New York plumber who jumps on sentient mushrooms in order to save a princess one of the world's most recognizable heroes?</i></p> <p>In exploring these questions, we will seek to explore the merits of narrative in one of modern day's most popular forms of entertainment, and to understand how it effectively wields narrative archetypes to resonate with our own values and culture. Gaming Narratives focuses on narrative design and a history of the medium. In addition to studying standard storytelling basics and modes of plot development as they are reflected in games, we will look at the direct psychological impact of introducing choice to traditionally non-interactive media.</p>

Major Learning Goals and Understandings:
<p>FHS Student Learning Expectations:</p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p>Course Specific Goals:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply their understanding of traditional narrative structures, tropes, and conventions to interactive media • Evaluate the social and psychological impacts of granting the audience agency in a narrative • Reflect on the history and evolution of interactive narratives while drawing parallels to more traditional formats • Compose branching-path narratives that marry the dynamically shifting themes and characterizations of interactive media with traditional narrative techniques.

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks. Semester= 20 weeks	
<u>Unit 1:</u> The Illusion of Power	<u>Unit 2:</u> With Great Power Comes...

Mapper/Author: Alex Smith **Date Submitted:** October 16, 2019 **Date Approved:** _____

Mapper's Note- Teachers can link model assignments/assessments to this live document while teaching the course.

Part 1- Unit 1:			
Grade: 9-12	Subject: English	Course: Gaming Narratives	Length of Unit: 10 Weeks

Common Core State Standards (Priority)	
<u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
<u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
Supporting Standards	
<u>CCSS.ELA-LITERACY.W.11-12.7</u> 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.	
<u>CCSS.ELA-LITERACY.RL.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
<u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	

Part 2 - Standards Unit 1		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering

<p>The students will know</p> <ol style="list-style-type: none"> 1. Gaming narratives actively manipulate the perception of agency as either that of free will (actuation) or of resistance (opposition) to convey a sense of control. 2. A sense of agency provides high levels of engagement by stimulating curiosity and providing a context for building schema in its support of various aspects of human cognitive development. 3. Despite their defining differences, there is a large crossover in elements shared between the structure of interactive and non-interactive narratives. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of a protagonist by analyzing how it grants agency to the player. 2. Assess how an interactive narrative can scaffold for understanding and provide a platform for experiential learning. 3. Discuss parallels between traditional narrative structures and those found in interactive narratives. 4. Analyze and qualify the impact of being a participant rather than an observer. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>
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Big Ideas and Essential Questions

Big Ideas

- Games' narratives largely reflect the values of the culture that produces them, just like any other "text."
- Stories are used as proxies by which players can vicariously experience "fantasy" scenarios.
- Granting agency within a narrative allows potentially for far greater investment by the audience than more traditional passive media.

Essential Questions

- What is the purpose of an "avatar," and how does an avatar shape and influence the perspective of the player?
- What can an interactive narrative offer that a passive one cannot? What needs or wants may be fulfilled in playing an active role in a story's development?
- How does society's disposition toward games influence what content is deemed acceptable? How do these standards compare to those imposed over other forms of media such as film, television, or music?

Part 3 – Common Unit Assessments—UNIT 1

Quizzes

1. Assessing knowledge of various developmental theories discussed, including Vygotsky's theory of proximal development and Piaget's theory of cognitive development.

2. A written analysis of how a narrative (through a game of the student's choice) constructs interactivity through the role of an avatar, including the strengths and weaknesses (and potentially, the uses and limits) of the implementation .

Summative Assessments

1. A researched presentation in which the student may:
 - a. Examine several (at least three) gaming narratives and evaluate how effectively they each establish agency relative to one another, or
 - b. Examine an interactive and a non-interactive text in parallel, evaluating the advantages and disadvantages of each (as a result of their formats)

Part 4 – Common/Assured Learning Experiences—UNIT 1

Regular reflection in journals on topics covered

- E.g., -*Think of a game where you got to create your own character: who did you create to play as, and why?*
-*Have you ever been surprised, or even shocked, by something a game asked you to do? Why did you feel that way?*

Student-centered discussions/debates on topics covered

- E.g., - *Students research and analyse examples of the difference in the impact of the use of the first-person perspective between interactive and noninteractive media*

Share-and-compare based on researched ideas

- E.g. - *Examples of ways a narrative can provide the illusion of control*
- *The use of non-interactive cutscenes versus interactive gameplay during critical plot moments*

Part 5: Teacher Notes: Unit 1

Sources to be used:

Journal articles on interactive narrative design:

<https://pdfs.semanticscholar.org/5703/5c54545caf97c98b650ddde7b07dfdb58aab.pdf>

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.532.2370&rep=rep1&type=pdf>

Partial list of games to be used in lessons:

Super Mario Bros., The Legend of Zelda, Shenmue, The Last of Us, Heavy Rain, Final Fantasy VII, Metal Gear Solid, The Wolf Among Us, Snatcher.

Texts to excerpt:

Interaction Between Learning and Development, by L. Vygotsky

The Hero with a Thousand Faces, by J. Campbell

Video Game Storytelling: What Every Developer Needs to Know About Narrative Techniques, E. Skolnick

Part 1- Unit 2			
Grade: 9-12	Subject: ENGLISH	Course: Gaming Narratives	Length of Unit: 10 Weeks

Common Core State Standards (Priority)

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Supporting Standards

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Part 2 - Standards Unit 2		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels

		Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Methods of characterization, setting, and of developing plot structure in traditional narratives 2. The social relevance and history of gaming narratives, particularly in regards to controversial content and public outcry. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze how gaming narratives use traditional methods to establish setting, plot, and character. 2. Evaluate the impact of subverting traditional literary methods to increase capacity for engagement. 3. Gauge the importance of regulatory control on gaming narratives, and to discuss the medium's potential uses for both good and harm. 4. Create an original interactive narrative that demonstrates an awareness of and reflects the advantages of the medium. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

Big Ideas and Essential Questions

Big Ideas

- Gaming narratives can challenge and shape understandings and beliefs in ways that are equally powerful to traditional narratives.
- Methodologies in creating gaming narratives are largely based in traditional literary techniques to establish relevance to "the human condition."
- Because of the potential impact of gaming narratives, society tends to hold them to a strict level of accountability in terms of violence, sexuality, and general appropriateness for target audiences.

Essential Questions

- What elements meaningfully establish motivation and agency in a gaming narrative? How are they shaped?
- What can be accomplished with an interactive narrative that cannot with a passive one? What are the respective advantages and disadvantages of each?
- What potential does the medium hold as it matures in its use of narrative technique? How might further advancements in technology impact this potential?
- What controls are placed on content in gaming narratives, and who are they set by?

Part 3 – Common Unit Assessments—UNIT 2

Quizzes

1. Assessing understanding of the steps of the “heroes’ journey” (Campbell).
2. Assessing understanding of differing modes of characterization and setting.

Summative Assessments

1. A drafted, self-contained interactive narrative (a “visual novel”) that reflects an understanding of the theory and techniques used in both traditional and non-traditional texts. 3-5 pages.

Part 4 – Common/Assured Learning Experiences—UNIT 2

Regular reflection in journals on topics covered

Student-centered discussions/debates on topics covered

Share-and-compare based on researched ideas

Conferencing (peer/peer and teacher/student) for writing

Part 5: Teacher Notes UNIT 2

In addition to the resources listed in unit 1:

Visual novel engine compatible with Chromebooks (*need to discuss this one with our technology staff!*)

Lawsuits and major controversies to draw from:

Strickland v. Sony - involved First Amendment rights, games compelling people to perpetrate violent acts

1993 US Congressional Hearings - Lieberman and Kohl attack Mortal Kombat and Night Trap leading to the formation of the ESRB

Censorship practices and laws in various countries (Germany, China, U.S., Japan...)

Controversy over game content when it hits too close to sensitive issues (MGS2 and TM2 after 9/11, GTA with “Hot Coffee”, Fallout 3 and atomic bombs in JP)

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: Fantasy and Science Fiction Literature

Curriculum Area and Grade: English, 9-12

Course Purpose:
From the pulp serials of the 1920s to the modern film and literary classics like <i>Harry Potter</i> , <i>The Lord of the Rings</i> , and <i>Star Wars</i> , Fantasy and Science Fiction have been among the most popular genres in America for more than a century now. This course will introduce students to the giants of the artform (Asimov, Clarke, Heinlein, Tolkien, LeGuin) as well as modern authors taking the worlds of Fantasy and Sci-Fi in new directions (Wells, Sanderson, Rothfuss, Gaiman, Jordan). In addition to learning about the history and evolution of the genres, students will learn how worlds full of alien technologies and magical forces mirror and comment on our own in very profound ways.

Major Learning Goals and Understandings:
<p>FHS Student Learning Expectation(s):</p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p>Course Specific Goals:</p> <p>Students will gain an appreciation of modern and classical fantasy and science fiction, including broad knowledge of its history, source traditions, and subgenres.</p> <p>Students will understand key critical terms in the fantasy and science fiction genres.</p> <p>Students will read and write about fantasy and science fiction literature critically and intelligently.</p>

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks. Semester= 20 weeks	
<u>Unit 1:</u> “Here There Be Dragons”: Fantasy	<u>Unit 2:</u> “A Galaxy Far, Far Away”: Science Fiction

Mapper/Author: Christopher Morth **Date Submitted:** October 16, 2019 **Date Approved:** _____
 Mapper’s Note- Teachers can link model assignments/assessments to this live document while teaching the course.

Part 1- Unit 1:			
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"Here There Be Dragons": Fantasy			
Grade: 9-12	Subject: English	Course: Science Fiction and Fantasy Literature	Length of Unit: 10 Weeks

Common Core State Standards (Priority)	
<u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
<u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
Supporting Standards	
<u>CCSS.ELA-LITERACY.RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	

Part 2 - Standards Unit 1		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know 1. The common tropes, themes, and motifs present in the Fantasy Genre	The students will be able to: 1. Intelligently discuss common aspects of the Fantasy genre	During this unit of study, all levels will be used for multiple learning experiences.

<p>(such as castles, dragons, swords, magic, good vs. evil, the Quest, etc)</p> <p>2. The origins of Fantasy Literature and how it has evolved over time</p> <p>3. The major authors and works of the Fantasy Genre</p> <p>4. The steps of the Hero's Journey</p> <p>5. Tolkien's "Cauldron of Story" (specifically the manner in which authors in the fantasy genre all pull from and iterate on the same common source materials, e.g. <i>The Lord of the Rings</i>, World Mythology, the Arthurian Romances, the Bible, Fairy Tales, etc)</p> <p>6. Tolkien's theories on "Secondary Worlds"/"Secondary Belief"</p>	<p>2. Identify the major authors and movements in Fantasy</p> <p>3. Evaluate the manner in which authors make use of the Hero's Journey throughout the Fantasy genre</p> <p>4. Write about the manner in which authors borrow from and contribute to Tolkien's "Cauldron of Story"</p> <p>5. Create elements of their own fantasy worlds</p>	
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Big Ideas and Essential Questions

Big Ideas

While the Fantasy genre has exploded in popularity over the past two decades, its origins run much deeper and farther back in history.

Fantasy is rooted in folklore, legend and myth.

Tolkien is known as the "Father of Modern Fantasy" for a reason and his theories and writings on the genre are instrumental to understanding where stories come from.

While the Fantasy genre doesn't have a monopoly on The Hero's Journey, it is the genre that tends to borrow most heavily and obviously from it.

The Fantasy genre is also very recognizable from its well-worn tropes, motifs, and archetypes.

Essential Questions

In what ways do stories about dragons, magicians, and magic swords comment on society and universal truths?

How do authors create effective "Secondary Worlds" to engage their readership?

How are the major tropes, motifs, and archetypes of the Fantasy genre employed and evolved upon by authors?

Part 3 – Common Unit Assessments—UNIT 1

Reading Log - Because much of the reading in the class will be guided choice, the Reading Log will be the central means of assessment. Students will keep a journal of the progress, thoughts, questions and interactions with the texts we read together in class and the novels they read on their own outside of it. The log will be checked regularly to ensure that entries are being made and students will have individual reading conferences with the teacher to discuss the current book their reading, their progress in it, and their log entries.

Hero Essay - All students will write an essay exploring how the author in a novel of their choosing employs the Hero's Journey to create a character that the audience connects with despite the fantastical setting and presence of dragons, magical artifacts, and hideous monsters.

Part 4 – Common/Assured Learning Experiences—UNIT 1

Daily Journals - All students will journal daily on topics related to the Fantasy genre and discuss them aloud as a class

Group Projects - Students will complete small group projects related to the tropes, motifs, and archetypes of the Fantasy genre (For example: a project exploring the importance of map-making in the Fantasy Genre, a presentation on where the antagonist fits in the overall evolution of dragons in the genre, etc)

Students will read 400-600 pages throughout the unit

Part 5: Teacher Notes: Unit 1

Whole Class Texts:

- In terms of what the school has available, *The Hobbit* makes the most sense for a whole class novel, but I'm not sure this is one hundred percent necessary. There are many good short stories and novellas which could be used in place of a single novel. On the other hand, while *The Hobbit* is children's literature and quite a bit beneath the reading level of many texts we would normally read in high school, it is a foundational text of the fantasy genre and an important one for all kids to have read if they're going to dive in to reading fantasy literature.
- In terms of discussing particular tropes and movements in the Fantasy genre, short stories or excerpts may be the best avenue to tackle this as a whole class. Choosing a couple selections to go along with each unit may provide a solid grounding for students.

Independent Reading:

- I believe the best way to get kids to explore the Fantasy genre is to have them select texts on their own from a curated classroom library. I would probably have a week or so where kids were required to read opening chapters from a handful of books and then make their selections from there. These Independent Reading books would form the basis for their Reading Journals for the class. Rather than have a required number of books that need to be read per student, I think a page count or word count would be more appropriate. Small groups of students could also select the same text (provided there are enough copies) and use them for Literature Circles.

Part 1- Unit 2: “A Galaxy Far, Far Away”: Science Fiction			
Grade: 9-12	Subject: ENGLISH	Course: Science Fiction and Fantasy Literature	Length of Unit: 10 Weeks

Common Core State Standards (Priority)
CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Supporting Standards
CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Part 2 - Standards Unit 2		
	Key Content Knowledge and Concepts/Skills	Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know 1. The history and origins of the Science Fiction genre	The students will be able to: 1. Intelligently discuss common aspects of the Science Fiction genre	During this unit of study, all levels will be used for multiple learning experiences.

2. The major authors and works of the Science Fiction genre 3. That Science Fiction often reflects the issues of the time it's being written in 4. The important archetypes, motifs, and tropes of the Science Fiction genre	2. Debate the major authors and movements in Science Fiction 3. Write about the manner in which Science Fiction authors use their medium to reflect on the issues of their time 4. Create stories of their own in the genre	
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Big Ideas and Essential Questions

Big Ideas

While Science Fiction exploded into popular culture with the release of the Star Wars films in the late 1970s, the origins of Science Fiction run much deeper back into literary history. Aliens, Technology, and Space Exploration can be metaphors for contemporary cultural and societal issues. Dystopic and Utopic are subgenres of Science Fiction that explore the potential of social systems and technologies. The Science Fiction genre is also very recognizable from its well-worn tropes, motifs, and archetypes.

Essential Questions

1. What's the "science" in Science Fiction? How/why is it used?
2. In what ways does Science Fiction reflect current social issues?
3. How does Science Fiction explore and/or expose significant political, cultural, and environmental concerns?
4. Does science fiction bring us to a greater understanding of what could be or make us fear the unknown?
5. How do the factors from different science fiction categories interact?

Part 3 – Common Unit Assessments—UNIT 2

Reading Log - Because much of the reading in the class will be guided choice, the Reading Log will be the central means of assessment. Students will keep a journal of the progress, thoughts, questions and interactions with the texts we read together in class and the novels they read on their own outside of it. The log will be checked regularly to ensure that entries are being made and students will have individual reading conferences with the teacher to discuss the current book their reading, their progress in it, and their log entries.

Subgenre Essay - All students will write an essay exploring the question: "What is the role of science fiction on the human psyche? Is the main purpose purely entertainment or are there real fears about these made up worlds that are reflective of contemporary times?" The essay will be 600-800 words in length and go through the drafting process.

Part 4 – Common/Assured Learning Experiences—UNIT 2

Daily Journals - All students will journal daily on topics related to the Fantasy genre and discuss them aloud as a class

Group Projects - Students will complete small group projects related to the tropes, motifs, and archetypes of the Science Fiction genre (For example: a research project exploring the ties between American Science Fiction writing and the Cold War, a video interpretation of a science fiction short story, etc)

Students will read 400-600 pages throughout the unit

Part 5: Teacher Notes UNIT 2

Whole Class Texts:

- In terms of what the school has available, there are a few possibilities: *Do Androids Dream of Electric Sheep?*, *Handmaid's Tale*, etc. While these are all good examples of Science Fiction, I don't know if any of them is "foundational" enough that I would want to use that as a whole class text. Something like *The War of the Worlds* or *I, Robot* would probably be better selections in my opinion.
- In terms of discussing particular tropes and movements in the Science Fiction genre, short stories or excerpts may be the best avenue to tackle this as a whole class. Choosing a couple selections to go along with each unit may provide a solid grounding for students.

Independent Reading:

- I believe the best way to get kids to explore the Science Fiction genre is to have them select texts on their own from a curated classroom library. I would probably have a week or so where kids were required to read opening chapters from a handful of books and then make their selections from there. These Independent Reading books would form the basis for their Reading Journals for the class. Rather than have a required number of books that need to be read per student, I think a page count or word count would be more appropriate. Small groups of students could also select the same text (provided there are enough copies) and use them for Literature Circles.

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: Sports Literature

Curriculum Area and Grade: English, 9-12

Course Purpose:

Sports are one of the central avenues of American culture with a rare mix of positive themes such as heroism, pride, identity, as well as negative themes of cheating, scandal and disappointment. Nearly every American paper has an entire section devoted to sports and outlets like Sports Illustrated and ESPN give constant access to scores, athletes, and up to the minute information about current sports stories and trends. Sports can also shape the way in which we experience the world around us and reveal what American culture believes to be important. We often root for underdogs, glorify perfection, and admire record breakers, as well as the records that can't be broken. We admire dominance, but also love the upset. Ultimately, we know that when it comes down to it all, no win is certain until the game is over. This realization is as true in sports as it is in daily life. Emotion and expectation play as much a role in sports as the facts, statistics and rules of the game. This course will examine the way the ideas, thoughts, and emotions surrounding sports are expressed in writing, as well as various other mediums. Sports provide a connection and outlet to the daily lives of millions around the globe. In this course, we will aim to examine and analyze how sports took on such a large role in our society, and why we are all so drawn in.

Major Learning Goals and Understandings:

FHS Student Learning Expectation(s):

- SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
- SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
- SE3 Work independently and collaboratively to solve problems and accomplish goals.
- SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Course Specific Goals:

- Read great works of sports fiction and non-fiction
- Demonstrate an understanding of the unique aspects of sports fiction
- Discuss common themes and ideas in sports literature
- Understand the job of the sports reporter and what makes truly "great" sports writing

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester= 20 weeks	
<u>Unit 1:</u> "We Are": Pride and Identity	<u>Unit 2:</u> "Triumph and Disgrace": Heroes and Underdogs, Cheaters and Scandals

Mapper/Author: Christopher Morth

Date Submitted: October 16, 2019

Date Approved: _____

Mapper's Note- Teachers can link model assignments/assessments to this live document while teaching the course.

Part 1- Unit 1:			
Grade: 9-12	Subject: English	Course: Sports Literature	Length of Unit: 14 Weeks

Common Core State Standards (Priority)

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Supporting Standards

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

CCSS.ELA-LITERACY.RL.11-12.5

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Part 2 - Standards Unit 1		
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	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know</p> <ol style="list-style-type: none"> 1. Details of the long and storied fascination America has had with sports and sports heroes 2. How the culture of sports is ingrained in the fabric of American culture 3. How sports journalists bring sporting events alive through the written word 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss and write about the history of sports in America through reading, writing, and research 2. Identify and articulate the connections between sports and American culture 3. Discuss the various types of sports writing (fiction/non-fiction/journalistic) 4. Cover a sports event as a sports journalist would and submit to the school paper. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

Big Ideas and Essential Questions

Big Ideas

Sports teams and icons reflect the values of those who support them (as evidenced in sports journalism, opinion pieces, essays, talk shows, etc).

The importance of sport in our culture is a hotly debated topic in all forms of media, particularly when it comes to youth sports.

The sports journalist plays a vital role in connecting fans with players and teams.

Essential Questions

Why are sports so popular in the United States?

What is the role of high school sports programs?

What makes someone an underdog and why do we love them so much?

Do sports and sports figures have an outsized importance in our society?

Presentation - Students will work in small groups to complete well-researched presentations that detail the history and cultural importance of major sporting events, teams, and figures. Students will need to look at local/regional/national newspaper, sports magazine publications, fictional and non-fictional literature, etc.

Connections Essay - Students will write a paper that discusses connections between at least 2 of the works read in class (either the whole class novels or the independent choice readings). A number of potential prompts will be provided for this essay.

Sports Journalism - Students will be required to attend Fitch High School sporting events and report on the events in a manner consistent with the various articles we read and study.

Part 4 – Common/Assured Learning Experiences—UNIT 1

- Daily Readings
 - Articles, short stories, novels, excerpts
- The Philosophy of Sport
 - Students will understand the importance of sports in American culture and discuss how that came to be and why it continues to be true
- Reader Responses
 - Students will respond regularly to daily readings, free choice books and whole class novels
- Daily Journals
 - In preparation for daily reads, responding to home assignments, discussing current events in sports culture

Part 5: Teacher Notes: Unit 1

Suggested Whole Class Texts:

- *Beartown* by Frederik Backman
- *Friday Night Lights* by H.G. Bissinger
- Essays on Sport Culture (<https://tetw.org/Sport>)
- Sports speeches (historic and fictional - <https://baltimore.cbslocal.com/2014/08/21/5-inspirational-sports-speeches/>)
- Films about the Importance of Sport
 - *Miracle*
 - *Hoosiers*
 - *Remember the Titans*
 - *The Sandlot*
 - *Hoop Dreams*
 - *The Karate Kid*
 - *He Got Game*
 - *Field of Dreams*
 - *Million Dollar Baby*

- *Bull Durham*
- ESPN “30 for 30” Episodes
- *Rudy*
- *A League of Their Own*
- *42*
- *Slow Getting Up*

Independent Reading Texts:

- Well regarded YA, Fiction, and Non-Fiction Texts
- Articles by contemporary and historical sportswriters

Teacher Feedback, EQ suggestions for unit:

- How do our sports reflect our narratives and our narratives reflect our sports?
- What is the role of the team and teamwork?
- How does success in sports translate to success in school and life?
- How does practicing and improving in a sport translate to practicing improving reading and writing? Practice makes perfect.

Part 1- Unit 2			
Grade: 9-12	Subject: ENGLISH	Course: Sports Literature	Length of Unit: 6 Weeks

Common Core State Standards (Priority)

[CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.11-12.6](#)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Supporting Standards

[CCSS.ELA-LITERACY.RL.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Part 2 - Standards Unit 2		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know 1. The roles of heroes, villains, underdogs, and failures in the world of sport 2. The concepts of the Apollonian and the Dionysian as they are applied to sports 3. The other traditional literary archetypes in sport 4. Specific historical figures who have broken racial, gender and other barriers in sport 5. How sports can inspire and tear down	The students will be able to: 1. Read and analyze fiction and non-fiction texts about the role of athletes, coaches, fans, etc in the world of sport. 2. Research how and why people participate in sports 3. Discuss how the concepts of the Apollonian and Dionysian apply to how we view sports heroes and villains	During this unit of study, all levels will be used for multiple learning experiences.

Big Ideas and Essential Questions

Big Ideas

Sports are played by people of all shapes, sizes, ethnic groups, and ages from all over the globe. Their appeal is universal.

Competition brings out both the best and worst of humanity.
Sporting heroes and the teams they play for have a tremendous power to shape culture.
The Apollonian and Dionysian ideals are important to understanding our fascination with sports.
Great sports figures and teams are as much myth and legend as they are cold, hard fact.

Essential Questions

In what ways do sports figures fit in with traditional literary archetypes?
Why do sports have such a universal appeal across all cultures?
What is it about sports heroes that we find so inspiring/revulsive?
What are the Ideals of the Apollonian and the Dionysian and how do they apply to the manner in which we view sports heroes?

Part 3 – Common Unit Assessments—UNIT 2

- Hero Profile: Each student will do a research project on a contemporary or historical sports figure where they will discuss the hero's history, accomplishments, and associated mythology.
- Archetype Project: Students will complete a project that explores a literary archetype in the world of sports
- Reading Quizzes - On both in and out of class readings

Part 4 – Common/Assured Learning Experiences—UNIT 2

- Daily Readings
 - Articles, short stories, novels, excerpts
- Hero Archetypes
 - Exploring the various literary archetypes that exist in the sports world
 - Particular focus on the Apollonian and Dionysian Ideals
- Reader Responses
 - Students will respond regularly to daily readings, free choice books and whole class novels
- Daily Journals
 - In preparation for daily reads, responding to home assignments, discussing current events in sports culture

Part 5: Teacher Notes UNIT 2

Suggested Whole Class Texts:

- Focus on articles and excerpts to cast a wide net of sports heroes and villains

Suggested Independent Reading:

- Well-regarded sports biographies
- Books about specific teams (*The Boys of Summer* by Roger Kahn, *Fever Pitch* by Nick Hornby, *A Season on the Brink*, etc.)

Suggested Films About Sports Heroes:

- *Rocky*
- *Seabiscuit*
- *Raging Bull*
- *Pride of the Yankees*
- *Without Limits*
- *A League of Their Own*
- *Ali*
- *When We Were Kings*
- ESPN "30 for 30" Episodes

Teacher Feedback EQs:

- What about the role money plays in sports, ie football, baseball, and basketball, etc?
- How does money change the fundamental core of what sports are really about?
- How does it change why and how people play?

Also, assessment/experience suggestion:

- Might be cool to have the sports journalism "interested" students go watch sports that our school doesn't offer. Cricket, Polo, Water Polo etc.

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: Oral Communications II
Curriculum Area and Grade: English, 9-12

Course Purpose:
Effective communication and public speaking are skills that will transcend beyond high school and are required for success in postsecondary plans and goals. Through studying famous speeches and other media, evaluating their rhetoric, and practicing, students will walk away with confidence in their public speaking skills as well as themselves. They will understand their purpose in presentations and gain ability in audience awareness. Through these acquired skills, students will be comfortable in any situation that involves addressing an audience. Oral Communications I is a prerequisite for Oral Communications II.

Major Learning Goals and Understandings:
<p>FHS Student Learning Expectation(s):</p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p>Course Specific Goals:</p> <ul style="list-style-type: none"> • Develop self awareness and self confidence in public speaking.. • Understand the importance and impact of communicating and listening. • Evaluate rhetorical devices in public speaking. • Focus on purpose and audience. • Engage in real world speaking experiences.

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester= 20 weeks	
<u>Unit 1: I Have A Dream: To Reach an Audience</u>	<u>Unit 2: Public Speaking: Not Because it is Easy but Because it is Hard</u>

Mapper/Author: Jennifer Holberton **Date Submitted:** October 16, 2019 **Date Approved:** ____
Mapper's Note- Teachers can link model assignments/assessments to this live document while teaching the course.

Part 1- Unit 1: I Have A Dream: To Reach an Audience			
Grade: 9-12	Subject: English	Course: Oral Communication II	Length of Unit: 10 Weeks

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Common Core State Standards (Priority)

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Supporting Standards

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Part 2 - Standards Unit 1		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know 1. Modes of analyzing an audience.	The students will be able to: 1. Analyze an audience for demographics, attitudes, and environment.	During this unit of study, all levels will be used for multiple learning experiences.

2. That each speech has a purpose and desired outcome or effect.	2. Extract a message by analyzing a speaker's organization, tone, and rhetoric.	
3. Rhetorical Devices.	3. Identify and employ: ethos, pathos, logos; tone; syntax and diction; and figurative language all to support a purpose.	
4. Marketing techniques	4. Identify and employ marketing techniques such as: branding, nostalgia, format, supply and demand, cost to worth.	
	5. Analyze body language and its effect on message/audience.	

Big Ideas and Essential Questions

Big Ideas

- Understanding audience demographics, attitudes, and environment will help to focus and organize a speech.
- Determining the purpose and desired outcome of a presentation allows the speaker to organize a speech with meaning and focus.
- There are universal rhetorical devices used to persuade, inform, and entertain.
- Commercials utilize specific techniques to get a particular reaction from their audience.

Essential Questions

- Why does knowing your audience matter?
- What are the goals and purpose of a presentation?
- Are there universal skills and tactics employed in public speaking?
- What makes a product desirable?

Part 3 – Common Unit Assessments—UNIT 1

Assessments

Comparative Analysis of three famous speeches. Debate
Persuasive Speech/ Marketing Pitch (Shark Tank)

Quiz

Students will utilize marketing from commercials to plan their own (storyboard)

Muted Speech: Nonverbal communication

Demographic Analysis

Rhetorical Device Identification and Application through a Speech

Part 4 – Common/Assured Learning Experiences—UNIT 1

Collaborate/Discuss:: Topics relating to self, society, and communication; audience awareness; modes of delivery;; evaluation of texts and presentations

Chalk Talk/Annotated Impactful Speech

Collaborate: Work together to plan projects; determine evaluation criteria; create presentations; provide feedback

View: Commercials, Famous Speeches

Plan/Produce: Speeches; Peer feedback; Assigned speech and Audience; Nonverbal communication

Research and Explore: Students prepare a proposal for a “real world” speaking experience in the community or school community. Students identify an area of need, research, and plan to implement a project during Unit 2.

Part 5: Teacher Notes: Unit 1

Commercials- Colin Kaepernick/Nike

Famous speeches could include: “I Have a Dream” by Martin Luther King, “The Bullet or the Ballot” by Malcolm X, “We Choose to go to the Moon” by JFK, ; [50 Historical/Inspirational Speeches](#)

View Shark Tank episodes

Part 1- Unit 2 Public Speaking: Not Because it is Easy but Because it is Hard			
Grade: 9-12	Subject: ENGLISH	Course: Oral Communication II	Length of Unit: 10 Weeks

Common Core State Standards (Priority)

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting Standards

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Part 2 - Standards Unit 2		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know 1. Rhetorical devices and their purpose. 2. Different purposes of a speech. 3. How to measure their growth as novice public speakers to experienced public speakers at the close of the course.	The students will be able to: 1. Identify, analyze, and apply rhetorical devices in a purposeful manner. 2. Employ strategies in impromptu speaking. 3. Plan a speech that elicits emotion. 4. Give constructive and meaningful feedback to their peers.	During this unit of study, all levels will be used for multiple learning experiences.

Big Ideas and Essential Questions

Big Ideas

Certain speeches transcend time and culture; organization, rhetorical devices, and understanding audience are key components of their legacy.

Purpose includes speaking to inform, persuade, or entertain all of which focus on a central idea that the speaker wishes to convey to their audience.

Many professions require effective communication and ability to express, converse, persuade, and listen in order to achieve goals.

Essential Questions

How can we use those that came before us as models for reaching an audience?

What are the major types of purposes behind a speech or presentation?

What tools do I need to reach my audience?

How will effective public speaking help me in the real world?

What are some basic techniques when I am needing more confidence?

Part 3 – Common Unit Assessments—UNIT 2

Assessments

Special Occasion Speech

Real world speech/talk given during school event/community (FAS, announcements, etc.)

Quiz

Rhetorical Device Identification (Formative/Recheck)

Verbal analysis of famous speech (Oral Commentary)

Peer feedback/critique

Part 4 – Common/Assured Learning Experiences—UNIT 2

Collaborate/Discuss: Topics relating to self, society, and communication; audience awareness; modes of delivery;; evaluation of texts and presentations

Collaborate: Work together to plan projects; determine evaluation criteria; create presentations; provide feedback

Plan/Produce: Speeches; Peer feedback

Give an impromptu speech on a real world topic (banquet speech, wedding, retirement, etc.)

Plan a speech on a real world topic (banquet speech, wedding, retirement, etc.)

Set up job shadow

Observe: Job shadow/real world experiences

Part 5: Teacher Notes UNIT 2

Roasting of entertainers (permission slips required)

Evaluate a topic of their choice and present to multiple levels of audience (no knowledge, some knowledge, expert knowledge)

Work with Community Coordinator to plan job shadow

***Final Exam: Real world speech in the community with students showing speech/ evaluating each other during exam block.**

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: **Writing Center: Theory, Practice and Internship**

Curriculum Area and Grade: **English, 9-12**

Course Purpose:

This curriculum map contains units for the following courses: *Writing Center, Theory and Practice and Writing Center, Internship*. Students enrolled in *WC, Theory and Practice* must commit to take at least one semester of *WC, Internship*. They may take the internship for repeated semesters.

Writing Center, Theory and Practice is a .5 semester course designed to train students to run the Falcon Writing Center and to work in guiding students as they engage in the many stages of the writing process for different courses and different purposes. The coursework includes, but is not limited to, reading texts and articles about staffing a writing center and current theory in writing instruction, practicing the one-on-one peer conference, creating small group tutorials for teachers and students immersed in a writing assignment, and learning to manage the daily operations of the writing center. Units of study focus on the genres of writing, effective peer tutoring strategies, and successful management of a vital and active writing center. This course includes engaging classwork, fieldwork, and a final assessment. After successful completion of this course, students are prepared to staff the Falcon Writing Center, and they should also be ready to apply for a writing center post when they go to college.

Course Prerequisites

- Teacher Recommendation, grades 10-12
- Brief Interview and Application with the Writing Center Faculty

Writing Center, Internship is a .5 semester course; students are encouraged to take the course for multiple semesters. Working under the Writing Center Faculty, students will manage writing center appointments, engage in peer conferencing, and also offer in-class tutorials at the request of teachers working on processed writing in the classroom. Students can elect to take this course repeatedly after completing the prerequisite, and they may also engage in field training for current students of *Writing Center, Theory and Practice*. In addition to staffing a viable writing center, students will engage in a semester long project focused on improving and growing the writing center and its mission. Potential action projects could include publicity for the writing center in our school community or assisting area Groton schools in developing their own student-staffed center.

Course Prerequisites

- *Writing Center, Theory and Practice*

Major Learning Goals and Understandings:

FHS Student Learning Expectation(s):

- | | |
|-----|--|
| SE1 | Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving. |
| SE2 | Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes. |
| SE3 | Work independently and collaboratively to solve problems and accomplish goals. |
| SE4 | Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. |
| SE5 | Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions. |
| SE6 | Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior. |

Course Specific Goals:

- The primary goal for the WC courses is to train and mentor students to operate a writing center that enables authentic growth and evaluation of all types of student writing. As a means to achieve this primary goal:
 - Tutors in training will read and respond to a wide variety of texts about the writing process.
 - Tutors in training will develop an understanding of their individual “writing identity” and understand how that identity can enhance their role as a tutor.
 - Tutors in training will learn how to work with students whose language or writing style is different from their own.
 - Tutors will staff and grow the Falcon Writing Center.
 - Tutors will support classroom writing activities in a range of subject areas.
 - Tutors will create an environment where writers share ideas, ask questions, write for self or for academic purposes, and access learning resources available for success and growth as writers.
 - Tutors will effectively communicate practical research practices, as well as MLA/APA formatting.

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester= 20 weeks	
<i>Units 1 and 2: WC, Theory and Practice</i>	<i>Unit 3: WC, Internship</i>
<u>Unit 1-</u> The Way We Write	<u>Unit 3-</u> Writing Center ABCs: Access for All, Build our Capacity, Compose with Confidence
<u>Unit 2-</u> The Way They Write	

Mapper/Author: Amy McKenna Date Submitted: October 16, 2019 Date Approved: _____
 Mapper's Note- Teachers can link model assignments/assessments to this live document while teaching the course.

Part 1- Unit 1: The Way We Write			
Grade: 9-12	Subject: English	Course: Writing Center, Theory and Practice	Length of Unit: 6-8 Weeks

Common Core State Standards (Priority)

[CCSS.ELA-Literacy.W.11-12.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.11-12.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.11-12.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.RI.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Supporting Standards

[CCSS.ELA-Literacy.W.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.SL.11-12.1](#)

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

Part 2 - Standards Unit 1		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels
		Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know 1. The stages of the writing process and the recursive nature of writing. 2. Guiding priorities of any writing piece: appropriateness to audience, focus/clarity, organization, development, surface features, introduction/conclusion, diction/style. 3. Differences between conferencing and	The students will be able to: 1. Explain their "writing identity" using the stages of the writing process. 2. Observe, understand, and practice writing conference techniques in order to develop a "tutoring identity." 3. Engage in mock tutoring sessions that illustrate the key differences between both conferencing and correcting and teaching and tutoring. 4. Read and discuss different texts that explore composition and writing and apply knowledge	During this unit of study, all levels will be used for multiple learning experiences.

<p>correcting and including key terms active listening and interactive conversation.</p> <ol style="list-style-type: none"> Differences between teaching and tutoring. Theories of drafting and composing using mentor readings. Differences between “lower order” and “higher order” concerns in the revision process. The modes of discourse and how they are applied across disciplines and in real world writing. The importance of deliberate thinking and reading when engaging in a writing assignment. The importance of open-mindedness when writing to create and writing for fun. How to use MLA/APA formatting. 	<p>from the texts to expand their own work as tutors in training.</p> <ol style="list-style-type: none"> Identify and work on both “lower order” and “higher order” concerns in their own writing drafts and in other pieces of writing. Write both full responses and response plans to better understand assignment expectations for writing across content areas and modalities. Write daily for both reflection and enjoyment. Use and cite electronic sources effectively. Properly quote/paraphrase/summarize and use in text citations. Create a works cited page. 	
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Big Ideas and Essential Questions

Big Ideas

- We read to learn how to write and write to learn how to read.
- Writing is both a process and a tool for thinking.
- Composing practices involve different modalities and technologies.

Essential Questions

- How does understanding my own “writing identity” help me both in my role as a tutor and my long term growth as a writer?
- How can a tutor use the basic premise of the writing process to assist the writer in both thinking and composing? And, how can I help the writer grow in his or her writing process without imposing my own?
- How does a student make choices in writing while understanding requirements of assignment?
- How can my own writing benefit from my role as a tutor?

Part 3 – Common Unit Assessments—UNIT 1

- My Writing Identity- After a series of readings and responses, students will craft a narrative/reflective piece that speaks to their identities as writers.
- Write about your Paper- Using an assignment requiring a processed writing piece for any course, students will compose a piece that informs the audience about the nature of the assignment and explains the key moves made in crafting it, both in process and in polished product.
- Map your Process- Students will create a map about their own writing process. At the end of the course, they will return to this map and reflect on how the course has modified or reinforced steps on this map.

Part 4 – Common/Assured Learning Experiences—UNIT 1

- Students will read short articles by writing authorities such as Donald M. Murray, Peter Elbow, Donald Graves, Thomas Newkirk, Tom Romano, Nancie Atwell, and Kelly Gallagher.
- Students will work towards an in-depth understanding of the fundamental process of writing through a variety of learning activities and observations in classrooms and the writing center [prewriting and planning; drafting and discovering; revising, editing, and proofreading; publishing or presenting] This understanding may also include guest speakers from local university writing centers, teachers of composition, and/or professional writers.
- Students will read and write daily.
- Students will observe and practice both roles [tutor and writer] of the participants in writing conferences. Additionally, students will have the opportunity to participate in regional conferences such as UConn, SSWCA, and NEWCA.

Part 5: Teacher Notes: Unit 1

1. **Recruiting tutors, some tips:**
2. **Writing Center Library-** This list of potential resources is taken from *A Guide to Creating Student-Staffed Writing Centers*, Richard Kent. Ideally, about 2 copies would be on shelf in the writing center for both student and faculty use; consider creating an “adopt a book” program for the writing center in the community or using a teacher donation or grant fund. This library can also assist students in the *TWC: Theory and Practice* course.
 - *The Writing Life*, Annie Dillard
 - *Digital Storytelling*, Joe Lambert
 - *Because Writing Matters*, National Writing Project and Carl Nagin
 - *Description*, Monica Wood
 - *The Pocket Muse*, Monica Wood
 - *On Writing*, Stephen King
 - *Wild Mind*, Natalie Goldberg

- *Writing Down the Bones*, Natalie Goldberg
 - *Thunder and Lightning: Cracking Open the Writer's Craft*, Natalie Goldberg
 - *Bird by Bird: Some Instructions on Writing and Life*, Anne Lamott
 - *Crafting a Life in Essay, Story, Poem*, Donald Murray
 - *On Writing Well*, William Zinsser
 - *Writing as Craft and Magic*, Carl Sessions Stepp
 - *The Oxford Guide to Writing Tutors*, Lauren Fitzgerald and Melissa Ianetta
- Also, the basic framework from this curriculum document was derived from:
- *The High School Writing Center*, Dawn Fels and Jennifer Wells
 - *A Guide to Creating Student-Staffed Writing Centers*, Richard Kent
 - *Write Like This*, Kelly Gallagher

3. **Suggested Student Projects-** see Units 2 and 3

4. **Annual UConn Student Writing Center Conference-** see Units 2 and 3

Part 1- Unit 2: The Way They Write			
Grade: 9-12	Subject: ENGLISH	Course: Writing Center, Theory and Practice	Length of Unit: 12-14 Weeks

Common Core State Standards (Priority)

[CCSS.ELA-Literacy.SL.11-12.1](#)

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

[CCSS.ELA-Literacy.RL.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.W.11-12.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.11-12.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Supporting Standards

[CCSS.ELA-Literacy.L.11-12.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.SL.11-12.1](#)

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

- [CCSS.ELA-Literacy.SL.11-12.1.b](#)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- [CCSS.ELA-Literacy.SL.11-12.1.c](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.WHST.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Part 2 - Standards Unit 2		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels
		Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know I. Different techniques and strategies to engage various learners in the	The students will be able to (items 1-7 are objectives in practice during Unit 2, with the intent to have mastery by Unit 3):	During this unit of study, all levels will be used for multiple learning experiences.

<p>different stages of the writing process.</p> <ol style="list-style-type: none"> 2. The parts of a good writing conference as well as how different learners will create a varied dynamic in those conferences. 3. How to utilize outlines and graphic organizers to maximize productivity during conference time. 4. The basic conventions of the English language and how to effectively communicate usage of sentence variation, coordinating conjunctions, and verb tense. 5. Documentation procedures for writing conferences. 6. The value of maintaining the student writer's authorship over the writing assignment. 7. Different areas of the writing process that may be good for creating workshops for certain content areas. 8. The importance of deliberate thinking and reading when engaging in a writing assignment. 9. The importance of open-mindedness when writing to create and writing for fun. 	<ol style="list-style-type: none"> 1. Run a successful writing conference in 20 minutes. 2. Establish rapport with the student writer and help him/her work through anxiety about the assignment. 3. Chunk the stages of the writing process for a wide variety of learners. 4. Identify where a student is in their writing process by beginning the conference with key questions. 5. Use sentence starters/questioning techniques as a means to assist a student in talking about their writing. 6. Log the student conferences for WC data collection. 7. Apply techniques specifically geared towards language learners working on writing. 8. Assist a teacher or Writing Center staff member with running a workshop. 9. Write both full responses and response plans to better understand assignment expectations for writing across content areas and modalities. 10. Write daily for both reflection and enjoyment. 	
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Big Ideas and Essential Questions

Big Ideas

- A good tutor can build a positive working relationship by being a strong listener and friendly person.

- Operating a student-led writing center requires an understanding of its infrastructure, a willingness to contribute to its growth, and commitment to developing thoughtful long term projects.
- People learn to write by writing.
- Writing has a complex relationship with dialogue and conversation.
- Composing practices involve different modalities and technologies.
- Assessment may originate from the self or from the audience, and it should involve complex and informed judgment.

Essential Questions

- In what ways can I make the student writer more engaged and comfortable with our tutoring session?
- In what way can I contribute my own time and ability to make the Falcon Writing Center better?
- How does frequent and supportive practice help a person learn to improve as a writer?
- How do diverse abilities and instructional needs impact a person's writing process?
- How do I use questioning and prompting techniques to help a student writer, and why should I listen more than I talk?

Part 3 – Common Unit Assessments—UNIT 2

- The Faculty Interview (Regular Ed): Engaging in a specific understanding about the nature of the expectations of an assignment, discuss (anonymously) the types of student work produced in that assignment, and understand (from the teacher's perspective) how that assignment demonstrated both strengths and areas to grow.
- The Faculty Interview (Special Ed): Engaging in a specific understanding about the nature of the expectations of an assignment, discuss (anonymously) the types of student work produced in that assignment, and understand (from the teacher's perspective) how that assignment demonstrated both strengths and areas to grow.
- The Student Interviews: Interview two students regarding their disposition when working with a writing assignment. Create a compare and contrast informal display to share with the class for discussion.
- The Tutor Interview: Interview a member of the Writing Center staff. Create a composite piece in the medium of your choosing to display for the class to capture the lessons/understandings of the tutor. Share it for class discussion.
- My Tutoring Identity, A Course Reflective Portfolio: Curate a series of 7-10 reflections for how you have grown as a writer and as a tutor for this course. This is a final exam piece, along with a structured conversation with your instructor and a final discussion with your classmates.

Part 4 – Common/Assured Learning Experiences—UNIT 2

- Students will continue to read short articles by writing authorities such as Donald M. Murray, Peter Elbow, Donald Graves, Thomas Newkirk, Tom Romano, Nancie Atwell, and Kelly Gallagher. Additionally, students will seek other writing mentors from contemporary culture and make the words of those writers present in the decor of the writing center to inspire and encourage student writers.

- Students will engage in at least one faculty interview to better understand what teachers expect in a particular type of writing assignment; then, they will participate in a focused discussion with other tutors in training to share understandings.
- Students will continue to work towards an in-depth understanding of the fundamental process of writing through a variety of learning activities and observations in classrooms and the writing center [prewriting and planning; drafting and discovering; revising, editing, and proofreading; publishing or presenting] This understanding may also include guest speakers from local university writing centers, teachers of composition, and/or professional writers. As the quarter progresses, students will demonstrate this understanding with application of this learning in writing conference scenarios. Once ready, the student enters the “practicum” period and begins to work as a tutor with guidance from peers and advisors.
- Students will read and write daily.
- Students will observe and practice both roles [tutor and writer] of the participants in writing conferences. Students will engage in writing conferences and guided discussions about those conferences for practice and reflection. These conferences could be one to one in the writing center with a tutor guiding them, or they could be in a classroom lesson to assist a teacher.

Part 5: Teacher Notes UNIT 2

1. **Modeling/Teaching Experts:** A significant part of Unit 2 focuses on teaching student tutors in training to work with a wide variety of learning. *WC, Theory and Practice* teachers should reach out to building experts. Have Special Education staff cameo a lesson on working with students with learning disabilities. Ask the ELL teacher and tutors to speak with tutors in training about working with ELL students. The big idea here is to allow the tutor to learn that all students deserve a right to agency and authorship, and that the tutor must learn to guide and not take over the process of writing the paper. Also, modeling conferencing and practicing conferences will be a significant part of this process. Instruction and lots of positive feedback will be necessary in helping the tutor in training transform into a leader in the writing center.
2. **Student Suggest Projects:** *WC Interns* have a special project as a course requirement. Tutors in training may engage in a special project or assist an internship level tutor with teacher recommendation. Interested tutors in training are strongly encouraged to collaborate with an intern on a project.
3. **Annual UConn Student Writing Center Conference:** Each fall, the University Writing Center hosts a Secondary Schools Writing Center Conference on the Storrs Campus: <https://writingcenter.uconn.edu/high-school-outreach/>. This conference is primarily for student groups. Students enrolled in the internship should attend this conference annually along with one or two faculty advisors. However, a student in the *WC, Theory and Practice* course may be considered to attend this conference with teacher recommendation.

Part 1- Unit 3:

Writing Center ABCs: Access for All, Build our Capacity, Compose with Confidence			
Grade: 9-12	Subject: ENGLISH	Course: Writing Center, Internship	Length of Unit: 1 Semester

Common Core State Standards (Priority)

[CCSS.ELA-Literacy.SL.11-12.1](#)

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

- [CCSS.ELA-Literacy.SL.11-12.1.b](#)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- [CCSS.ELA-Literacy.SL.11-12.1.c](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.11-12.4](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.L.11-12.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.W.11-12.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting Standards

[CCSS.ELA-Literacy.L.11-12.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.SL.11-12.5](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-Literacy.SL.11-12.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[CCSS.ELA-Literacy.WHST.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Part 2 - Standards Unit 3		
	Key Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know</p> <ol style="list-style-type: none"> 1. Key points of a productive dialogue and how to help facilitate one. 2. How to help students understand the requirements of a writing assignment and advocate for more understanding if needed. 3. How to assess the needs of the school community in terms of writing support in order to create workshops based on those needs. 4. Different learners require varied strategies to engage in a valuable writing conference and it is up to the tutor to observe what they need. 	<p>The students will be able to (and also be able to assist in training new tutors in 1-7):</p> <ol style="list-style-type: none"> 1. Independently run a successful writing conference in 20 minutes. 2. Establish rapport with the student writer and help him/her work through anxiety about the assignment. 3. Chunk the stages of the writing process for a wide variety of learners. 4. Identify where a student is in their writing process by beginning the conference with key questions. 5. Use sentence starters/questioning techniques as a means to assist a student in talking about their writing. 6. Log the student conferences for TWC data collection. 	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

5. Documentation and logging procedures for the writing center. 6. How to meet with a teacher and make a plan to assist in a classroom setting as a peer mentor/tutor during a writing lesson. 7. The value of maintaining the student writer's authorship over the writing assignment as a means to build student confidence and independence. 8. How to guide a student through a research assignment and show the student how to use research resources.	7. Apply techniques specifically geared towards language learners working on writing. 8. Notice and adjust when certain strategies used in a tutoring session may not be working as planned. 9. Collaborate to create a writing workshop for a small group of students or teachers, or a whole class. 10. Create and implement periodic writing contests to engage the school community in writing for fun. 11. Initiate a special project to improve the capacity of the Falcon Writing Center and complete the project. 12. Evaluate the existing mission statement of the Falcon Writing Center and revise with the team of tutors as needed. 13. Survey students to evaluate the writing center and examine the results to make a plan on improving it. 14. Publicize and promote the Falcon Writing Center in the school community.	
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Big Ideas and Essential Questions

Big Ideas

- The Falcon Writing Center is a dedicated space to assist the school community with writing across the disciplines as well as writing for artistic purpose and fun.
- A good tutor can build a positive working relationship by being a strong listener and friendly person.
- Operating a student-led writing center requires an understanding of infrastructure, a willingness to contribute to its growth, and commitment to long term projects.
- Everyone has the capacity to write, writing can be taught, and teachers can help students become better writers.
- Writing is both a process and a tool for thinking.
- Assessment may originate from the self or from the audience, and it should involve complex and informed judgment.

Essential Questions

- In what ways can we serve our school community of writers and build the capacity of our writing center?
- How do diverse abilities and instructional needs impact a person's writing process?
- How does understanding an assignment impact a student's ability to succeed in that assignment?
- How can a tutor use the basic premise of the writing process to assist the writer in both thinking and composing?
- How can a tutor use questioning techniques to help a writer assess and improve upon his/her writing?

Part 3 – Common Unit Assessments—UNIT 3

- Curated Conversation- Tutors will have structured conversations with teaching faculty advisors to reflect upon tutoring experiences and grow stronger in their role as tutor. In doing so, tutors will curate a few experiences in advance of the conversation to engage in reflection and dialogue on specific experiences.
- School Community Outreach Reflection- Students will reflect upon their work in school community outreach, such as: designing a promo or present to a variety of classes/ faculty academic departments about the Writing Center and the services it offers and assisting in classrooms during writing lessons.
- Writing Center Special Project- Tutor designs and implements a special project that serves the purpose of building the capacity of the writing center.

Part 4 – Common/Assured Learning Experiences—UNIT 3

- Meeting with faculty advisors and with other tutors periodically to progress monitor writing conferences and daily operations of the center.
- Evaluate the mission statement of the writing center once per year and adjust as needed.
- Maintain a conference log.
- Reflect upon a survey of students/teachers re: the efficacy of the writing center.
- Gather student writing samples (with permission) to add to the model writing binder resource in the writing center.
- Contribute to the data points that track the progress of the writing center.

Part 5: Teacher Notes UNIT 3

1. **Notes on Faculty Advisory-** Any member of the faculty (not just English dept) can serve on the faculty advisory. Typically, this group could have 5-10 members that share the semester or year in mentoring students taking the internship. Structurally, the writing center should have faculty director that leads this advisory group. The writing center director could also be the teacher assigned to *TWC: Theory and Practice*, but it isn't a mandatory component for this teacher be the director. However, at least a director and perhaps an assistant director should lead the faculty advisory for the writing center and be an integral presence for the

tutors and the tutors in training. Teachers may also consider applying for the annual CT Writing Project Summer Institute at UConn.

2. **Writing Center Library-** This list of potential resources is taken from *A Guide to Creating Student-Staffed Writing Centers*, Richard Kent. Ideally, about 2 copies would be on shelf in the writing center for both student and faculty use; consider creating an “adopt a book” program for the writing center in the community or using a teacher donation or grant fund. This library can also assist students in the *TWC: Theory and Practice* course.

- *The Writing Life*, Annie Dillard
- *Digital Storytelling*, Joe Lambert
- *Because Writing Matters*, National Writing Project and Carl Nagin
- *Description*, Monica Wood
- *The Pocket Muse*, Monica Wood
- *On Writing*, Stephen King
- *Wild Mind*, Natalie Goldberg
- *Writing Down the Bones*, Natalie Goldberg
- *Thunder and Lightning: Cracking Open the Writer's Craft*, Natalie Goldberg
- *Bird by Bird: Some Instructions on Writing and Life*, Anne Lamott
- *Crafting a Life in Essay, Story, Poem*, Donald Murray

Also, the basic framework from this curriculum document was derived from:

- *The High School Writing Center*, Dawn Fels and Jennifer Wells
- *A Guide to Creating Student-Staffed Writing Centers*, Richard Kent
- *Write Like This*, Kelly Gallagher
- *On Writing Well*, William Zinsser
- *Writing as Craft and Magic*, Carl Sessions Stepp

3. **Suggested Student Projects-** There are many possibilities for tutor initiated projects to accompany the internship. A project does not need to be large in scope to be effective; instead, it should be well conceived, manageable, and add a permanent attribute for the coming years of the Falcon Writing Center. In fact, the project could be initiated to add to an existing facet of the writing center. Possible projects include: designing a focused seminar for students on a topic of interest; making a poster to add to the walls of the writing center as a writing resource, for example: Different Ways to Say “Said” or “Power Verbs for Academic Writing; sponsoring student writing contests; connecting students with different publishing outlets; hosting school events to celebrate student writing; managing a blog for students, etc.
4. **Annual UConn Student Writing Center Conference-** Each fall, the University Writing Center hosts a Secondary Schools Writing Center Conference on the Storrs Campus: <https://writingcenter.uconn.edu/high-school-outreach/>. This conference is primarily for student groups. Students enrolled in the internship should attend this conference annually along with one or two faculty advisors. A budget line item could be created for transportation.

P 6146

Instruction**Graduation Requirements**

Graduation from Groton Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards established by the faculty and approved by the Groton Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

Graduation Requirements/Exit Standards

To qualify for a diploma from Fitch High School, the following requirements must be met:

All students must take a minimum of 8 credits per year with the exception of senior year whereby a student in good academic standing may opt to take 6 credits. *Early graduation for a senior who has met all of their graduation requirements must be approved by the Superintendent and building Administration.*

Class of 2020, 2021 & 2022: Total Credits Required for Graduation: 26

All students must meet the following requirements:

English	4 credits
Social Studies*	3 credits (Includes .5 credit in Civics and 1.0 credit US History)
Science	4 credits
Math	4 credits
Physical Education	1 credit
Health	½ credit
Applied Art	1 credit
Fine Art	1 credit
Electives	7.5 credits

TOTAL: 26 Required Credits

Class of 2023 & Beyond: Total Credits Required for Graduation: 26

All students must meet the following requirements:

Humanities:

4 years of English	4 credits
3 years of Social Studies*	3 credits (Must include Civics and US History)
1 year of World Language	1 credit
Other Humanities Credits	<u>2 credits</u>
(Including the Arts)	10 credits

Science, Technology, Engineering & Mathematics:

4 years of Science	4 credits
4 years of Math	4 credits
1 additional STEM credits	<u>1 credits</u>
	9 credits

Physical Education & Wellness	1 credit
Health & Safety Education	1 credit
Mastery-based diploma assessment	<u>1 credit</u>
	3 credits

Electives	4 credits
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TOTAL: 26 Required Credits

Credit by high school grade

Class of 2020, 2021 & 2022:

Twenty-six (26) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

Class of 2023 and beyond:

Twenty-six (26) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

A student's grade classification depends upon his/her actual earned credit status, not on the number of years he/she has been in high school.

Beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an approved online credit recovery course; or (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education.

The Groton Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

Credits

At Fitch High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. The credit for physical education may be fulfilled by an online course or elective equivalent in this case. A student may also be waived from the world language requirement and/or mastery based learning credit through the decision of an IEP or 504 team. The credit will then be required to be fulfilled by an equivalent elective in this case.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, high school courses taken during middle school (with the appropriate forms completed), dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one high school credit.

Note: Fitch High School students desiring to take either a course at another educational institution or an on-line course for credit toward meeting the high school graduation requirements must receive prior approval from the Fitch High School administration to take the course to be eligible to receive the credit. Only designated courses at the middle school level within Groton Public Schools, with prior approval, will be accepted.

A credit shall consist of not less than the equivalent of 200 minutes per week during the school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, or (2) through on-line course work through an approved provider (such as APEX or Virtual High School).

The Board shall create a student success plan for each enrolled student, beginning in grade 6 and ending in grade 12. Such student success plan shall include a students' career and academic choices in grades six to twelve, inclusive. The student success plans will include time designated during advisory periods and selected curriculum on Naviance. In addition, students are required to take the Connecticut SAT School Day and Next Generation Science Standards NGSS Assessment during their junior year, or a designated equivalent.

International Baccalaureate (IB) and Diploma

Groton Public Schools offers the opportunity for all students to participate in the International Baccalaureate Program. Students are able to take classes individually or select classes during their junior and senior year to be eligible for the IB Diploma. The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum for juniors and seniors designed to promote mastery of multi-disciplinary content, critical thinking skills, international mindedness, and personal growth. In order to earn the diploma, students must successfully complete assessments for 6 core subjects, plus Theory of Knowledge. Additionally, students write an extended essay of 3000-4000 words on a topic of their choosing. Also, students must complete a Creativity, Action, and Service project and report. Students that complete all requirements will receive an additional IB diploma.

Middle Years Program (MYP) and Requirements

The Middle Year Program (MYP) offers all Groton Public Schools students the opportunity to share a common learning experience, 6th – 10th grade. MYP is an instructional framework, not a curriculum. All schools use the curriculum and state standards established by Groton Board of Education. In the classroom, MYP shifts the instructional focus from the teacher to the student. Inquiry questions drive unit explorations and students are required to reflect on their learning and connect teacher support and feedback to their own learning goals and growth. Critical thinking, collaboration, and inquiry are at the heart of all professions and they help to create life-long learners who can adapt and grow outside of formalized educational settings. Students are required to complete a community project with an emphasis on collaboration and service at the end of their 8th grade year. Students are also required to complete a personal project with an emphasis on personal exploration and the ability to demonstrate their knowledge of the approaches to teaching and learning skills by the end of their 10th grade year.

Vision of the Graduate

Groton Public Schools is currently creating a Vision of the Graduate (VOG) at the high school level. When the VOG has been finalized, it will be added to the policy under this category.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English. The Board of Education shall include on such student’s transcript and diploma a designation that the student received the “Connecticut Seal of Biliteracy.”

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.
5. A student who is under expulsion from Fitch High School but has satisfactorily completed all of the graduation requirements shall receive a diploma. However, that student shall not attend the commencement ceremony.

LEGAL REFERENCE

Legal Reference: Connecticut General Statutes
10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)
10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42
10-233(a) Promotion and graduation policies.
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools
P.A. 13-247 An Act Implementing Provisions of the State Budget
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 16-44(SS) (Section 310)

Policy Adopted: April 8, 1996
Revised: May 12, 1997
Revised: July 8, 2002
Revised: April 28, 2008
Revised: August 24, 2015
Revised:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 6146(a)

Instruction

Graduation Requirements

~~A Fitch High School academic diploma shall be awarded to all students who meet, in full, all requirements for graduation as determined by Connecticut State Statutes and the Groton Board of Education.~~

~~To graduate from Fitch High School, a student must earn a minimum of 26 credits and must have met the credit distribution requirement.~~

~~Credit Distribution Requirement~~

~~The following credits must be earned:~~

a. English	4 credits
b. Mathematics	4 credits
c. Social Studies	3 credits (including 1.0 in U.S. History & .5 in Civics)
d. Science	4 credits
e. Physical Education	1 credit
f. Health	.5 credit
g. Applied Arts	1 credit
h. Fine Arts	1 credit
i. Electives	<u>7.5 credits</u>
	<u>26 credits</u>

Credit for Approved Courses Completed in Addition to Those at Fitch High School

~~Credit toward satisfying the graduation requirements at Fitch High School shall be granted in the following circumstances:~~

- ~~1. Credits earned from a public or private high school prior to enrollment at Fitch High School.~~
- ~~2. Credit toward meeting a specified course requirement upon successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve.~~
- ~~3. Credit toward meeting high school graduation requirements upon the successful completion of a world language course (a) in grade six, seven or eight, (b) through on-line coursework, or (c) offered privately through a nonprofit provider, provided the student achieves a passing grade on an examination prescribed by the Commissioner of Education. No more than four credits earned in such manner shall be counted toward meeting the graduation requirements.~~
- ~~4. Credit toward meeting high school graduation requirements upon achievement of a passing grade on a subject area proficiency examination identified and approved by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter.~~

Instruction

Graduation Requirements (continued)

Credit for Approved Courses Completed in Addition to Those at Fitch High School (continued)

5. — Credit toward meeting high school graduation requirements upon the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited (see Note below). One three-credit semester course, or its equivalent, completed at such institution shall equal one-half (0.5) credit toward the graduation requirements.
6. — Credit toward meeting high school graduation requirements upon the successful completion of on-line coursework offered through (a) a secondary school or other educational institution accredited by the Department of Education, or (b) an institution of higher learning that is accredited by the Department of Higher Education or regionally accredited (see Note below).
7. — Credits earned for courses passed during participation in an approved foreign exchange program.
8. — Credit earned for courses passed during participation in Independent Study.
9. — Credit earned for courses completed in local colleges.

Note: Fitch High School students desiring to take either a course at another educational institution or an on-line course for credit toward meeting the high school graduation requirements (per sections 5 and 6 above) must receive prior approval from the Fitch High School administration to take the course to be eligible to receive the credit.

In cases where there is any disagreement between the student's parent/guardian and the Fitch High School administration regarding the granting of credit toward the graduation requirements, the Superintendent shall make the final determination.

Credit for Community Service

A student enrolled in any grade at Fitch High School may be awarded 1 credit for 120 hours toward the elective graduation requirement for the satisfactory completion of community service. The community service must be supervised by a certified school administrator or teacher, consist of not less than fifty hours of actual service that may be performed at times when school is not regularly in session, and require not less than ten hours of related classroom instruction. For the purpose of this credit, community service does not include partisan political activities.

Exemption from Physical Education Credit Requirement

Any student who presents a certificate from a physician stating that, in the opinion of the physician, participation in physical education is medically contraindicated because of the physical condition of such student shall be excused from the physical education requirement. In

Instruction

Graduation Requirements (continued)

Exemption from Physical Education Credit Requirement (continued)

~~such a case, the physical education credit requirement shall be fulfilled by an elective as determined by the Fitch High School administration. However, students shall not be excused from the physical education requirement based on a medical condition that the School Medical Advisor determines is temporary in nature. In such cases, the student shall be expected to satisfy the physical education credit requirement after he or she is no longer medically restricted.~~

Awarding of Diplomas

~~Students who meet all the graduation requirements of this policy shall receive a diploma at the June commencement ceremony.~~

~~A Fitch High School diploma shall be awarded upon request to any honorably discharged veteran who left high school prior to graduation in order to serve in the armed forces of the United States during World War II, the Korean or the Vietnam hostilities and did not receive a diploma as a consequence of such service.~~

~~A student who is under expulsion from Fitch High School but has satisfactorily completed all of the graduation requirements shall receive a diploma. However, that student shall not attend the commencement ceremony.~~

Legal References: _____ Connecticut General Statutes
_____ 10-5 _____ Connecticut General Statutes
_____ 10-14n _____ State-wide mastery examination;
_____ 10-18 _____ Courses in United States history, government and duties
_____ and responsibilities of citizenship;
_____ 10-221 _____ Boards of education to prescribe rules, policies and
_____ procedures;
_____ 10-221a _____ High school graduation requirements;
_____ 10-223a _____ Promotion and graduation policies. Basic skills
_____ necessary for graduation; assessment process.

Policy Adopted: April 8, 1996
Revised: May 12, 1997
Revised: July 8, 2002
Revised: April 28, 2008
Revised: August 24, 2015

GROTON PUBLIC SCHOOLS
Groton, Connecticut

FY21 C.I.P. RECOMMENDATIONS

Football			<u>FY21</u>
• Resod and recrown field	\$175,000		
• Irrigate	<u>\$ 25,000</u>		
	\$200,000 (FY21)		\$200,000
NEA Indoor Air Quality Program Recommendation per Fuss & O'Neill Report			
• Short-term recommendation to upgrade existing equipment	\$ 104,000 (FY21)		\$104,000
• Site improvements	\$ 200,000 (FY22)		
• Replacement of air handling units	<u>\$ 800,000 (FY22 - FY26)</u>		
	\$1,104,000		
Relocation of portables at PV, CMS & WSMS			
• PV – move to CB	\$ 50,000		
• CMS – two portables as construction trailers on site	\$ 50,000		
• WSMS – 1 portable as construction trailer on site	<u>\$ 25,000</u>		
	\$125,000 (FY21)		<u>\$125,000</u>
SBB – if returned as a GPS facility (Groton STEM Education Center)			
• Roof	\$500,000		
• Asbestos	<u>\$250,000</u>		
	\$750,000		
		Total FY21 C.I.P.	\$429,000

Attachment #11

DRAFT 2020-2021 Calendar

Early dismissal

No school

July 2020					0/0
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

7/2-3 July 4th Holiday
7/6-7/30 Sp. Ed. Summer School

August 2020					0/0
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

8/3-8/13 Sp. Ed. Summer School

September 2020					17/17
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

9/2 Convocation/School Meetings
9/7 Labor Day
9/8 First Day of School
9/8-9/9 Kindergarten Screening
9/10 First Day of Kindergarten
/PreK/Preschool

October 2020					21/38
M	T	W	Th	F	
			1	2	
5	/6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

10/6 TLI-Early Dismissal
10/12 Columbus Day

November 2020					16/54
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

11/3 All Day Regional
Professional Development
11/11 Veteran's Day
11/25, 26, 27 Thanksgiving Vacation

December 2020					17/71
M	T	W	Th	F	
	1	2	3	4	
7	/8	9	10	11	
14	15	16	17	18	
21	22	/23	24	25	
28	29	30	31		

12/8 TLI-Early Dismissal
12/23 Early Dismissal (Holiday)
12/24-12/31 Winter Holiday Vacation

January 2021					19/90
M	T	W	Th	F	
				1	
4	5	6	7	8	
11	/12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

1/1 New Year's Day
1/12 TLI-Early Dismissal
1/18 Martin Luther King Day

February 2021					18/108
M	T	W	Th	F	
1	2	3	4	5	
8	/9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	

2/9 TLI-Early Dismissal
2/15, 16 Presidents Day/Winter Break

March 2021					22/130
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

3/12 Regional Professional Development

April 2021					16/146
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

4/2 Good Friday
4/12-16 Spring Break

May 2021					20/166
M	T	W	Th	F	
3	4	5	6	7	
10	/11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

5/11 TLI-Early Dismissal
5/31 Memorial Day

June 2021					15/181
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
/21	22	23	24	25	
28	29	30			

6/21 Last Day of School, Early Dismissal
6/22-25 Snow Make-Up Days
tbd FHS Graduation

Updated 10/29/2019

DRAFT 2021-2022 Calendar

Early dismissal

No school

July 2021					0/0
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

7/x-x July 4th Holiday
7/x-7/xx Sp. Ed. Summer School

August 2021					0/0
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

8/x-8/x Sp. Ed. Summer School

September 2021					18/18
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

9/1 Convocation/School Meetings
9/6 Labor Day
9/7 First Day of School
9/7-9/8 Kindergarten Screening
9/9 First Day of Kindergarten
/PreK/Preschool

October 2021					20/38
M	T	W	Th	F	
				1	
4	/5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

10/5 TLI-Early Dismissal
10/11 Columbus Day

November 2021					17/55
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

11/2 All Day Regional
Professional Development
11/11 Veteran's Day
11/24, 25, 26 Thanksgiving Vacation

December 2021					17/72
M	T	W	Th	F	
		1	2	3	
6	/7	8	9	10	
13	14	15	16	17	
20	21	22	/23	24	
27	28	29	30	31	

12/7 TLI-Early Dismissal
12/23 Early Dismissal (Holiday)
12/24-12/31 Winter Holiday Vacation

January 2022					20/92
M	T	W	Th	F	
3	4	5	6	7	
10	/11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

1/11 TLI-Early Dismissal
1/17 Martin Luther King Day

February 2022					18/110
M	T	W	Th	F	
	1	2	3	4	
7	/8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28					

2/8 TLI-Early Dismissal
2/21, 22 Presidents Day/Winter Break

March 2022					22/132
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

3/11 Regional Professional Development

April 2022					16/148
M	T	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

4/11-15 Spring Break

May 2022					21/169
M	T	W	Th	F	
2	3	4	5	6	
9	/10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

5/10 TLI-Early Dismissal
5/30 Memorial Day

June 2022					12/181
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	/16	17	
20	21	22	23	24	
27	28	29	30		

6/16 Last Day of School, Early Dismissal
tbd FHS Graduation
Updated 10/29/2019

PREFERRED MAXIMUM CLASS SIZE GUIDELINES

(Approved by Groton Board of Education at its Regular Meeting on November 26, 2018)

ACADEMICPREFERRED MAXIMUM CLASS SIZE

Kindergarten – 1	20
Grades 2-3	23
Grades 4-12	25
Remedial Self-Contained 6-12	14
Remedial Individual/Small Group	40 (total teacher load)

SPECIAL AREAS

Technology Education	18
Consumer Science	18
Music	25
Art 9-12	20
Physical Education 9-12	25

PUPIL – TEACHER RATIOS FOR SUPPORT PERSONNEL

Guidance Counselors	200:1
Library/Media Specialist	500:1
Special Education:	
Self-contained	12:1
Resource Room	20:1

Board of Education Committees Schedule of Meetings 2020

BOARD MEETINGS				
FIRST MONDAY OF THE MONTH	SECOND MONDAY OF THE MONTH	THIRD MONDAY OF THE MONTH	FOURTH MONDAY OF THE MONTH	
<i>Policy Committee</i> 5:00 p.m. Central Office, Room 5	<i>Committee of the Whole: (Curriculum & Student Data)</i> 6:00 p.m. Central Office, Room 11	<i>Committee of the Whole: (Finance/Facilities)</i> 6:00 p.m. Central Office, Room 11	<i>Regular Board of Education</i> 6:00 p.m. Town Hall Annex, CR 1	
January 6	January 13	January 21 (Tuesday)	January 27	
February 3	February 10	February 19 (Wednesday)	February 24	
March 2	March 9	March 16	March 23	
April 6	April 13	April 20 (Spring Vacation)	April 27	
May 4	May 11	May 18	May 26 Tuesday and to be held at FHS	
June 1	June 8	June 15	June 22	
July 6 No Meeting	July 13	July 20 – No Meeting	July 27	
August 3	August 10	August 17 – No Meeting	August 24	
September 8 (Tuesday)	September 14	September 21	September 28	
October 5	October 13 (Tuesday)	October 19	October 26	
November 2	November 9	November 16	November 23	
December 7	December 14	COW cancelled	December 21	

For Information Only:

- Town & City Councils/RTM/BOE Liaison Committee (1st Wednesday of the month)
- Groton Scholarship Fund (3rd Thursday of the month)
- Curriculum Committee (3rd Monday of the month, at 5:00 p.m., if needed)
- Finance/Facilities Committee (2nd Monday of the month, at 5:00 p.m., if needed)
- LEARN Board of Directors (2nd Thursday of the month)