

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, February 12, 2026
THS Conference Room, 10:00am

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval of the Minutes 1/8/2026
- IV. New Business
 - a. Curriculum Guide Update- *Robotic I, Grades 10-12*
 - b. Curriculum Guide Update- *Digital Media 2, Grades 10-12*
 - c. Curriculum Guide Update- *Culinary 1, Grades 9-12*
 - d. Curriculum Guide New Course- *UConn Early College Experience Honors If You Love It, Teach It, Grades 11-12*

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Thursday, January 8, 2026
Trumbull High School Conference Room

MINUTES

- I. Call to Order/Introduction. The meeting was called to order at 10:38 a.m.

Members Present

M. Petitti, BOE Curriculum Committee Chair
J. McNamee, BOE member
S. Iwanicki, Ed.D. administrative designee
L. Intemann, Social Studies Department Chairperson

Members Absent

L. Nuland, BOE Member

- II. Public Comment ~ One public comment was received regarding “A Christmas Carol”; the parent felt that the novel is rooted in Christian religious themes and symbolism that may not reflect the diverse beliefs and backgrounds of all students. Dr. Iwanicki responded to the parent that the middle school curriculum writing team discussed considering alternatives this summer. They noted that while the story is set during the Christmas season, it is not a religious text, nor is it taught for religious purposes. The focus of classroom discussion and instruction centers on universal human themes such as personal transformation, compassion for others, moral decision-making, and the impact of individual choices on the community. The committee shared perspectives on teaching the work, length of time, and any word choice that could affect students.
- III. Approve Minutes ~ Mrs. Pettit motioned to approve the 10/30/25 meeting minutes; Ms. McNamee seconded. The motion passed unanimously.
- IV. New Business
- a. **New Text request: Comparative Government: Stories of the World.** Social Studies Department Chair, Libbi Intemann, explained that the current text book has been in use since 2015. It follows the five-unit structure of the Course and Exam Description (CED), covering all required topics (1.1–5.13) and the six core countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom.

- b. **New Text request: Comparative Government: Stories of the World (*continued*)** Mrs. Intemann furthered that each chapter is clearly organized by AP topic codes and includes key vocabulary, learning objectives, and practice questions modeled after the AP exam format. Ms. McNamee asked if PSAT data is reviewed so that certain students might be approached to make sure they are taking the class. Mrs. Pettiti questioned the timing of the class vs. the testing date. A short discussion ensued. Mrs. Pettiti motioned to move the new textbook, Comparative Politics Today: A World View, the 11th Edition to the full Board for approval. Ms. McNamee seconded. The motion passed unanimously.
- c. **Curriculum Guide Update for Comparative Government & Politics, Advanced Placement.** Social Studies Chair, Mrs. Intemann also reviewed the important updates of the revised curriculum guide with the new text. She explained that Mr. John LaBarca had crafted the guide and also taught the course for several years. It was relayed that the guide is not only about facts, but is also collaborative, includes in-depth exploration, role-playing, and more. Dr. Iwanicki noted that Mr. LaBarca did an excellent job developing the various units, embedded academic vocabulary, including fully vetted academic hyperlinks, and addressing every VOG standard. Ms. McNamee mentioned that the text and guide are very balanced. Ms. McNamee motioned to recommend the revised Comparative Government & Politics, Advanced Placement Curriculum Guide to the full Board for approval; Mrs. Pettiti seconded. The motion passed unanimously.
- d. **Sub-Committee Dates** ~ Mrs. Pettiti noted that it is important to discuss the dates and that the committee also needed to recognize the need to be flexible at times with the many roles of the committee members. Ms. McNamee noted that the later time worked better. After discussion, the upcoming dates were agreed to as follows:
- Thursday, February 12, 2026 at 10:00 a.m.
 - Thursday, March 26, 2026 at 10:00 a.m.
 - Thursday, May 21, 2026 at 10:00 a.m.
 - Thursday, September 17, 2026 at 10:00 a.m.
 - Thursday, October 15, 2026 at 10:00 a.m.
 - Thursday, November 19, 2026 at 10:00 a.m.

It was discussed that additional meetings will be scheduled if needed.

The meeting was adjourned at 11:25 a.m.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

ROBOTICS 1

Grade 10-12

2026

Curriculum Writing Team

Christina Rusate

Joe Amatore

Jeff Cochrane

Susan C. Iwanicki, Ed.D.

CTE Department Chair

CTE Teacher, Trumbull High School

CTE Teacher, Trumbull High School

Assistant Superintendent

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

COURSE DETAILS

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Robotics 1 is an introductory course for students interested in engineering, programming, and automation technologies. Designed to explore the past, present, and future of robotics, this course offers a hands-on approach to learning the fundamentals of mechanical design, engineering principles, and computer programming through the construction and control of robots.

Students will engage in the complete design process—from brainstorming and prototyping to building and coding functional robotic systems. Emphasis is placed on developing problem-solving, critical thinking, and collaborative skills that are essential in technical careers and applicable across all academic disciplines.

As part of Trumbull High School's commitment to expanding course offerings and increasing academic rigor, Robotics 1 serves as a foundational step in introducing students to STEM pathways, particularly in engineering and computer science.

Approved 8/26/2011

COURSE GOALS

The following course goals derive from the 2014 Connecticut Technology Education Standards, Engineering Technology:

Code	Standard Description
ENG.01.01	Recognize the interrelationships between engineering, technology, society, and the environment.
ENG.02.01	Identify components of the design process (problem, brainstorm, research, develop, test, reflect).
ENG.02.09	Build a prototype from working drawings using appropriate materials.
ENG.02.10	Test prototype to defined criteria.
ENG.02.11	Redesign prototypes.
ENG.02.12	Communicate processes and results.
ENG.03.01	Identify technical careers and the required knowledge and skills.
ENG.04.01	Identify types of drawings used in engineering.
ENG.05.01	Read and understand design documentation and technical manuals.
ENG.05.03	Prepare and present technical information to an audience.
ENG.05.04	Actively contribute to a team project.
ENG.05.05	Identify characteristics of an effective design team.
ENG.06.01	Describe the function of a safety device.
ENG.06.03	Use all tools and equipment safely.
ENG.06.04	Demonstrate proper use of engineering lab equipment.
ENG.06.07	Use proper personal protective equipment (PPE).
EKS.02.01	Organize oral and written information.
EKS.02.02	Deliver effective oral presentations.
EKS.02.05	Present formal and informal communications clearly.

EKS.03.02	Apply data and measurements to solve a problem.
EKS.04.02	Apply scientific methods (data gathering, analysis, observation).
EKS.04.03	Use critical thinking skills to analyze and evaluate situations.
EKS.05.02	Analyze elements of a problem to develop creative solutions.
EKS.05.04	Create ideas, proposals, and solutions to problems.

The following course goals derive from the 2024 ISTE standards:

1.4 Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
1.4.a Design Process	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
1.4.d Open-Ended Problems	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Robotics integrates mechanical engineering, electronics, and computer science to solve real-world problems.
- Automation and robotics have transformed modern industry and continue to shape the future of work and society.
- The engineering design process is iterative and essential to innovation and problem-solving.
- Programming is a critical tool for controlling machines and automating tasks.
- Teamwork, communication, and creative thinking are essential for success in technological fields.

COURSE ESSENTIAL QUESTIONS

- How do robotics and automation influence the way we live and work?
- What roles do engineering and programming play in creating robotic systems?
- How can we use the design process to solve problems in innovative ways?
- What are the ethical, social, and economic impacts of emerging robotics technologies?
- How can we use failure and iteration to improve our designs?

COURSE KNOWLEDGE & SKILLS

Students will know:

- The history and evolution of robotics and automation.
- Key components of a robotic system: sensors, actuators, controllers, and power systems.
- Basic programming concepts and logic structures (e.g., loops, conditionals).
- The steps of the engineering design process.
- Common robotic platforms and tools (e.g., VEX or other systems used).

Students will be able to:

- Identify and describe the major parts of a robot and their functions.
- Apply the engineering design process to solve a challenge.
- Write, test, and debug simple programs to control robotic systems.
- Build and operate robots using mechanical and electronic components.
- Collaborate with peers to design, build, and present a working robot.
- Analyze and reflect on design performance to make iterative improvements.

Vision of the Graduate

The Robotics 1 course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate through robotics tasks, teamwork, technical problem-solving, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate through team roles, oral presentations, visual diagrams, coding comments, and engineering notebook entries. They are expected to express technical ideas clearly and respond thoughtfully to peer feedback.
Self-Efficacy	Individual driving challenges, debugging tasks, and personal engineering notebook goals build confidence. Students self-monitor progress and overcome setbacks, fostering belief in their own capabilities.
Critical Thinking & Problem Solving	Each unit presents real-world design and programming problems. Students engage in iterative testing, root cause analysis, and strategic thinking to solve increasingly complex robotic challenges.
Collaboration	All builds are team-based, requiring shared decision-making, respectful task division, and ongoing peer accountability. Students use group norms, team logs, and peer evaluations to develop collaboration skills.
Growth Mindset	Students revise code, rebuild mechanisms, and reflect on errors. Feedback is framed around progress and learning, not perfection. Notebook entries and check-ins support positive responses to failure.
Integrity	Emphasized through honest engineering notebook documentation, proper lab safety procedures, and respectful behavior during team tasks and competitions—even when unsupervised.
Innovation	From challenge strategy development to claw and drivetrain customization, students are asked to imagine and test creative solutions, always encouraged to push boundaries and experiment.
Emotional Intelligence	Students participate in team-building, engage in structured debriefs, and reflect on emotions tied to success, frustration, and teamwork. Teachers explicitly model and prompt awareness of team dynamics.

Robotics Progression Plan

Robotics 1 – Foundations of Robotics

Focus: Teamwork, Engineering Process, Block-Based Coding, Starter Kits, VEX Build Basics

Tools: VEX Starter Kits, Green Motors, Block-Based VEXcode, No Gears

Unit	Topic	Activities & Focus
1	Lab Safety & Team Building	Safety protocols, icebreakers, intro to engineering notebooks
2	Intro to Programming with VEXcode VR	Individual block-based coding challenges, driving virtual bots
3	Build Speed Bot	Team build, driving tests, basic block programming, small coding tasks
4	Add Claw Mechanism	Expand robot functionality, manipulative tasks, intro to basic sensors
5	Competition Challenge	Team-based design and strategy, solve an in-class game using the starter box
6	Final & Reflection	Final driving test, notebook check, peer feedback, self-assessment

Robotics 2 – Intermediate Robotics & Automation

Focus: Sensor Integration, Python Programming, Custom Builds, Physics of Motion, Aerial Robotics

Tools: VEX Advanced Sensors, Python (VEXcode), Drone Kits

Unit	Topic	Activities & Focus
1	Lab Safety & Refresher Activities	Safety, team-building, intro challenge, light Python review
2	Programming with Python + Clawbot VR	Move from block to Python, advanced VR challenges using sensors
3	Physics of Robotics	Gear ratios, torque, sensors, motion, real-world applications
4	Custom Robot Competition Build	Students design custom robots (non-starter-kit) to solve a game
5	Drone Engineering	Flight principles, quadcopter programming, obstacle flying
6	Final & Presentation	Final comp, drone challenge, portfolio presentation, notebook submission

Key Differences – Robotics 1 vs. Robotics 2

Aspect	Robotics 1	Robotics 2
Programming Language	Block-Based (VEXcode VR)	Python (VEXcode w/ Text)
Hardware Used	Starter Kits Only	Custom Builds + Advanced Sensors
Motors	Green Motors	Smart Motors
Sensors	Limited (e.g., touch, bumper)	Advanced (e.g., vision, distance, gyro)
Mechanical Systems	No gears or ratios	Gears, torque, leverage explored
Notebook Emphasis	Introduced & Used Teamwide	Required and Evaluated in-depth
Drone Exposure	None	Dedicated Unit on Drones and Flight Dynamics

COURSE SYLLABUS

Course Name:

Robotics 1

Level:

Elective

Prerequisites:

None

General Description of the Course

Robotics 1 is an introductory course for students interested in engineering, programming, and automation technologies. Designed to explore the past, present, and future of robotics, this course offers a hands-on approach to learning the fundamentals of mechanical design, engineering principles, and computer programming through the construction and control of robots.

Students will engage in the complete design process—from brainstorming and prototyping to building and coding functional robotic systems. Emphasis is placed on developing problem-solving, critical thinking, and collaborative skills that are essential in technical careers and applicable across all academic disciplines.

As part of Trumbull High School's commitment to expanding course offerings and increasing academic rigor, Robotics 1 serves as a foundational step in introducing students to STEM pathways, particularly in engineering and computer science.

Assured Assessments

Formative Assessments

- Unit 1: General
 - Hazard Scavenger Hunt (checklist or peer-reviewed)
- Unit 2: Intro to Engineering
 - Robotics Vocabulary Quiz (10–15 key terms)
 - Career Notes Sheet or One-Pager
 - Notebook Entry Check (setup, daily logs, labels, observations)
- Unit 3: Virtual robots
 - Programming exercises in virtual environment
 - Peer code review sessions
- Unit 4: Speed Bot
 - Team Build Checklist (rubric-based: wiring, part connections, structural integrity)
 - Programming Debug Logs (tracked per student)
 - Peer Evaluation on Team Collaboration
- Unit 5: Clawbot
 - Programming demo checkpoints
 - Claw functionality test
 - Notebook entries and peer check
- Unit 6: Competition
 - Strategy review
 - Prototype design submission
 - Check-in interviews

Summative Assessments

- Unit 1: General
 - General Lab Safety Quiz
- Unit 2: Intro to Engineering
 - Engineering Notebook
- Unit 3: Virtual robots
 - Virtual Robot Challenge Project: Write and test a program in the simulator to complete a task (e.g., navigate a maze)
 - Short quiz on basic coding concepts and robot fundamentals.
- Unit 4: Speed Bot
 - Driving Challenge 1
 - Driving Challenge 2
 - Engineering Notebook
- Unit 5: Claw Bot
 - Engineering Notebook
- Unit 6: Competition
 - Engineering Notebook

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# of Classes	Standards	Major Assessments
1	Lab Safety	2 classes	ENG.06.01, ENG.06.03, ENG.06.04, ENG.06.07	- Hazard Scavenger Hunt - Lab Safety Quiz
2	Intro to Robotics & Engineering Process	4 classes	ENG.01.01, ENG.03.01, ENG.04.01, ENG.05.01, EKS.02.01, EKS.04.03	- Vocabulary Quiz - Career Research or One-Pager - Engineering Notebook Setup & Mini Design Entry
3	Virtual Robots (VEXcode VR)	8 classes	EKS.03.02, EKS.04.02	- Programming Exercises - Peer Code Review - Virtual Robot Challenge - Coding Quiz
4	Speed Bot Build & Drive	8 classes	ENG.02.01, ENG.02.09, ENG.02.10, ENG.05.04, EKS.05.04	- Team Build Checklist - Programming Debug Logs - Peer Evaluation - Driving Challenges 1 & 2 - Engineering Notebook Submission
5	Clawbot Manipulation	8 classes	ENG.02.11, ENG.02.12, ENG.05.01, ENG.05.05, ENG.06.04	- Claw Functionality Test - Programming Checkpoints - Engineering Notebook Submission - Manipulation Challenge
6	Competition Challenge	11 classes	ENG.02.01, ENG.02.09–.12, ENG.05.01, ENG.05.04–.05, EKS.02.02, EKS.05.02, EKS.05.04	- Strategy Review - Prototype Design Check-in- Interviews - Engineering Notebook Final - Final Competition Performance

UNIT 1

Lab Safety

Unit Description

This introductory unit welcomes students into the Robotics 1 course and establishes a foundation in lab safety, tool handling, and expectations for collaborative engineering work. Students will engage in activities to explore the lab layout, discuss safe tool use, and apply hazard-identification skills in real-world robotics settings. The goal is to create a safety-first culture and an understanding of engineering professionalism.

Unit Standards

ENG.06.01	Describe the function of a safety device.
ENG.06.03	Use all tools and equipment safely.
ENG.06.04	Demonstrate proper use of engineering lab equipment.
ENG.06.07	Use proper personal protective equipment (PPE).

Essential Questions

- What makes a robotics lab environment unsafe?
- How does each team member contribute to a safe and effective engineering space?
- What responsibilities do students have when working with tools, electronics, and moving parts?

Key Vocabulary

- SDS (Safety Data Sheets)
- Trip Hazard
- PPE (Personal Protective Equipment)
- Tool Safety
- Emergency Shutoff
- Workshop Etiquette

Unit Goals:

By the end of this unit, students will be able to:

- Identify fire, trip, and electrical hazards in a robotics lab
- Demonstrate safe handling of robotics equipment, tools, and power systems
- Use PPE and lab equipment correctly and responsibly
- Recognize unsafe behaviors and apply appropriate safety protocols
- Exhibit teamwork and communication in a technical workspace

Unit Scope and Sequence

- Locations of emergency equipment.
- Fire escape route.
- Proper use of personal safety practices and personal protective equipment (PPE).

Unit Assured Assessments

Formative Assessments

- Hazard Scavenger Hunt (checklist or peer-reviewed)

Summative Assessments

- General Lab Safety Quiz (multiple choice, true/false, labeling diagrams)
Covers hazard types, equipment use, emergency procedures, and safe lab behavior.

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Collaboration
- Emotional Intelligence
- Communication

How it is developed in this unit

- Integrity: Students consistently follow safety protocols and demonstrate ethical tool use, even when not directly supervised.
- Collaboration: Group activities and lab tasks require students to build rapport, practice accountability, and share responsibilities.
- Emotional Intelligence: Team-building and icebreaker exercises foster awareness of group dynamics and respectful interaction.
- Communication: Students engage in group discussions and complete team safety plans, learning to clearly express concerns and listen to others.

Resources

Core:

- Safety Data Sheets
- Safety worksheets
- Robotics Lab Safety Guide
- Tool Safety Videos
- Teacher-made “Hazard Scenario” Slide Deck

Supplemental:

- Note taking worksheets
- VEX Robotics Safety Manual
- OSHA Youth Safety in STEM Environments Toolkit

Time Allotment- Approximately 3 Classes

UNIT 2

Intro to Robotics

Unit Description

Before programming or building robots, students need to understand what robotics is, how it's applied in the real world, and how engineers approach solving problems. This unit explores what defines a robot, introduces the Engineering Design Process, and highlights the importance of the Engineering Notebook as a documentation tool. Students will also examine real-world robotics careers and future technologies, establishing a strong conceptual foundation for the rest of the course.

Unit Standards

ENG.01.01	Recognize the interrelationships between engineering, technology, society, and the environment.
ENG.03.01	Identify technical careers and the required knowledge and skills.
ENG.04.01	Identify types of drawings used in engineering.
ENG.05.01	Read and understand design documentation and technical manuals.
EKS.02.01	Organize oral and written information.
EKS.04.03	Use critical thinking skills to analyze and evaluate situations.

Essential Questions

- What defines a robot and how is it different from other machines?
- How do engineers solve problems using the design process?
- Why is documenting our work as engineers essential?
- How are robotics used in industries today and in the future?

Key Vocabulary

- Robot
- Automation
- Artificial Intelligence
- Engineering Design Process
- Iteration
- Engineering Notebook
- Input/Output
- Autonomous
- Prototype
- Career Pathways

Unit Goals

By the end of this unit, students will be able to:

- Define a robot and its core components
- Explain and apply the steps of the Engineering Design Process
- Begin using the Engineering Notebook for documentation and reflection
- Identify key careers and industries using robotics
- Describe emerging trends in robotics (AI, medical robotics, space, etc.)

Unit Scope and Sequence

- What is a Robot? Introduction & Comparison to Other Machines (group discussion, video analysis)
- Engineering Design Process Overview – Diagram, Case Study, Apply to Small Task
- Introduction to the Engineering Notebook – Purpose, Examples, Set Up, First Entry
- Robotics in Industry – Career Research Stations or Career Slide Deck
- Future of Robotics – AI, Drones, Medical, Space (article analysis or short TED talks + discussion)

Unit Assured Assessments

Formative Assessments:

- Robotics Vocabulary Quiz (10–15 key terms)
- Career Notes Sheet or One-Pager
- Notebook Entry Check (setup, daily logs, labels, observations)

Summative Assessments:

- Engineering Notebook
 - Students set up their engineering notebook, complete several entries, and demonstrate understanding of its purpose and organization
 - Students go through a simplified design process to solve a classroom problem and document it in full using their notebook (problem, brainstorm, sketch, solution, reflection)
 - Written or visual reflection on the role of robotics in today's world and personal interest in the field

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Innovation
- Critical Thinking & Problem Solving
- Self-Efficacy
- Growth Mindset

How it is developed in this unit:

- Innovation: Students explore the evolving role of robotics and propose new ways robots could solve global challenges.
- Critical Thinking: Students analyze real-world robotics problems and apply the engineering design process to prototype basic solutions.
- Self-Efficacy: By using engineering notebooks and completing entry tasks, students build confidence in documenting and owning their progress.
- Growth Mindset: Through classroom discussions and reflections, students learn that iteration and setbacks are part of the design journey.

Resources

Core:

- VEX Introduction to STEM and Robotics materials
- Engineering Design Process posters
- Sample Engineering Notebooks (paper or digital)
- Robotics Career Exploration Sheets

Supplemental:

- TED-Ed or PBS learning videos on robotics futures
- Videos: Boston Dynamics, NASA Robotics, Medical Robots
- VEX Classroom resources on notebook expectations

Time Allotment

- Approximately 4 Classes

UNIT 3

Virtual Robots

Unit Description

Students explore foundational robotics concepts through VEXcode VR, a virtual programming platform. They simulate autonomous robot movement, sensor use, and logic programming in a safe, browser-based environment. Key focus is on learning basic commands, sequences, loops, and conditionals using virtual robots.

Unit Standards

EKS.03.02	Apply data and measurements to solve a problem.
EKS.04.02	Apply scientific methods (data gathering, analysis, observation).

Essential Questions

- How does programming influence robot behavior?
- What basic electrical concepts are essential for robotics?
- How do virtual simulations prepare us for real-world robot programming?

Key Vocabulary

- Algorithm
- Loop
- Conditional Statement
- Simulation
- Debugging
- Sensor

Unit Goals:

By the end of this unit, students will be able to:

- Write simple robot programs using virtual simulators.
- Understand and explain basic electricity concepts (voltage, current, circuits)
- Use logic structures (loops, conditionals) in coding
- Analyze and debug simple programs
- Simulate robot movements and sensor inputs virtually

Unit Scope and Sequence

- Introduction to virtual robotics simulators (VEXcode VR, Tinkercad Circuits, or similar)
- Basics of programming language syntax for robotics (blocks or text-based)
- Fundamentals of electric circuits and sensors in robotics
- Creating, running, and troubleshooting virtual robot code
- Exploration of robot movement commands and sensor feedback loops

Unit Assured Assessments

Formative Assessments

- Programming exercises in virtual environment
- Peer code review sessions

Summative Assessments

- Virtual Robot Challenge Project: Write and test a program in the simulator to complete a task (e.g., navigate a maze)
- Short quiz on basic coding concepts and robot fundamentals.

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Critical Thinking & Problem Solving
- Self-Efficacy
- Growth Mindset

How it is developed in this unit:

- Critical Thinking: Students create, test, and refine block-based programs to complete virtual movement tasks with precision.
- Self-Efficacy: Each student works independently, measuring success and tracking growth in coding skills and simulation challenges.
- Growth Mindset: Students reflect on failed attempts, revise code, and view each programming challenge as an opportunity to improve.

Resources

Core:

- Virtual robotics programming platforms (e.g., VEXcode VR)
- Introductory coding tutorials and simulation tools
- Teacher-created slide decks and worksheets on electricity and programming

Supplemental:

- Online coding games (e.g., Code.org robotics modules)

Time Allotment- Approximately 8 classes

UNIT 4

Speed Bot

Unit Description

Students work in teams to assemble a VEX Speed Bot using kits (VEX EXP or V5), then individually complete programming and driving tasks. Programming is done using VEXcode (blocks or text). Emphasis is placed on teamwork during the build and individual accountability for robot operation and understanding. Each team submits a detailed Engineering Notebook documenting the process.

Unit Standards

ENG.02.01	Identify components of the design process (problem, brainstorm, research, develop, test, reflect).
ENG.02.09	Build a prototype from working drawings using appropriate materials.
ENG.02.10	Test prototype to defined criteria.
ENG.05.04	Actively contribute to a team project.
EKS.05.04	Create ideas, proposals, and solutions to problems.

Essential Questions

- What makes a robot move efficiently and predictably?
- How do teams divide roles during engineering builds?
- How do engineers document and reflect on progress?

Key Vocabulary

- Chassis
- Motor
- Autonomous
- Debugging
- Input/Output
- Calibration
- Navigation
- Driver Control
- Command Sequence

Unit Goals:

By the end of this unit, students will be able to:

- Work effectively in a team to assemble a basic robotic platform
- Program simple movements using block- or text-based coding software
- Execute precise robot driving tasks using both autonomous and manual controls
- Troubleshoot and refine robot performance using test data and feedback
- Demonstrate individual mastery through driving tasks and programming checks

Unit Scope and Sequence

- Introduction to Speed Bot components; teams assigned
- Robot assembly in teams (chassis, motors, wiring, sensors)
- Safety check and basic driving interface (manual control)
- Programming basic forward/backward and turning commands
- Individual Driving Challenge 1: Straight line speed + stop at target
- Individual Driving Challenge 2: Navigate an “L” shaped path
- Debugging workshop and retest for incomplete tasks

Unit Assured Assessments

Formative Assessments:

- Team Build Checklist (rubric-based: wiring, part connections, structural integrity)
- Programming Debug Logs (tracked per student)
- Peer Evaluation on Team Collaboration

Summative Assessments:

- Driving Challenge 1- Drive forward to a marked zone and stop with precision
- Driving Challenge 2 - Navigate an L-shaped course using programming OR manual control
- Engineering Notebook
 - Notebook Requirements:
 - Team member roles
 - Daily progress logs
 - Problems encountered
 - Code changes with notes
 - Testing/debugging reflections
 - Photos and diagrams

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Collaboration
- Self-Efficacy
- Communication
- Critical Thinking

How it is developed in this unit:

- Collaboration: Students must plan builds together, divide tasks, and rely on peer support to complete the robot's structure.
 - Self-Efficacy: Each student completes individual driving assessments and logs their development of key mechanical and coding skills.
 - Communication: Engineering notebooks and team debriefs ensure ideas, issues, and successes are documented and shared clearly.
- Critical Thinking: Students solve mechanical and coding problems with real-time feedback and structured testing.

Resources

Core:

- Robotics kits (e.g., VEX IQ)
- Compatible programming software (VEXcode)
- Prebuilt driving challenge templates (floor mats or taped course)
- Checklists and rubrics for build and driving tasks

Supplemental:

- Video tutorials on basic movement coding
- Safety and operation guides for robot hardware
- Collaborative troubleshooting forums or whiteboards

Time Allotment

Approximately 8 Classes

UNIT 5

Clawbot

Unit Description

Students upgrade their robot with a VEX claw mechanism and tackle complex, real-world inspired manipulation challenges. Teams must integrate mechanical, electrical, and programming elements effectively. Each team continues maintaining an Engineering Notebook detailing iteration and problem-solving throughout the unit.

Unit Standards

ENG.02.11	Redesign prototypes.
ENG.02.12	Communicate processes and results.
ENG.05.01	Read and understand design documentation and technical manuals.
ENG.05.05	Identify characteristics of an effective design team.
ENG.06.04	Demonstrate proper use of engineering lab equipment.

Essential Questions

- How do robots manipulate their environment?
- What role does documentation play in effective teamwork?
- How do we improve a robot design through testing?

Key Vocabulary

- Claw
- Manipulator
- Payload
- Precision
- Engineering Notebook
- Collaboration
- Prototype
- Redesign

Unit Goals:

By the end of this unit, students will be able to:

- Design and attach a claw mechanism to their robot
- Program the robot for manipulation tasks (grabbing, lifting, placing)
- Work effectively in teams to strategize and execute challenges
- Maintain detailed engineering notebooks documenting design and testing

Unit Scope and Sequence

- Introduce mechanical principles for claw design
- Build and attach claw assembly
- Program control sequences for claw operation
- Plan and execute complex challenges requiring manipulation (e.g., pick and place)
- Team communication strategies and documentation practices

Unit Assured Assessments

Formative Assessments:

- Programming demo checkpoints
- Claw functionality test
- Notebook entries and peer check

Summative Assessments:

- Engineering Notebook
- Notebook Requirements:
- Detailed problem-solving logs
- Role tracking
- Code versioning and screenshots
- Photos of design evolution
- Challenge strategy + reflections

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Innovation
- Collaboration
- Critical Thinking
- Growth Mindset

How it is developed in this unit:

- Innovation: Students design, build, and iterate claw attachments to perform manipulation tasks in unique and creative ways.
- Collaboration: Teams strategize roles and test different approaches, with full transparency in documentation and iteration logs.
- Critical Thinking: Programming the claw mechanism and refining task performance requires careful problem-solving and analysis.
- Growth Mindset: Students reflect on prototype failures and improvements in their notebooks as part of the iterative process.

Resources

Core:

- VEX EXP or V5 with Claw Add-On Kits
- VEXcode
- Engineering Notebook guide & rubric
- Teacher sample challenge mats

Supplemental:

- Videos on mechanical design concepts
- Sample engineering documentation examples

Time Allotment

Approximately 8 Classes

UNIT 6

Competition

Unit Description

Teams apply everything they've learned in a cumulative challenge that mirrors real-world robotics competitions. The focus is on collaboration, applying the full engineering design process, and strategic problem-solving. While VEX systems are still used, students will also showcase their skills in documentation and iteration.

Unit Standards

ENG.02.01	Identify components of the design process (problem, brainstorm, research, develop, test, reflect).
ENG.02.09–.12	Build a prototype from working drawings using appropriate materials. Test prototype to defined criteria. Redesign prototypes. Communicate processes and results.
ENG.05.01	Read and understand design documentation and technical manuals.
ENG.05.04–.05	Actively contribute to a team project. Identify characteristics of an effective design team.
EKS.02.01	Organize oral and written information
EKS.05.02	Analyze elements of a problem to develop creative solutions.
EKS.05.04	Create ideas, proposals, and solutions to problems

Essential Questions

- What are the traits of an effective engineering team?
- How do engineers solve complex problems collaboratively?
- Why is iteration and feedback so important in engineering?

Key Vocabulary

- Iteration
- Optimization
- Driver-Controlled
- Engineering Cycle
- Test Plan
- VEX Challenge Field

Unit Goals:

By the end of this unit, students will be able to:

- Write simple robot programs using virtual simulators.
- Understand and explain basic electricity concepts (voltage, current, circuits)
- Use logic structures (loops, conditionals) in coding
- Analyze and debug simple programs
- Simulate robot movements and sensor inputs virtually

Unit Scope and Sequence

- Review of expectations and challenge rules
- Strategy sessions and prototype design
- Programming for mixed control (autonomous + driver)
- Iterative testing and performance improvement
- Final competition / judged round

Unit Assured Assessments

Formative Assessments:

- Strategy review
- Prototype design submission
- Check-in interviews

Summative Assessments:

- Engineering Notebook
- Notebook Requirements:
- Detailed problem-solving logs
- Role tracking
- Code versioning and screenshots
- Photos of design evolution

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Innovation
- Collaboration
- Communication
- Critical Thinking

How it is developed in this unit:

- Integrity: Students are held to high standards of sportsmanship, honest logging, and respectful play during competition.
 - Innovation: Teams design their own strategy, custom builds, and code approaches for solving a unique game-style challenge.
 - Collaboration: Each team uses shared roles, time management, and conflict resolution strategies to stay productive.
 - Communication: Students communicate design strategies and results clearly through presentations and notebook logs.
- Critical Thinking: Students identify problems, prototype solutions, and adapt tactics based on real-time testing data.

Resources

Core:

- Full VEX Field Setup
- Competition-specific parts and field elements
- Team planning templates
- Judging rubrics and reflection guides

Supplemental:

- Online coding games (e.g., Code.org robotics modules)

Time Allotment

Approximately 11 Classes

CREDIT

Half-year .5 credit in STEM

PREREQUISITES

None

CURRENT REFERENCES

- VEXcode VR: [vr.vex.com](https://v5.vex.com)
- VEXcode: codev5.vex.com
- Carnegie Mellon Robotics Academy: cmu.edu/roboticsacademy/index.html
- Vex Robotics: vexrobotics.com/v5

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubrics

OTHER RESOURCES

Build Instructions:

- Online 3d: https://instructions.online/?id=4063-v5_clawbot
- PDF: <https://link.vex.com/docs/v5-clawbot-buildinstructions>

VEX Robotics - Downloads:

[https://www.vexrobotics.com/catalogsearch/result/?q=empty &vex_site=downloads](https://www.vexrobotics.com/catalogsearch/result/?q=empty&vex_site=downloads)

Engineering Notebook:

 Engineering Notebook

ASSURED STUDENT PERFORMANCE RUBRICS

Sample VEXcode Vr

Sweep the Castle



Program: vr.vex.com

Objective: Algorithms

Playground: Dynamic Castle Crasher

Challenges:

Level 1: Create an algorithm to knock over all castle pieces three Playground layouts using the VR Robot. Use the pen to show the robots' path.

Level 2: Create an algorithm to knock over all the castle pieces and clear them off the playground.

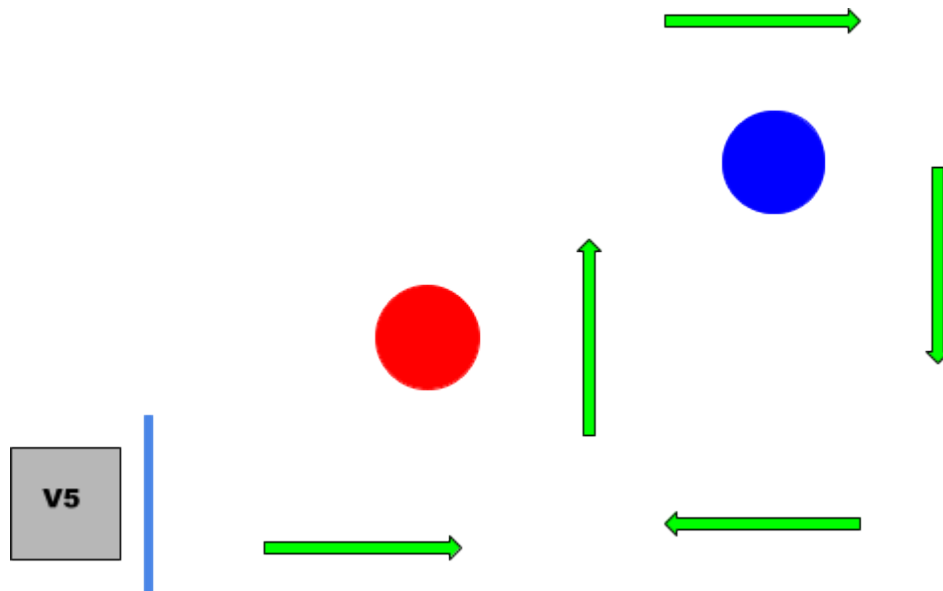
Helpful Hints:

- Each time the Playground is reset, the layout of the buildings randomly changes. There are ten total Castle Crasher Playground layouts.
- Keep in mind that the algorithm should be written so that the VR Robot can knock over all five buildings regardless of the Playground layout.
- Castle building pieces will be detected as objects by the Distance sensor.
- Be careful not to fall off the side of the Playground because there are no walls!

VEXcode VR Sweep the Castle Rubric

Score	Level 1: Knock Over All Castle Pieces (with Pen)	Level 2: Knock Over & Clear Castle Pieces
5 – Excellent	The robot knocks over all pieces on all three layouts, pen used , algorithm is logical and efficient.	The robot knocks over and clears all pieces efficiently, the algorithm is logical and fully meets requirements.
4 – Proficient	Robot knocks over most pieces on all layouts, pen used , algorithm shows good logic with minor inefficiencies.	The robot knocks over and clears most pieces, algorithm is mostly efficient with minor issues.
3 – Satisfactory	Robot knocks over some pieces (1–2 layouts fully), pen used , algorithm works but is inefficient.	The robot knocks over all but clears only some pieces, the algorithm is functional but inefficient.
2 – Developing	The robot knocks over a few pieces, the pen is not used , and the algorithm has major errors.	The robot clears very few pieces, the algorithm is incomplete or inconsistent.
1 – Needs Improvement	The robot does not complete the task, pen not used , algorithm shows little understanding of the challenge.	The robot fails to knock over/clear pieces, and the algorithm shows little understanding of the task.

Sample VEX V5 Project
Two Cones and Back



Objective:

To create a program to have your robot drive around two cones and return back to the start line.

Requirements:

1. Program a drivetrain into the robot
2. Create a program that makes the drive on the right side of the first cone, the left side of the second cone, and turn to the start line facing forward.

Submit:

1. Have the teacher watch your robot complete its program when finished
2. PDF of your code

2 Cones & Back

Score	Performance Description
5 – Excellent	The robot drives fully around both cones and returns to start with no collisions. Code is submitted, clear, and well-structured. The teacher observes a smooth and accurate run.
4 – Proficient	The robot completes the course but may brush against a cone or wall (1 deduction). Code is submitted, mostly correct, with minor inefficiencies. The teacher observes a successful run with small errors.
3 – Satisfactory	The robot completes most of the course but hits cones or walls 2–3 times (deductions). Code is submitted but may be inefficient or require corrections. The teacher observes partial task completion.
2 – Developing	The robot attempts the course but has multiple collisions (4+ deductions) or fails to return to the start. Code is submitted but incomplete or has major errors. The teacher observes significant issues.
1 – Needs Improvement	The robot does not complete the course, collisions prevent progress, or code is missing. The teacher observes little understanding of programming logic.

Additional Rules

- **Code submission is required (no grade without it).**
- **The teacher must observe the robot run in real time.**
- **Deductions: -1 point per collision with a cone or wall (up to the max score possible).**

Sample VEX V5 Project

Robo Rally

In this challenge, you need to drive your robot through your race course combined with another individual or team's course! To successfully complete the challenge, teams must also create a correctly scaled map of the new combined course using the dimensions and scales from both students or teams. Each team from the combined course will have a Driver that will navigate the robot through the course. The team with the Driver who completes the course the fastest, wins!

Challenge rules:

- The robot must begin and end at the finish line.
- Both teams will use the [Drive Program](#) on the Robot Brain.
- As one team member drives the robot, others should ensure the robot is not hitting the sides of the course or losing control.
- You may drive the robot through the race course one time as a practice round before time is recorded.
- The dimensions of both courses must be in the same units and scale.
- Each team must complete a new correctly scaled map, with measurements, based on the values of the combined race courses.
- Whichever team completes the same course in the shorter amount of time - wins!
- Have fun!

Robo Rally Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Team Collaboration & Roles (30 pts)	All team members actively participated (driver on controller, spotters guiding, others resetting barriers). Example: Driver uses the VEX Controller while teammates watch closely and communicate, preventing side collisions.	Most team members contributed; roles were mostly clear. Example: Driver uses the VEX Controller while one teammate gives feedback, but another is mostly silent.	Uneven contribution; some team members did most of the work. Example: Only one student drives while another occasionally helps reset the robot, the rest watch.	Little to no collaboration; unclear roles or lack of participation. Example: One student controls the robot while others are distracted and not helping.
Driving Performance (30 pts)	Driver completed course smoothly with no crashes or major corrections; excellent joystick control. Example: Using the VEX Controller joysticks, the robot drives straight and turns precisely without hitting walls.	Driver completed course with few small corrections, minimal side contact. Example: Robot touches a wall once but continues smoothly after a quick joystick adjustment.	Driver had frequent corrections, some wall contact or hesitations. Example: Robot often drifts into walls and needs repeated joystick adjustments.	Driver had significant difficulty, frequent wall hits, or loss of control. Example: Robot gets stuck multiple times and needs frequent resets.
Course Completion Time (20 pts)	Completed the course quickly and efficiently; among the fastest times. Example: Team completes the full course in 1:15 with strong control.	Completed course in a reasonable time, slight delays. Example: Team finishes in about 1:45, with only a couple of slowdowns.	Completed course but with slow pace or multiple restarts. Example: Team takes over 2:30, stopping often to readjust.	Did not complete course or took excessive time. Example: Robot cannot finish or takes more than 4 minutes with repeated resets.
Following Challenge Rules (20 pts)	Fully followed all rules: start/finish at correct line, used VEX Drive Program, and did only one practice round. Example: Robot is placed on the start tile, finishes correctly on the finish tile, and only one practice run is done.	Followed most rules; minor slip-ups. Example: Robot started slightly off the line but still used the correct program and finished properly.	Multiple rule issues. Example: Team switched units mid-course or took more than one practice round.	Did not follow rules. Example: Team never used the Drive Program or skipped the start/finish line requirement.

Robo Soccer

In this challenge, you will play soccer with your VEX V5 Speedbot along with any attachments you may have added to it. You will be controlling your robot controller using the [Drive program](#) on your V5 Robot Brain. One person will referee the game and ensure each team follows the rules.

Challenge rules:

- The ball should be placed in the center of the field at the start of each game and after each goal.
- The robot must begin in front of your net.
- Players must stand behind their own goal throughout the duration of the game.
- Each game is 5 minutes long.
- On smaller fields (3m x 3m or less), there should only be one player on each team. Teams can increase in size (2v2 or 3v3) for larger fields.
- The ball must completely be in the goal for the point to count.
- Each goal is worth 1 point.
- After a goal is scored, each team's robot(s) must be returned to the front of their goal and both teams have to give a thumbs up to the referee to indicate they are ready to start the match.
- The referee will start the game and stopwatch by saying "Go!" at the beginning of the game and after each goal.
- The team with the most points at the end wins!
- Have fun!

Robo Soccer - Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Team Collaboration & Roles (30 pts)	All team members actively participate (driver controls robot, teammates reset ball, referee role is clear). Example: Driver uses the VEX Controller while teammates cheer, reset after goals, and confirm “thumbs up” with ref.	Most team members contributed; roles were mostly clear. Example: One teammate takes the referee role seriously, driver controls robot, but another does little.	Uneven contribution; one or two do most of the work. Example: Driver plays while others watch, referee doesn’t track rules well.	Little to no collaboration; roles unclear or ignored. Example: Only the driver participates while others are disengaged.
Robot Control & Gameplay (30 pts)	Robot is controlled smoothly, consistently makes clean contact with the ball, and shows strategy (blocking, dribbling). Example: Using joysticks on the VEX Controller, robot dribbles ball to goal without hitting walls.	Robot is mostly controlled well, occasional crashes or missed kicks. Example: Robot pushes ball toward goal but sometimes bumps walls or loses control.	Robot shows frequent control issues, poor ball handling. Example: Robot misses ball often, spins in circles, or repeatedly crashes.	Robot is very difficult to control, unable to play effectively. Example: Robot rarely touches the ball or gets stuck during play.
Following Challenge Rules (20 pts)	Team fully follows all rules: starts at net, resets after goals, waits for referee, stands behind goal. Example: After scoring, robot is returned to the net, players give “thumbs up,” referee restarts with “Go!”	Team follows most rules, with only minor mistakes. Example: Players forget “thumbs up” once but otherwise reset properly.	Multiple rule issues during play. Example: Robot doesn’t always return to net after a goal or players step onto field.	Team disregards rules. Example: Robot starts in wrong place, ball isn’t reset, players ignore referee.
Game Performance (20 pts)	Team scores efficiently, shows clear strategy (attacking/defending), and works well within time limit. Example: Team scores 3+ goals with coordinated driving and defense in 5 minutes.	Team scores some goals, shows basic strategy. Example: Team scores 1–2 goals, makes some defensive moves.	Team struggles to score, limited strategy. Example: Team only manages one goal late in the game.	Team cannot score or shows no attempt at strategy. Example: Robot never gets ball into the goal.

AutoMed Challenge

In this challenge, you need to program your robot to navigate a hospital as it delivers medications to patients in several different rooms. To successfully complete this challenge, you will need to program your robot to move from the Start Zone and stop in the Pharmacy for 5 seconds to pick up medications.

The project should then move the robot to each of the Patient Rooms (1, 2, and 3 in no particular order) and stop in the room for 3 seconds to deliver the medication. In order to move between floors in the hospital, the robot needs to park in the area designated as the Elevator for 5 seconds to indicate it is moving to another floor.

After medication has been delivered to all of the rooms, the robot should then return to the Start Zone. You should recreate the hospital map above on your floor using tape and a meter stick or ruler. Be sure to indicate where the Start Zone, Pharmacy, Elevator, and Patient Rooms are located.

To complete the challenge, you will need:

- Roll of tape (to create the hospital layout on the floor)
- 1.8 meter by 2 meter open area
- Meter stick or ruler

AutoMed - Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Programming Accuracy & Logic (35 pts)	Robot follows a well-structured VEXcode program , completes all steps (Pharmacy stop, Patient Rooms, Elevator, return to Start). Example: Robot runs autonomously, stops for exactly 5 seconds at Pharmacy, 3 seconds at each Patient Room, 5 seconds at Elevator, then returns to Start Zone without errors.	Robot completes most steps correctly with only minor timing or sequence errors. Example: Robot delivers to all rooms but pauses slightly too long/short at one stop.	Robot completes some but not all required steps; sequence is inconsistent. Example: Robot reaches Pharmacy but skips a Patient Room or misses correct timing.	Robot cannot follow programmed sequence; does not complete challenge. Example: Robot drives randomly, misses stops, or never returns to Start Zone.
Navigation & Control (30 pts)	Robot drives with smooth, precise movements , stays on taped hospital layout, and enters each zone cleanly. Example: Robot follows straight lines and turns accurately to reach each zone.	Robot mostly stays on layout, with occasional corrections or small overshoots. Example: Robot wobbles slightly but still makes it into each zone.	Robot struggles to stay on layout; often overshoots zones or drifts off tape. Example: Robot misses the edge of a room and requires adjustment.	Robot cannot reliably follow layout; misses multiple zones. Example: Robot frequently leaves taped path and doesn't reach rooms.
Timing at Zones (25 pts)	All pauses are accurate to challenge requirements (5s at Pharmacy & Elevator, 3s at each Patient Room). Example: Robot pauses exactly 5 seconds at Pharmacy before continuing.	Most pauses are accurate; only one is slightly off. Example: Robot pauses 4 seconds instead of 5 at Elevator but completes other zones correctly.	Multiple pauses are off in length; delivery timing inconsistent. Example: Robot pauses 1–2 seconds instead of 3 in Patient Rooms.	Robot does not pause correctly at most zones. Example: Robot passes through rooms without stopping.
Team Collaboration (10 pts)	Team members share roles (coding, testing, timing) and communicate effectively. Example: One codes in VEXcode, another tests, another records timing.	Most team members contribute, though roles are uneven. Example: Two members work hard, one less involved.	Contribution uneven; one person does most of the work. Example: Only one student codes and tests, others observe.	Little/no collaboration. Example: One person does entire challenge with no teamwork.

It's a Draw!

In this challenge, you will be tasked with using your robot to draw the things on your set of It's A Draw cards ([Google Doc](#) / [.pdf](#)) as a second person tries to guess the drawing! To perform your best in this challenge, you should practice drawing with your robot.

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Robot Drawing Accuracy (35 pts)	Drawing is clear, recognizable , and matches the chosen card. Robot is well-controlled with smooth lines. Example: Robot uses a mounted marker and draws a house with clear walls and a roof that teammates identify correctly.	Drawing is mostly recognizable with some uneven lines. Example: Robot draws a car shape that is identified but looks uneven.	Drawing is somewhat unclear or incomplete; guesser struggles to identify. Example: Robot draws a stick figure missing arms, guesser hesitates.	Drawing is unrecognizable or incomplete. Example: Robot scribbles or the marker falls off, guesser cannot identify.
Robot Control & Precision (25 pts)	Robot moves are smooth and controlled , marker maintains consistent contact with paper/floor. Example: Driver uses VEX Controller joysticks with precise turning to trace lines.	Robot mostly stays under control, with only minor wobbles or marker lifts. Example: Robot lifts marker briefly but continues the drawing.	Robot control is inconsistent; frequent jerky motions make drawing messy. Example: Robot repeatedly overshoots lines and circles back.	Robot is hard to control; cannot keep marker on paper/floor. Example: Robot drives off page or drags marker without forming shapes.
Team Collaboration (20 pts)	Both team members contribute actively — one drives, the other guesses. Strong communication. Example: Driver carefully draws while guesser gives feedback and guesses accurately.	Both members participate, though one takes more of the lead. Example: Driver works well, guesser makes correct guesses with a little delay.	Uneven participation; one does most of the work. Example: Driver struggles while guesser watches passively.	Little to no collaboration. Example: Driver works alone, guesser doesn't engage.
Guessing Accuracy & Engagement (20 pts)	Guesser identifies most drawings correctly within a short time; stays engaged throughout. Example: Guesser quickly identifies "tree," "car," "house."	Guesser identifies some drawings correctly but needs extra time. Example: Guesser figures out 2 of 3 drawings with hints.	Guesser identifies only 1 drawing or takes a long time to respond. Example: Guesser struggles to identify even simple shapes.	Guesser cannot identify drawings or is disengaged. Example: Guesser gives up or guesses randomly.

Groove Machine

In this challenge, you will break up into teams and program your robot to go through a dance routine using your knowledge of loops. Your teacher will set a time limit for developing/testing the dance and a time limit for the length of the dance. Everyone not on the competing head-to-head dance-off teams will judge the dances and vote on the team that they think is best.

Rules:

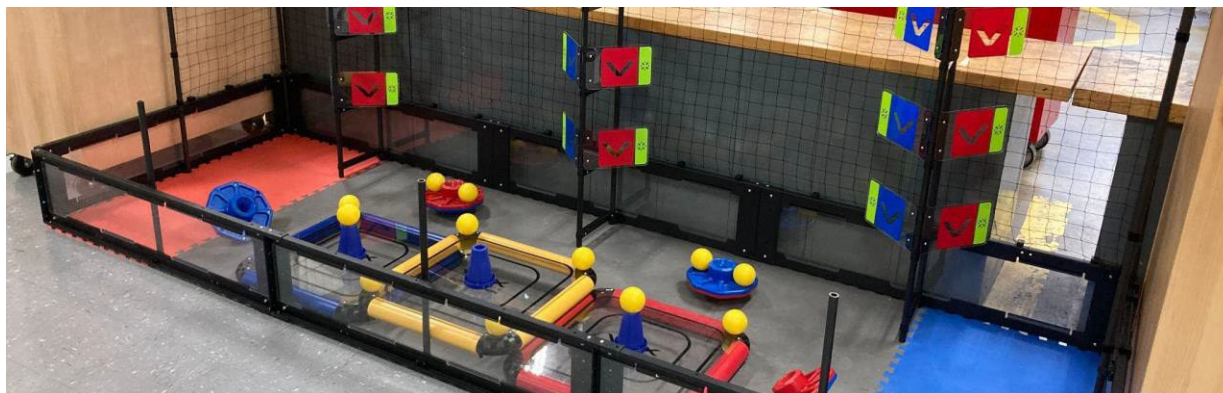
- Each Clawbot will dance one-at-a-time within the 1x1 meter area.
- The dancing continues until the Stop button on the Brain's screen is pressed to stop the project from running.
- The arm must be raised and lowered.
- The claw must open and close.
- The Clawbot must turn left and right.
- The Clawbot must drive forward and in reverse.
- The project needs to be stopped immediately if the Clawbot collides with anything or falls over. That is a losing dance.

Groove Machine - Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Programming & Use of Loops (30 pts)	Dance routine uses loops effectively to repeat smooth, creative sequences. All required moves (arm, claw, forward/reverse, left/right turns) are included. Example: VEXcode program loops a sequence where Clawbot spins, lifts arm, opens claw, and reverses, repeating seamlessly.	Most required moves included; loops are present but repetitive or basic. Example: Clawbot drives forward/backward and turns with some looping but limited variety.	Some moves missing; loops are minimal or poorly structured. Example: Arm doesn't raise or claw never opens, program runs straight-line commands.	Dance routine lacks loops and required movements. Example: Clawbot only drives forward and backward without variety.
Choreography & Creativity (25 pts)	Routine is fun, well-coordinated, and looks like a dance . Movements match rhythm and show creativity. Example: Clawbot "bobs" arm up and down while spinning and reversing like it's grooving.	Routine shows some rhythm and creativity, but feels repetitive. Example: Clawbot turns and moves with slight arm/claw action but lacks flair.	Routine shows limited creativity; looks mechanical or uncoordinated. Example: Clawbot repeats the same turn without variation.	Routine lacks creativity; movements appear random or incomplete. Example: Clawbot jerks forward/backward only.
Execution & Control (25 pts)	Robot runs routine smoothly within 1x1 meter area , with no collisions or falls. Example: Clawbot dances in place, stops correctly with Stop button.	Routine mostly smooth, with only small bumps or hesitations. Example: Clawbot nudges tape border once but stays upright.	Routine has multiple control issues; jerky motions or partial collision. Example: Clawbot bumps into boundary tape and wobbles.	Routine fails due to collision, tipping over, or out-of-bounds. Example: Clawbot drives off area and must be stopped.
Team Collaboration & Presentation (20 pts)	Team works together on coding and testing, presents routine confidently. Example: One codes, another tests, another introduces dance to the audience.	Most members contribute; presentation is clear but not engaging. Example: Two team members explain routine, third is quiet.	Uneven contribution; one member does most work. Example: One student codes while others only watch.	Little collaboration or presentation effort. Example: One student runs program silently with no team input.

Sample VEX V5 Competition Project

TURNING POINT



Game Description

VEX Robotics Competition Turning Point is played on a 3'x12' square field configured as seen above. Two (2) Alliances -- one (1) "red" and one (1) "blue" -- composed of one (1) Team each, compete in matches consisting of a one minute (60) second Autonomous Period, followed by a five minute (5:00) Driver Controlled Period.

The object of the game is to attain a higher score than the opposing Alliance by Flipping Scoring Caps, Toggling Flags, Mounting Cones and by Alliance Parking or Center Parking Robots on the Platforms.

Details

There are four (4) Caps, three (3) Posts, three (3) cones, nine (9) Flags, fourteen (14) Balls, two (2) Alliance Platforms, and one (1) Center Platform.

Caps can be Scored for the Alliance whose color is facing up at the end of the match. Flags can be Toggled to red or blue, and are Scored for the Alliance whose color is Toggled at the end of the match. Low Flags can be Toggled by Robots, but High Flags can only be Toggled by Balls. Turning Point is intended to be a back and forth game, no scored object is safe! Cones can be scored by placing them on the poles and can only be scored once by any team.

Alliance Platforms can be used for Alliance Parking by Robots of the same color Alliance as the Platform. The Center Platform can be used by Robots from either Alliance for Center Parking. An additional bonus is awarded to the Alliance that has the most total points at the end of the Autonomous Period.

Field



Scoring

Each Low Flag Toggled	1 Point
Each Medium Flag Toggled	5 Points
Each High Flag Toggled	10 Points
Each Cap Scored	10 Points
Each Cone Scored	15 Points
Robot that is Alliance Parked	5 Points
Robot that is Centre Parked	25 Points
Autonomous Bonus	X2 Any points scored during the autonomous round

Turning Point - Rubric

Criteria	Excellent (25 pts)	Good (20 pts)	Satisfactory (15 pts)	Needs Improvement (10 pts)
Autonomous Performance (Robot movement and scoring during the 1-minute autonomous period)	Robot consistently completes multiple tasks in autonomous (e.g., toggles at least 2 flags and flips a cap).	Robot completes at least 1 scoring action in autonomous (e.g., flips 1 cap or toggles 1 flag).	Robot moves correctly but does not complete a scoring task (e.g., drives to the object but doesn't flip it).	Robot does not run a valid autonomous or fails to move.
Driver-Controlled Skills (5-minute driver period, accuracy & control)	Robot is driven with precision, consistently scores on high-value targets (e.g., toggles medium/high flags, center parks).	Robot scores on a mix of low and medium-value tasks (e.g., flips caps, toggles low flags, alliance parks).	Robot moves and interacts but has trouble scoring consistently.	Robot is out of control, frequently stalls, or fails to score.
Game Strategy & Scoring Variety (Use of multiple ways to score: caps, flags, cones, parking)	Robot uses at least 3 scoring methods effectively (e.g., flags, caps, and center park).	Robot uses at least 2 scoring methods effectively.	Robot only uses 1 scoring method (e.g., only flips caps).	Robot does not attempt scoring variety or only drives around.
Teamwork & Problem-Solving (Coding, driving, adapting strategy, collaboration)	Team collaborates well, adjusts strategy mid-match, and communicates clearly (e.g., fixes code quickly if robot misbehaves).	Team works together but needs occasional teacher reminders to stay on task.	Team has uneven participation or struggles to adapt when robot has issues.	Team does not collaborate effectively; one person does all the work.

Engineering Notebook - Rubric

Criteria	Excellent	Proficient	Satisfactory	Needs Improvement
Identify the Problem (10 pts)	Clearly identifies game and robot design challenges with detailed descriptions and visuals. States clear goals for the challenge. Example: "Our Clawbot needs to flip caps and toggle flags efficiently in Turning Point. Goal: maximize autonomous scoring and driver control points."	Identifies the challenge but lacks detail or clarity in words, visuals, or goals. Example: "Robot needs to score in Turning Point. Goal: score as many points as possible."	Identifies the challenge, but details are minimal. Example: "Robot must move and score."	Does not identify the challenge clearly. Example: "Build a robot."
Brainstorm, Diagram, or Prototype Solutions (10 pts)	Lists 3+ solutions with labeled diagrams; cites external sources. Example: Draws 3 drivetrain options (tank, mecanum, omni wheels) with sketches and references VEX tutorials.	Lists 1–2 solutions; citations present. Example: Draws tank drive and claw attachment only.	Provides vague solutions or unclear diagrams. Example: Sketch of robot with minimal labels.	No solutions listed. Example: Blank or unrelated sketches.
Select Best Solution and Plan (10 pts)	Thorough explanation of selected solution, includes testing results and implementation plan. Example: "We chose tank drive with claw attachment after testing speed and turning efficiency. Program includes autonomous routine and driver control plan."	Explains selected solution but lacks depth. Example: "We chose tank drive. Program will move robot."	Brief explanation of solution/plan. Example: "We will build the robot with wheels and claw."	No explanation. Example: "We will build it."
Build and Program the	Records detailed build/program steps, allowing others to recreate the design. Example: Step-by-step	Records key steps but lacks full clarity. Example: Assembly noted, but sensor connections unclear.	Minimal steps; hard to follow. Example: "Attach wheels, program robot."	No relevant steps recorded. Example: Blank notebook.

Solution (10 pts)	assembly notes, VEX V5 motor assignments, sensor ports, VEXcode logic blocks listed.			
Test Solution (10 pts)	Records all testing steps, includes results and analysis. Example: "Tested autonomous path three times, robot flipped 3 caps each trial, analyzed why claw missed 1 cap and adjusted motor speed."	Records key steps; analysis limited. Example: "Tested autonomous, some caps flipped."	Some testing recorded; lacks details. Example: "Tested robot, worked okay."	No testing steps recorded. Example: Blank or incomplete.
Repeat Design Process (10 pts)	Shows multiple iterations for improvement. Example: "Iteration 1: claw too weak, Iteration 2: adjusted motor torque, Iteration 3: optimized path."	Some repetition; lacks detail. Example: "Improved claw after first test."	Minimal evidence of iteration. Example: "Adjusted robot once."	No evidence of iteration. Example: Built robot once, no changes.
Independent Inquiry (10 pts)	Strong independent inquiry; ideas well documented. Example: "Researched VEX forums for claw designs, added a ball intake module inspired by other teams."	Some inquiry; partial documentation. Example: "Looked at VEX examples online for reference."	Limited inquiry documented. Example: "Asked friend for ideas."	No independent inquiry. Example: Copied another team without research.
Usability and Completeness (10 pts)	Records design/development in clear detail, easy to follow. Example: Notebook includes labeled diagrams, program screenshots, test notes, and reflections.	Completes process; some missing detail. Example: Notebook readable but missing sensor diagrams.	Lacks sufficient detail. Example: Minimal steps and unclear drawings.	Fails to document effectively. Example: Blank pages or unrelated content.
Record of Team & Project	Comprehensive record of assignments, meetings, resource constraints. Example: Notes	Records most relevant info; somewhat inconsistent. Example: Some meeting notes, unclear roles.	Missing key aspects of project management. Example: Only lists who built robot.	No record of project management. Example: No notes.

Management (10 pts)	showing who built, coded, tested; lists battery/motor availability.			
Notebook Format (10 pts)	Organized, dated entries, easy to navigate. Example: Sections labeled: Problem, Brainstorm, Build, Test, Reflection; pages numbered.	Some organization; could improve clarity. Example: Sections present but inconsistent order.	Lacks consistency/organization. Example: Notes scattered, hard to follow.	No organization. Example: Random notes, undated.

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	

ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12 _____ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	

CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___/ 12

Skill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.	

Analyzes relevant information related to the problem, question or issue.			Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___/ 12

Disposition Rubrics 9-12

Draft Rubrics

Draft Rubrics/Frameworks (9-12)

1. [Self-Efficacy](#)
2. [Growth Mindset](#)
3. [Innovation](#)
4. [Emotional Intelligence](#)
5. [Integrity](#)

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	A secondary student may demonstrate self-efficacy by: • Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. • Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. • Participating in class discourse despite being unsure of the answer • Tackling new challenges with a positive attitude • Using positive self talk while playing sports even when losing • Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. • Setting personal goals and celebrating successes • Confidently participating in class discussions • Willingly accepting feedback from students and peers • Standing up for yourself or a peer after observing name calling	Areas of Growth
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	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... - Analyzing errors on assessments with the intent to expand their learning - Exhibiting grit in task completion regardless of obstacles - Setting, adapting, and completing short term and long term goals - Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies - Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task - Taking breaks when needed in order accomplish small components towards the larger goal - Identify the leverage aspects of a task that will move completion forward - Exhibiting flexibility and adaptability while going through the process of goal setting - Develop a path to succeed by evaluating one's own abilities - Shows drive and motivation with an end goal in mind. - Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds)	Areas of Growth
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	• Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

PORTRAIT OF A GRADUATE**GRADES 9-12**

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	A secondary school student may demonstrate integrity by... • Showing up on time to class and doing homework in a timely manner • Noticing when another student drops her/his books in the hallway, and helps to pick them up • Returning a wallet that is found in the parking lot with the content intact • Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) • Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. • Respecting her peer who is wearing a sari • Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak • Advocating for a peer after observing another student calling someone names • Volunteering to help at practice for the Unified basketball team. • Taking pride in their work and behaviors • Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. • Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity • Modeling appropriate behavior and ignoring negative/bad behavior when provoked by others	Areas of Growth
	Feedback to Students	

	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Digital Media 2 Grades 10-12

2026

(Last revision date: 2025)

Curriculum Writing Team

**Christina Rusate
Joe Amaturro
Jeffrey Cochrane
Susan C. Iwanicki, Ed.D**

**CTE Department Chair
CTE Teacher, Trumbull High School
CTE Teacher, Trumbull High School
Assistant Superintendent**

Digital Media 2

Grades 10 -12

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CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Digital Media 2 is a half-year elective designed to expand students' skills in media production through the creation of school-based news content, including the launch of a fully functioning student-run TV studio. Building on the foundation of Digital Media 1, this course immerses students in the full production cycle—from identifying and developing relevant news stories to filming, editing, and broadcasting finished segments. The central goal is to empower students to take ownership of daily morning announcements and school-wide reporting, while also fostering a sense of responsibility, collaboration, and leadership.

Rooted in a philosophy of hands-on learning and project-based assignments, Digital Media 2 provides students with authentic, real-world experiences that mirror the demands of professional media environments. Students will work in production teams to take on roles such as producer, director, anchor, camera operator, audio technician, editor, and more—rotating through responsibilities to develop a well-rounded understanding of studio operations. They will use industry-standard equipment including DSLR cameras, switchboards, microphones, studio lighting, and green screens, while also advancing their skills in Adobe Premiere Pro and other tools in the Adobe Creative Suite.

Collaboration is central to the course. Students will be expected to communicate, problem-solve, and manage time effectively as they produce content on tight deadlines. Whether scripting a feature, conducting interviews, or running a live broadcast, every project emphasizes teamwork and shared ownership. This structure not only prepares students for potential careers in journalism, broadcasting, or digital media—it also builds confidence, creativity, and a strong sense of community.

Digital Media 2 marks an exciting evolution in Trumbull High School's media program. It addresses a long-standing gap in in-school opportunities for students interested in communications and media careers, while leveraging the school's professional-grade equipment and studio facilities. Students will leave the course with a polished media portfolio and the experience of helping build a student-led broadcast program from the ground up.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Career and Technical Education (CTE) Digital Video Production Standards, and the 2010 Connecticut Core Standards for English Language Arts (ELA). These goals reflect the integrated, interdisciplinary nature of Digital Media 2, which blends hands-on learning in video production with critical thinking, communication, and problem-solving skills.

CTE: Digital Video Production Standards

- **DVP.01.01** – Understand and demonstrate the phases of production (pre-production, production, and post-production).
- **DVP.01.03** – Explore various career paths and roles within video production.
- **DVP.02.01** – Demonstrate awareness of fire and trip hazards specific to production environments.
- **DVP.02.02** – Safely use ladders and elevated equipment within the studio.
- **DVP.02.03** – Correctly transport and store production equipment.
- **DVP.02.04** – Properly tape and secure studio cables to prevent hazards.
- **DVP.03.01** – Identify the message, purpose, and audience of a production.
- **DVP.03.02** – Generate, develop, and refine creative concepts and production ideas.
- **DVP.03.03** – Write scripts and create storyboards using professional formats.
- **DVP.03.04** – Understand and apply legal and ethical issues, including copyright and permissions.
- **DVP.03.05** – Manage project deadlines and organize production timelines.
- **DVP.03.06** – Evaluate production locations for quality and logistics.
- **DVP.04.01** – Demonstrate the ability to plan and execute lighting setups.
- **DVP.04.02** – Use various types of microphones and apply correct audio techniques.
- **DVP.04.03** – Identify key studio personnel and describe their roles and responsibilities.
- **DVP.04.04** – Operate portable field production equipment and follow best practices.
- **DVP.05.01** – Select appropriate camera formats and settings for different scenarios.
- **DVP.05.02** – Demonstrate proper camera movements and angles for storytelling.
- **DVP.05.03** – Apply composition techniques including rule of thirds and framing.
- **DVP.05.04** – Set up and adjust tripod or stabilizing gear as required.
- **DVP.06.01** – Create and use titles, transitions, and graphics in video editing.
- **DVP.06.03** – Manage and archive media assets properly.
- **DVP.06.04** – Edit video using appropriate software and tools.
- **DVP.06.05** – Record, mix, and master voiceovers, music, and other audio elements.
- **DVP.07.01** – Understand digital media concepts such as frame rate, resolution, file types, and codecs.

ELA Standards: 2010 Connecticut Core Standards for Literacy

- **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.RI.11-12.7** – Integrate and evaluate multiple sources of information presented in different media or formats.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- Professional video production is a multi-phase process that requires careful planning, technical execution, and thoughtful refinement.
- Safe handling and operation of production equipment is essential to protect both people and gear.
- Effective collaboration and clear communication are critical to producing professional-quality content.
- Scripting, storyboarding, and planning must align with both audience needs and the intended message.
- Ethical and legal considerations, including copyright, fair use, and truthful reporting, are fundamental to responsible media creation.
- Strong visual storytelling relies on mastering camera work, composition, lighting, and editing techniques.
- Technical accuracy in timing, file organization, and export formats is essential for broadcast-ready work.

COURSE ESSENTIAL QUESTIONS

- How do media producers balance creativity, technical skill, and ethical responsibility in their work?
- What makes visual storytelling effective, and how can production teams use visual language to influence or inform?
- How does audience awareness shape decisions made in planning, scripting, filming, and editing?
- In what ways does collaboration in a media production setting mirror the real-world, professional environment?
- How do copyright law and ethical media practices impact what and how we create in a digital world?
- What technical decisions must be made to ensure a high-quality, professional production from concept to final edit?

COURSE KNOWLEDGE & SKILLS

Students will know:

- The phases of video production and the connections between pre-production, production, and post-production.
- Roles, responsibilities, and workflows within both studio and field environments.
- Scriptwriting, storyboarding, and rundown formats.
- Camera settings, composition techniques, and shot types.
- Audio recording tools, microphone types, and sound design principles.
- Video editing terminology, tools, and workflows in Adobe Premiere Pro or equivalent software.
- Legal and ethical standards including copyright, fair use, and journalistic integrity.
- Studio safety protocols and best practices for handling equipment.

Students will be able to:

- Operate cameras, lighting systems, and audio equipment effectively and safely.
- Write scripts, create storyboards, and develop rundowns for broadcast.
- Capture high-quality video and audio in both studio and field settings.
- Edit video and audio to produce polished, professional content.
- Apply titles, graphics, and transitions to support storytelling.
- Export videos in correct formats for broadcast, online, and mobile platforms.
- Collaborate within production teams, rotating through various roles.
- Manage production schedules, meet deadlines, and maintain organized project files.

VISION OF THE GRADUATE

Digital Media 2 purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students develop through hands-on media production, collaborative storytelling, technical problem-solving, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate in writing (scripts, rundowns), verbally (on-air, in pitches), and visually (storyboards, graphics). They practice audience-focused messaging and respond to peer/instructor feedback.
Self-Efficacy	Students gain confidence by rotating through challenging production roles, managing deadlines, and delivering complete segments. They reflect on personal growth through role journals and project reviews.
Critical Thinking & Problem Solving	Students troubleshoot technical issues (audio hiss, lighting problems), adapt scripts for time constraints, and make editing choices that clarify storytelling.
Collaboration	All productions are team-based, requiring role coordination, shared decision-making, and accountability logs. Peer evaluations reinforce mutual respect and group productivity.
Growth Mindset	Students iterate on projects after feedback, seeing early drafts as steps toward quality. They learn to adapt when shoots or edits don't go as planned.
Integrity	Accuracy in reporting, honest editing, and crediting sources are enforced. Students follow copyright law, truth-in-storytelling ethics, and safety protocols even without supervision.
Innovation	Students experiment with new camera techniques, mobile-first formats, and unconventional segment structures to engage audiences.
Emotional Intelligence	Peer-to-peer feedback, team debriefs, and role rotations help students read group dynamics, respond to stress, and maintain professionalism under deadlines.

COURSE SYLLABUS

Course Name

Digital Media 2

Level

Grades 10 - 12

Prerequisites

Successful completion of Digital Media 1, or Theatre Tech course.

Course Length:

Semester

Targeted Grades:

10–12

Standards Alignment

2020 Connecticut CTE Digital Video Production Standards + CCSS Literacy & Math Standards

General Description of the Course

Digital Media 2 builds upon foundational media production skills to engage students in the full process of professional video and broadcast creation. Emphasizing collaboration, leadership, and real-world applications, this course guides students through safety training, role-based studio operations, pre-production planning, field reporting, post-production editing, and ethical journalism. Students will rotate through roles on a production team, create weekly show content, develop original media pieces, and reflect on their growth in a culminating portfolio.

The course integrates career readiness, media literacy, and hands-on technical skill building aligned with the 2020 Connecticut CTE Digital Video Production standards and CCSS literacy standards. Whether filming a hard news segment, directing a broadcast, or producing a mobile-first story, students will learn to tell impactful stories for diverse audiences across platforms.

Curriculum Flow Overview

- Weeks 1–3: Technical foundations and production team skills
- Weeks 4–8: Launch of live production and segment prep
- Weeks 9–16: Ongoing original work + deepening technical and storytelling skills
- Weeks 13–14: Media ethics and copyright concepts integrated
- Weeks 17–18: Capstone production and presentation

Scope, Timing, Standards, and Assessments Overview

Unit	Title	Duration	Key Focus Areas	Anchor Standards	Culminating Assessments
Unit 1	Safety and Operations	Week 1	Studio safety, cable management, equipment handling	DVP.02.01–02.04	Safety Quiz, Certification Checklist, Safety Poster
Unit 2	Studio Roles, Teams & Production	Week 2	Production phases, crew roles, lighting basics	DVP.01.01, .01.03, .04.01, .04.03	Role Shadowing, Team Simulation, Career Presentation
Unit 3	Scriptwriting & Show Planning	Week 3	Script development, storyboarding, scheduling	DVP.03.01–03.03, .03.05, CCSS.W.11–12.4	Script Packet, Rundown Sheet, Rewrite Challenge
Unit 4	Broadcast Launch & Feature Pre-Production	Weeks 4–5	Location scouting, segment pitching, audio gear	DVP.03.06, .04.02, .04.04	Pitch Deck, Scouting Log, Audio Setup Challenge
Unit 5	Post-Production & Editing	Weeks 6–8	Video editing, titles, transitions, audio mixing	DVP.06.01, .06.04, .06.05, CCSS.Math.HSN.Q.A.3	Rough Cut, Lower Thirds, Audio Balancing Lab
Unit 6	Original Stories / Full Production Cycle	Weeks 9–16	Camera operation, segment production, visual storytelling	DVP.04.01–04.04, .05.01–05.04, .03.01, .07.01	Bi-weekly Segments, Mobile Project, Framing Essay
Unit 7	Copyright, Ethics, and Media Law	Weeks 13–14 (integrated)	Copyright, fair use, bias, ethical storytelling	DVP.03.04, .07.01, CCSS.RI.11–12.7	Case Study, Ethics Roleplay, Bias Breakdown
Unit 8	Studio Takeover & Capstone	Weeks 17–18	Branding, peer feedback, final broadcast	DVP.01.01, .03.05, .06.03	Capstone Show, Branding Package, Final Portfolio

UNIT 1

Safety and Procedures

Unit Description

This introductory unit welcomes students into the Digital Media 2 course and establishes a strong foundation in professional behavior, studio operations, and safety procedures. Students engage in icebreakers, set class norms, explore the layout of studio equipment, and complete hands-on activities focused on physical safety and technical awareness. The emphasis is on fostering a safety-first culture that enables efficient and secure media production throughout the semester.

Standards

DVP.02.01	Demonstrate awareness of fire and trip hazards specific to production environments.
DVP.02.02	Safely use ladders and elevated equipment within the studio.
DVP.02.03	Correctly transport and store production equipment.
DVP.02.04	Properly tape and secure studio cables to prevent hazards.

Essential Questions

- What makes a production environment unsafe?
- How can each crew member contribute to a safer workspace?
- What are the responsibilities of media producers when it comes to physical and technical safety?

Key Vocabulary

- Trip Hazard
- Fire Hazard
- Cable Management
- Gaffer Tape
- Sandbag (for lighting stability)
- Studio Zones
- Equipment Checkout
- Ladder Safety
- Wrap Procedures
- Strike (tear-down process)
- “Hot Set”
- Load In / Load Out
- Personal Protective Equipment (PPE)

Unit Goals

At the completion of this unit, students will be able to:

- Identify fire, trip, and electrical hazards in a studio environment
- Demonstrate safe movement and storage of production gear
- Use ladders and elevation equipment correctly
- Properly tape down and manage cables to reduce risk
- Exhibit basic crew professionalism and situational awareness

Unit Scope and Sequence

- Course Introduction + Icebreaker Activity Team Icebreaker: Get-to-know-you games; introduce course themes & classroom culture
- Expectations & Studio Tour: Walkthrough of studio zones, “Hot Set” etiquette, fire exits, storage rules
- Hazard Identification + Safety Scenarios: Interactive group activity: “Find the Hazard” photo slides & situational roleplay
- Tech Challenge: Studio Setup & Breakdown: Team challenge: assemble and strike mock set safely under timed conditions
- Equipment Handling + Cable Taping Lab: Students move tripods, lights, and wrap cables properly; hands-on skills check

Unit Assured Assessments:

Formative Assessments

- Studio Equipment and Hazard Hunt: Students complete a checklist based on a safety walkthrough and label unsafe practices. Locating and identifying key studio components (cables, adapters, light controls, fire exits, hazards etc.)
- Setup & Breakdown Tech Challenge: In teams, students demonstrate safe gear setup, takedown, and cable taping under supervision

Summative Assessments

- Studio Safety Certification Quiz: May be taken visually (with images of scenarios) or in oral format for accommodations
- Studio Equipment Certification: Students must demonstrate correct handling of studio gear and pass instructor sign-off to earn “certified” status for equipment use

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Collaboration
- Communication
- Self-Efficacy

How it is developed in the course:

- Students consistently follow safety protocols and studio rules, even when not observed.
- Team setup and teardown require shared accountability.
- Students clearly explain hazards and demonstrate safe practices during certification.
- Earning “certified” status builds confidence in handling professional-grade gear.

Resources

Core:

- Classroom Safety Presentation (slides or PDF)
- Instructor-led Studio Safety Demo
- Studio Zone Map & Diagram
- Equipment Checkout Log Template

Supplemental:

- [OSHA Studio Safety Guidelines](#) (adapted for education)
- [AVIXA Cable Management Basics](#)
- Sample “Hot Set” photos or diagrams
- Student “Tech Safety Log” for reflections
- QuickStart YouTube videos on tripod and light safety

Time Allotment

4 Lessons

UNIT 2

Studio Roles, Teams & Production

Unit Description

This unit introduces students to the collaborative nature of media production. Students explore the structure of production teams, the purpose and flow of each production phase, and the variety of career paths within the industry. Through interactive activities, students practice assuming different roles and using basic studio lighting.

Standards

DVP.01.01	Understand the phases of video production (pre-production, production, post-production).
DVP.01.03	Identify and explore career paths in video production.
DVP.04.01	Set up and use basic lighting.
DVP.04.03	Identify studio roles and necessary equipment.

Unit Essential Questions

- What are the phases of media production, and how are they connected?
- What are the responsibilities of different roles on a production team?
- How does collaboration influence the quality and efficiency of a production?

Key Vocabulary

- Pre-Production
- Production
- Post-Production
- Director
- Producer
- Floor Manager
- Technical Director
- Lighting Designer
- Three-Point Lighting
- Fill Light / Key Light / Back Light
- Grip / Gaffer

Unit Goals

Students will be able to:

- Identify and explain the phases of video production
- Describe key studio roles and their responsibilities
- Use basic three-point lighting setup
- Collaborate with peers in a mock production environment

Unit Scope and Sequence

- Team Icebreaker: Collaboration Challenge
- Lecture + Visual: Phases of Production
- Studio Tour: Meet the Gear (Lighting & Role Boards)
- Lighting Demo: Hands-on Three-Point Setup
- Team Simulation: Mock Studio Roles & Equipment Practice

Unit Assured Assessments

Formative Assessments

- Production Roles Sorting Game
- Lighting Identification & Setup Practice
- Teamwork Reflection Log

Summative Assessments

- Production Team Simulation Project
- Lighting Setup Challenge (Individual or Pair)

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Collaboration
- Communication
- Self-Efficacy
- Critical Thinking & Problem Solving

How it is developed in the course:

- Students practice teamwork by rotating through studio roles.
- Crew members learn to give and receive clear instructions under time pressure.
- Mastery of multiple roles increases confidence in complex team settings.
- Students analyze production flow to anticipate and solve on-set problems.

Resources

Core:

- Role Cards Handout
- Production Phase Graphic Organizer
- Studio Role Boards
- Lighting Gear & Setup Diagrams

Supplemental:

- Career One Stop Media Job Cards
- PBS Behind-the-Scenes Videos
- YouTube: Studio Lighting Basics (Film Riot / Indy Mogul)

Time Allotment:

6 Lessons

UNIT 3

Scriptwriting & Show Planning

Unit Description

Students explore the planning stage of media production with a focus on scriptwriting and show planning. They learn to write purposeful scripts, plan segments using rundowns, and schedule productions. Emphasis is placed on structure, audience, and production flow.

Standards

DVP.03.01	Determine the message, purpose, and audience.
DVP.03.02	Develop and refine ideas and concepts for production.
DVP.03.03	Create scripts and storyboards.
DVP.03.05	Set deadlines and manage production schedules.
CCSS.ELA-LITE RACY.W.11-12.4	Produce clear and coherent writing appropriate to task, purpose, and audience.

Essential Questions

- How does the structure of a script affect its clarity and engagement?
- What factors must be considered when writing for an audience?
- How do scripts, rundowns, and schedules work together in show planning?

Key Vocabulary

- Rundown Sheet
- Storyboard
- Segment
- Script Format
- Voice Over (VO)
- Sound on Tape (SOT)
- Anchor / Host
- B-Roll
- Lead-in / Tease
- Cold Open

Unit Goals

Students will be able to:

- Write basic scripts tailored to audience and platform
- Create a visual storyboard with scene structure
- Organize a simple rundown sheet
- Manage a mock production schedule

Unit Scope and Sequence

- Warm-Up: Favorite Shows and Script Structure
- Scriptwriting Mini-Lesson & Writing Practice
- Storyboarding Workshop
- Rundown Sheet Walkthrough + Build-A-Segment
- Schedule Simulation: Planning a Show Week

Unit Assured Assessments:

Formative Assessments

- Script Draft Peer Reviews
- Storyboard Draft Feedback
- Teleprompter Timing Drill – Practice reading different scripts on camera for pacing and timing

Summative Assessments

- News Script Assignment - Take a real or fictional poorly written script and revise it for clarity and tone.
- Segment Rundown Sheet – Create a professional rundown document outlining segment timing, order, and production needs

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Communication
- Critical Thinking & Problem Solving
- Growth Mindset
- Innovation

How it is developed in the course:

- Students write scripts and rundowns that clearly target an intended audience.
- Storyboarding and timing exercises refine logical story flow.
- Multiple script drafts encourage students to embrace revision as part of the creative process.
- Students develop unique story approaches within standard broadcast formats.

Resources

Core:

- Script Templates
- Sample Storyboards
- Google Sheets: Rundown Template
- Anchor + Segment Sample Videos

Supplemental:

- NYT Learning Network: How to Write for News
- YouTube: Show Rundown Breakdown (CNN, ESPN examples)

Time Allotment:

8 Lessons

UNIT 4

Broadcast Launch & Feature Pre-Production

Unit Description

Students shift from planning/pre-production for live broadcast and field feature segments. This unit emphasizes real-world planning and logistics, including location scouting, story pitching, and audio testing. Students prepare for full-scale field production.

Standards

DVP.03.06	Evaluate shooting locations for lighting, noise, and logistics.
DVP.04.02	Use professional microphones and audio equipment.
DVP.04.04	Identify roles in field production and demonstrate use of portable gear.

Essential Questions

- What makes a location suitable for filming?
- How does sound design influence field production quality?
- What are the core components of a successful segment pitch?

Key Vocabulary

- Scouting
- Ambient Noise
- Field Production
- Boom Mic / Lavalier
- Pre-Interview
- Shot List
- Feature Package
- Natural Sound (NAT)
- Gear Prep
- Location Release

Unit Goals

Students will be able to:

- Evaluate the viability of real-world locations
- Pitch and develop a compelling feature story
- Demonstrate readiness with gear setup and planning

Unit Scope and Sequence

- Location Scouting Field Walk
- Feature Brainstorming + Pitch Deck Workshop
- Microphone Lab: Lavalier & Boom Setup

- Field Equipment Lab + Packing Checklist
- Peer Review: Pitch Presentations + Shot List Planning

Unit Assured Assessments:

Formative Assessments

- Location Scouting Journal
- Audio Setup Challenge
- Pitch Deck Feedback & Peer Notes
- Gear Prep & Field Production Checklist

Summative Assessments

- Feature Pitch Presentation and Planning
- B-Roll Hunt Challenge – Go out and capture 10–15 B-roll clips for use in future stories

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Innovation
- Collaboration
- Communication
- Critical Thinking & Problem Solving

How it is developed in the course:

- Students pitch fresh, original segment ideas that fit audience interests.
- Location scouting and field prep require teamwork and shared planning tools.
- Students deliver concise, persuasive pitches to peers and instructor.
- Site evaluation and audio testing require on-the-spot problem-solving.

Resources

Core:

- Feature Pitch Slide Template
- Location Scouting Checklist
- Audio Gear Demonstration Kit
- Field Gear Packing Checklist

Supplemental:

- YouTube: Documentary Feature Pitch Examples
- NPR Training: Field Sound Recording Tips
- Interview Clip Library for NAT Sound Practice

Time Allotment

8 Lessons

UNIT 5

Post-Production & Editing

Unit Description

Students gain hands-on experience with editing software and workflows. They learn how to build a narrative from footage, apply design elements, and refine audio. Emphasis is placed on pacing, storytelling, and attention to detail.

Standards

DVP.06.01	Create titles, transitions, and motion graphics.
DVP.06.04	Use software to edit video and apply effects.
DVP.06.05	Mix and edit audio, music, and dialogue.

Essential Questions

- What editing decisions shape audience understanding?
- How do timing and rhythm affect viewer engagement?
- What makes an edit feel polished and professional?

Key Vocabulary

- Timeline
- Nonlinear Editing (NLE)
- Lower Thirds
- J-Cut / L-Cut
- Render
- B-Roll Overlay
- Audio Leveling
- Crossfade
- Export Settings
- Rough Cut / Fine Cut

Unit Goals

Students will be able to:

- Assemble and trim footage using editing software
- Add visual and text-based elements for clarity
- Balance and mix voice, music, and effects

Unit Scope and Sequence

- Editing Platform Intro & Tour
- Timeline Tools + Rough Cut Workshop
- Audio Mixing Lab (Dialogue, Music, SFX)
- Motion Graphics Demo: Lower Thirds
- Feedback & Revisions: Fine Cut Review

Unit Assured Assessments:

Formative Assessments

- Timeline Practice Clips
- Audio Leveling Challenge
- Lower Thirds Draft Exercise

Summative Assessments

- Sound Fix Challenge – Edit distorted or poorly recorded audio to improve quality.
- Rough Cut Submission (with Peer Feedback) - Rough cut your first feature.

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Critical Thinking & Problem Solving
- Innovation
- Self-Efficacy
- Growth Mindset

How it is developed in the course:

- Editing choices are made to strengthen clarity and pacing.
- Students explore motion graphics and creative transitions to enhance storytelling.
- Successfully completing a polished edit builds pride in technical skills.
- Students learn to accept critiques and use them to improve cuts.

Resources

Core:

- Adobe Premiere (or equivalent NLE software)
- Audio Clip Library
- Lower Thirds Template Files
- Instructor Video Tutorials

Supplemental:

- YouTube: Video Editing Basics (Justin Odisho, Premiere Basics)
- Lynda/LinkedIn Learning Editing Lessons

Time Allotment

8 Lessons

UNIT 6

Creating Original Stories / Full Production Cycle

Unit Description

Students independently produce original content from idea to final edit. With prior skills now in practice, students deepen their understanding of audience, style, and technical quality. They experiment with storytelling, genre, and advanced techniques in camera movement and editing. During this extended unit, students take on rotating production roles—such as anchor, director, camera operator, editor, and producer—within multiple production teams. These student-led teams are responsible for planning, producing, and delivering regular show content. Teams rotate roles every two weeks to ensure all students experience different aspects of production leadership and support. Collaboration and communication are essential as students may work across multiple teams, manage overlapping deadlines, and contribute to both in-studio and field productions.

Standards

DVP.04.01–04.04	Operate production gear in studio and field.
DVP.05.01–05.04	Use correct settings and composition for camera work.
DVP.03.01	Create productions targeted to specific audiences.
DVP.07.01	Understand frame rates, file formats, and export settings.

Essential Questions

- What makes a story worth telling on screen?
- How can creators visually engage a specific audience?
- What technical skills distinguish amateur from professional work?
- How does rotating through multiple roles deepen understanding of the production process?

Key Vocabulary

- Composition
- Framing
- Rule of Thirds
- Shot Variation
- Motivated Movement
- Export Codec
- Bitrate
- Genre Conventions
- Hook / Tag
- Original Content

- Anchor
- Director
- Producer
- Switcher
- Team Rotation
- Segment Lead
- Show Rundown

Unit Goals

Students will be able to:

- Plan and execute a full field or studio segment
- Apply camera composition and movement techniques
- Refine editing choices to suit story goals
- Collaborate within rotating team roles to produce professional content
- Reflect on different responsibilities within the production process

Unit Scope and Sequence

- Visual Storytelling Brainstorm
- Storyboard & Production Plan Development
- Camera Movement Techniques Lab
- In-Studio or Field Recording Days
- Editing & Peer Review Cycles
- Team Role Assignment & Expectations
- Two-Week Team Production Cycle #1 (Anchor/Director Focus)
- Production Debrief + Team Rotation #1
- Two-Week Team Production Cycle #2 (Editor/Field Crew Focus)
- Production Debrief + Team Rotation #2
- Flexible Time for Overflow Production, Peer Collaboration, or Special Segments

Unit Assured Assessments

Formative Assessments

- Storyboard & Shot Plan
- Segment Pitch Sheet
- Scene Draft + Peer Edits
- Role Reflection Journal Entries
- Peer-to-Peer Feedback Forms
- Segment Dry Run + Feedback
- Team Meeting Logs

Summative Assessments

- Feature Segment Submission

- News Segment Submission
- Mobile Media Challenge Project
- Team Rotation Log + Role Feedback

Assessment Expectations

Each 2-week cycle, students submit:

- **1 Feature Assignment** (2–3 minutes)
- **1 News Assignment** (60–90 seconds)
- **1 Mobile Device Assignment** (creative or journalistic piece)
 - Edit footage entirely on a mobile device using apps like Adobe Rush
 - Example Mobile Assignments:
 - Interview a teacher or student about a school issue
 - Shoot a creative B-roll montage (5-shot sequence)
 - Produce a 30-second promo using only a phone
 - Cover a club or sport using mobile footage + phone mic

Minimum Requirement by Week 16:

- 1 Individual Feature Segment
- 4 Team-Based News Segments
- 2 Individual Mobile Media Projects

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Collaboration
- Innovation
- Self-Efficacy
- Integrity
- Emotional Intelligence

How it is developed in the course:

- Students manage multi-role teams with rotating leadership.
- Original content development allows for experimentation with format and style.
- Completing independent and team segments reinforces ownership of work.
- All work follows ethical reporting guidelines and crediting standards.
- Role changes require adaptability and respect for team members' strengths.

Resources

Core:

- Production Planning Packet
- Studio Role Cards & Team Rotation Tracker
- Genre Video Examples
- Camera Movement Demo Videos
- Peer Review Forms

- Shot Logs & Script Templates

Supplemental:

- YouTube Creators Studio
- Adobe Premiere & After Effects Tutorials
- Student Film Festival Clips
- PBS Student Reporting Labs
- Broadcast Role Interview Clips
- Leadership in Studio Production Mini-Lessons
- Mobile Editing Apps & Tutorials

Time Allotment

Time Allotment: 6–7 Weeks

UNIT 7

Copyright, Ethics, and Media Law

Unit Description

This unit weaves critical thinking and responsible practice into media production. Students explore copyright law, the concept of fair use, the role of ethics in journalism, and the impact of misinformation. Instruction supports professional conduct and legal awareness.

Standards

DVP.03.04	Understand copyright, fair use, releases, and ethics in media.
DVP.07.01	Define digital terms (e.g., frame rate, codec).
CCSS.ELA-LITER ACY.RI.11-12.7	Integrate and evaluate multiple sources of information in different media.

Essential Questions

- What ethical obligations do media producers have?
- How can producers ensure they're using materials legally and responsibly?
- What defines trustworthy media?

Key Vocabulary

- Copyright
- Fair Use
- Creative Commons
- Public Domain
- Release Form
- Misinformation / Disinformation
- Bias
- Objectivity
- Credibility
- Attribution

Unit Goals

Students will be able to:

- Determine when and how to use copyrighted material legally
- Apply principles of media ethics to real-world scenarios
- Evaluate credibility and bias in media

Unit Scope and Sequence

- Intro to Copyright Law
- Fair Use Case Studies + Group Debate
- SPJ Code of Ethics Overview
- Evaluating News Sources with RAVEN
- Copyright-Free Asset Curation Workshop

Unit Assured Assessments:

Formative Assessments

- Ethics Scenario Discussions
- Source Bias ID Practice
- Fair Use Quiz

Summative Assessments

- Copyright Case Study Presentation OR News Bias Breakdown Reflection
- Asset Curation Folder Submission – Find and catalog 10 useful media assets (music/images/video) in the public domain

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Critical Thinking & Problem Solving
- Communication
- Growth Mindset

How it is developed in this unit:

- Students apply copyright law and avoid misrepresentation in storytelling.
- Students evaluate real-world case studies of ethical dilemmas in the media.
- Students present legal/ethical findings clearly and persuasively.
- Students adjust production plans to stay compliant without sacrificing creativity.

Resources

Core:

- SPJ Code of Ethics
- Creative Commons & Public Domain Directories
- RAVEN Framework Handout

Supplemental:

- Ad Fontes Media Bias Chart
- AllSides Media Bias Tool
- Stanford News Literacy Lessons

Time Allotment:

Time Allotment: 6 Lessons

UNIT 8

Studio Takeover & Capstone

Unit Description

In the culminating unit, students apply all prior learning in a final, student-led production. They take on leadership roles, develop segment branding, and publish content to a professional standard. Focus is placed on project management, asset organization, and personal branding.

Standards

DVP.01.01	Manage the full production cycle.
DVP.06.03	Organize and archive digital assets.
DVP.03.05	Meet deadlines and production goals.

Essential Questions

- What does professional-level production require?
- How do media producers leave a lasting impression through branding?
- What habits support sustainable, creative production?

Key Vocabulary

- Branding
- Logo
- Intro Sequence
- Lower Thirds Package
- Style Guide
- Archive / File Naming Convention
- Final Cut
- Production Debrief
- Peer Review

Unit Goals

Students will be able to:

- Lead a full production process collaboratively
- Deliver a professional, branded segment or show
- Organize digital files and submit a polished portfolio

Unit Scope and Sequence

- Capstone Project Proposal + Timeline
- Branding & Visual Identity Design Workshop
- In-Studio Production Days
- Post-Production, Polishing, & Portfolio Curation
- Peer Review Panel + Final Showcase

Unit Assured Assessments:

Formative Assessments

- Branding Asset Drafts
- Timeline Check-ins
- Peer Feedback Notes

Summative Assessments

- Capstone Segment or Show Broadcast
- Branding Package Submission
- Final Portfolio & Production Log

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Communication
- Collaboration
- Self-Efficacy
- Innovation

How it is developed in this unit:

- Students lead a final broadcast, presenting confidently to a live audience.
- The entire class coordinates branding, graphics, and content for a unified show.
- Students leave with a portfolio of high-quality work they can showcase publicly.
- Capstone projects demonstrate creative mastery of technical and narrative skills.

Resources

Core:

- Capstone Planning Template
- Branding & Style Guide Templates
- Portfolio Checklist
- Peer Review Rubric

Supplemental:

- YouTube Channel Branding Guides
- Canva & Adobe Express for Media Branding
- Past Student Capstone Examples

Assessments:

Time Allotment:

8 Lessons

CREDIT

One-half credit in STEM

One class period daily for a half year

PREREQUISITES

Successful completion of Digital Media 1, Theatre Tech 1 or approval from AV Club Advisor.

CURRENT REFERENCES

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- Block, Bruce. The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media. 3rd ed., Focal Press, 2020. Print.
- Sonnenschein, David. Sound Design: The Expressive Power of Music, Voice, and Sound Effects in Cinema. Michael Wiese Productions, 2010. Print.
- Smith, Jennifer, and AGI Creative Team. InDesign CC Digital Classroom. 2020 release, Adobe Press, 2020. Print.
- "The Importance of B-Roll in Storytelling." PremiumBeat Blog, 2023. Web. <https://www.premiumbeat.com/blog/b-roll-tips/>.
- "Best Practices for Sound Editing in Video Production." SoundGuys, 2022. Web. <https://www.soundguys.com>.
- "Storytelling in Digital Media: Principles and Case Studies." Journal of Media Studies, 2021. Web. <https://www.journalofmediastudies.com>.

ASSURED STUDENT PERFORMANCE RUBRICS

- Lighting Setup Challenge Rubric
- News Script Assignment Rubric
- Segment Rundown Sheet Rubric
- Feature Pitch Presentation & Planning Rubric
- B-Roll Hunt Challenge Rubric
- Sound Fix Challenge Rubric
- Rough Cut Submission Rubric
- News Feature Rubric
- News Article Rubric
- Mobile Media Rubric

OTHER RESOURCES

Film & Scriptwriting Tools

- WriterDuet. WriterDuet, n.d. Web. <https://www.writerduet.com/>.
- Final Draft. Final Draft, n.d. Web. <https://www.finaldraft.com/>.

- StudioBinder. StudioBinder, n.d. Web. <https://www.studiobinder.com/>.
- Celtx. Celtx, n.d. Web. <https://www.celtx.com/>.

Websites & Tutorials

- Adobe Creative Cloud Tutorials. Adobe, n.d. Web. <https://helpx.adobe.com/creative-cloud/tutorials.html>.
- Envato Tuts+. Envato, n.d. Web. <https://tutsplus.com/>.
- Vimeo Video School. Vimeo, n.d. Web. <https://vimeo.com/videoschool>.
- Film Riot. YouTube, n.d. Web. <https://www.youtube.com/user/filmriot>.
- No Film School. “Pre-Production Planning and Shot Listing.” No Film School, 2021. Web. <https://nofilmschool.com>.
- Script Magazine. “Tips for Collaborative Screenwriting in the Digital Age.” Script Magazine, 2022. Web. <https://www.scriptmag.com>.

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- Society of Motion Picture and Television Engineers (SMPTE). SMPTE, n.d. Web. <https://www.smpte.org/>.
- Association of Independent Video and Filmmakers (AIVF). AIVF, n.d. Web. <https://aivf.org/>.
- American Society of Cinematographers (ASC). ASC, n.d. Web. <https://theasc.com/>.

Software & Tools

- Adobe Premiere Pro. Adobe Inc., 2025. Software.
- Adobe After Effects. Adobe Inc., 2025. Software.
- Adobe Audition. Adobe Inc., 2025. Software.
- DaVinci Resolve. Blackmagic Design, 2025. Software.
- OBS Studio. OBS Project, 2025. Software. <https://obsproject.com/>.
- Canva / Adobe Express. Canva, 2025. Software. <https://www.canva.com/>.
- HandBrake. HandBrake, 2025. Software. <https://handbrake.fr/>.

Rubrics

Lighting Setup Challenge Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Creativity of Setup (4 pts)	Unique, innovative lighting concept that enhances the scene.	Thoughtful lighting choices that add interest.	Basic choices, some creativity but limited impact.	Minimal creativity; setup is generic or uninspired.
Technical Accuracy (4 pts)	Lights are positioned correctly with proper angles, intensity, and balance.	Minor technical errors but overall effective.	Several noticeable errors in angles, shadows, or balance.	Setup shows little understanding of lighting techniques.
Use of Equipment (4 pts)	Equipment handled safely, efficiently, and with full knowledge of function.	Minor issues with handling or setup speed.	Some misuse or uncertainty with equipment.	Unsafe or improper handling of equipment.
Lighting Purpose/Effectiveness (4 pts)	Lighting clearly enhances subject and mood; strong storytelling impact.	Lighting generally supports the subject and mood.	Lighting is somewhat effective but inconsistent.	Lighting does not support subject or mood; confusing effect.
Teamwork & Professionalism (4 pts)	Excellent collaboration, communication, and professionalism throughout.	Good teamwork with minor lapses.	Some teamwork, but issues in communication or roles.	Poor teamwork; lack of professionalism.

News Script Assignment Rubric

Task: Take a real or fictional poorly written script and revise it for clarity and tone.

Category	Excellent (Full Points)	Good	Satisfactory	Needs Improvement
Clarity & Readability (25 pts)	Script is crystal clear, concise, and easy to follow.	Mostly clear, with minor awkwardness.	Some confusing areas or vague language.	Hard to follow; many unclear sentences.
Tone & Professional Style (20 pts)	Perfectly matches professional news tone: objective, polished, engaging.	Mostly professional with small lapses.	Tone is inconsistent (too casual, biased, or flat).	Unprofessional or inappropriate tone.
Organization & Flow (20 pts)	Information is logical, well-paced, and flows smoothly.	Mostly organized; minor pacing issues.	Uneven order or weak transitions.	Disorganized; sequence is confusing.
Editing & Improvement of Original (20 pts)	All errors, redundancies, and poor phrasing fixed; strong revision.	Most issues corrected; minor slips.	Several issues remain uncorrected.	Little revision; many original problems remain.
Grammar & Mechanics (15 pts)	Error-free; grammar and punctuation enhance readability.	Few minor errors that don't affect meaning.	Several errors occasionally affect readability.	Frequent errors distract from meaning.

Segment Rundown Sheet Rubric

Task: Create a professional rundown document outlining segment timing, order, and production needs.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Completeness (20 pts)	All segments, timing, and production needs are fully included with detailed notes.	Most segments and needs are present; minor omissions.	Some missing information or vague detail.	Major sections missing; little usable information.
Organization & Order (20 pts)	Segments are in a clear, logical order; rundown is easy to follow and professional.	Mostly logical order with small lapses.	Some disorganization; order occasionally confusing.	Rundown is disorganized; no clear sequence of segments.
Timing Accuracy (20 pts)	Timings are realistic, balanced, and consistent across all segments.	Mostly accurate with a few small errors.	Several inaccurate or unclear timings.	Timings unrealistic, inconsistent, or missing.
Professional Formatting (20 pts)	Layout is polished, consistent, and professional-looking (tables, alignment, readability).	Formatting is clear but has minor inconsistencies.	Formatting issues reduce readability or professionalism.	Rundown looks sloppy or unprofessional.
Clarity & Detail of Production Needs (20 pts)	Production needs (cues, equipment, roles, transitions) are precise, detailed, and easy to follow.	Most needs listed clearly with small gaps.	Some needs listed but vague or incomplete.	Few or no production needs listed; unclear.

Feature Pitch Presentation & Planning Rubric

Task: Develop and present a clear, creative, and well-planned feature story pitch.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Clarity of Pitch Idea (20 pts)	Idea is crystal clear, focused, and easy to understand; strong “why it matters.”	Mostly clear and focused; minor lapses.	Idea somewhat clear but vague in parts.	Idea unclear, unfocused, or confusing.
Creativity & Originality (20 pts)	Unique, fresh, and engaging idea; stands out as highly original.	Some originality; idea has creative elements.	Limited originality; somewhat predictable.	Lacks creativity; generic or copied.
Planning & Feasibility (20 pts)	Thorough plan including sources, locations, visuals, and timeline; highly realistic.	Solid plan with most details covered; generally realistic.	Partial plan; missing important details.	Little/no planning evident; not feasible.
Organization & Delivery of Presentation (20 pts)	Well-structured, confident, engaging presentation with smooth flow.	Clear and organized with minor lapses in delivery.	Some organization but uneven or choppy delivery.	Disorganized, hard to follow, or unprofessional.
Professionalism & Supporting Materials (20 pts)	Visuals, slides, or documents are polished, professional, and strongly support the pitch.	Materials are clear and useful; mostly professional.	Some materials included but underdeveloped or basic.	Few/no supporting materials; unprofessional or distracting.

B-Roll Hunt Challenge Rubric

Task: Capture 10–15 B-roll clips for use in future stories.

Category	Excellent (9–10 pts)	Good (7–8 pts)	Satisfactory (5–6 pts)	Needs Improvement (0–4 pts)
Quantity & Variety (10 pts)	10–15 clips captured with excellent variety (angles, movements, subjects).	10–15 clips with some variety.	Fewer than 10 clips OR limited variety.	Very few usable clips; lacks variety.
Technical Quality (10 pts)	Clips are consistently stable, well-lit, and in focus.	Mostly stable and clear with minor issues.	Several shaky, dark, or out-of-focus clips.	Majority of clips unusable due to quality.
Creativity & Composition (10 pts)	Shots are visually engaging with strong framing and creative angles.	Mostly well-composed with some creative choices.	Basic, straightforward shots with little creativity.	Poorly framed; little attention to composition.
Relevance & Usability (10 pts)	All clips are versatile and clearly usable for future stories.	Most clips are usable; a few are less relevant.	Some clips usable but several irrelevant.	Clips not useful for storytelling.
Professionalism & Workflow (10 pts)	Organized, labeled, and submitted on time; shows strong effort.	Submitted on time with minor organization issues.	Some organization problems or late submission.	Unorganized, incomplete, or very late.

Sound Fix Challenge Rubric

Task: Edit distorted or poorly recorded audio to improve quality.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Noise Reduction & Clarity (20 pts)	Background noise effectively removed; dialogue/sound is crisp and easy to understand.	Noticeable improvement; some background noise remains.	Somewhat clearer; noise reduction inconsistent.	Little to no improvement; audio still unclear.
Distortion Fix & Balance (20 pts)	Distortion reduced significantly; audio levels balanced and smooth.	Distortion reduced with minor level issues.	Some distortion remains; levels uneven.	Distortion largely unchanged; levels distracting.
Editing Technique (20 pts)	Skilled use of EQ, compression, filters, or tools to enhance quality.	Solid use of tools with minor errors.	Basic editing applied with limited impact.	Little evidence of editing technique.
Overall Sound Quality (20 pts)	Final audio is polished, professional, and broadcast-ready.	Audio is much improved and mostly professional.	Audio shows improvement but still rough.	Audio sounds unprofessional with minimal improvement.
Workflow & Professionalism (20 pts)	Files organized, edits labeled, submitted on time; strong effort shown.	Mostly organized; submitted on time.	Some organization issues; minor lateness.	Unorganized, incomplete, or late.

Rough Cut Submission

Task: Submit a rough cut of your first feature and provide constructive peer feedback.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Completion of Rough Cut (20 pts)	Rough cut includes all planned scenes/ sequences; clearly represents the feature.	Nearly complete; only minor scenes missing.	Several key scenes missing; incomplete narrative.	Very incomplete; little usable content.
Story Structure & Flow (20 pts)	Story is clear, well-paced, and easy to follow, even in rough form.	Mostly clear with minor pacing/flow issues.	Uneven flow; hard to follow in places.	Disorganized; story unclear.
Technical Execution (Editing, Audio, Visuals) (20 pts)	Editing is clean, transitions work, audio and visuals are understandable.	Minor technical issues but overall effective.	Several noticeable technical problems.	Rough cut is difficult to watch due to technical issues.
Peer Feedback Quality (20 pts)	Feedback to peers is detailed, specific, and constructive; offers suggestions for improvement.	Feedback is helpful but somewhat general.	Feedback is minimal, vague, or unbalanced.	Little or no peer feedback provided.
Professionalism & Submission (20 pts)	Rough cut is submitted on time, organized, and presented professionally.	Submitted on time; mostly organized.	Minor lateness or organizational issues.	Late, disorganized, or incomplete submission.

News Feature - Assignment

Overview: Students will work in teams or independently to produce a 2–3 minute feature segment. These should be visually compelling, well-edited, and focus on storytelling. Topics may range from community stories and student profiles to school events and human-interest pieces.

Assessment Criteria:

- Pre-production: storyboarding, planning, and scripting
- On-location/studio footage quality (camera, lighting, sound)
- Narrative clarity and engagement
- Editing (audio mixing, transitions, pacing, titles/lower-thirds)
- Adherence to deadlines and collaboration

News Feature - Ruberic

Category	20 – Excellent	16 – Proficient	12 – Basic	8 – Needs Work	4 – Incomplete	Total
Pre-production: Storyboarding, Planning & Scripting	Detailed storyboard with shot-by-shot visuals, camera angles, and B-roll cues; full script includes narration, interviews, titles, and audio cues; plan anticipates challenges. For example: storyboard includes diagrams of each shot, notes on lighting, and planned B-roll; script written for all narration and interviews.	Storyboard mostly complete with minor missing details; script covers main points, includes most narration and titles; some planning gaps. For example: storyboard shows main shots but misses some angles; script includes narration but B-roll cues partially missing.	Basic storyboard with stick figures or rough sketches; script is simple or incomplete; minimal planning. For example: rough sketches of shots; script only lists topics without full narration.	Minimal notes or sketches; script incomplete or confusing; planning almost nonexistent. For example: “shoot whatever” notes; no storyboard or proper script.	No storyboard, script, or pre-production planning submitted. For example: nothing prepared before filming.	/20

On-location/Studio Footage Quality (Camera, Lighting, Sound)	Shots are steady, framed intentionally, well-lit; audio clear, balanced, no background noise; visuals enhance story. For example: tripod interview with proper lighting, clean ambient audio, camera pans smoothly.	Mostly steady and clear shots; minor lighting or audio issues; story still understandable. For example: hand-held shots slightly shaky; occasional low-level background noise.	Some shaky or poorly framed shots; inconsistent lighting; audio sometimes hard to hear; visuals occasionally distract. For example: tilted camera angles; subject backlit; some muffled audio.	Many blurry or dark shots; poor framing; audio often muffled or distant; visuals distract from story. For example: dark classroom shots, shaky handheld camera, microphone too far from speaker.	Footage or audio unusable or missing; cannot follow story visually or audibly. For example: video out of focus, no sound recorded.	/20
Narrative Clarity & Engagement	Story has a clear beginning, middle, end; narration is accurate, engaging, and enhances story; audience is drawn in. For example: school promo flows smoothly, interview questions build story logically, narration ties all elements together.	Story mostly clear and engaging; narration understandable with minor gaps; audience can follow. For example: story sequence makes sense, but some narration jumps or missing transitions.	Story is present but unfocused; narration repetitive or inconsistent; audience attention may wander. For example: facts presented but no clear order; narration reads like notes.	Storyline unclear or incomplete; narration/script hard to follow or contains inaccuracies. For example: narration contradicts footage or key points missing.	No coherent story or narration; audience cannot understand purpose. For example: random clips with no narration or structure.	/20

Editing & Post-production (Audio Mixing, Transitions, Pacing, Titles/Lower-Thirds)	Seamless editing with smooth transitions; balanced audio mix; pacing enhances storytelling; titles and lower-thirds polished. For example: cuts between interviews and B-roll are smooth; narration synced perfectly; music volume balanced; titles professional.	Mostly clean editing; transitions work; audio mostly balanced; pacing generally good; titles/graphics present and readable. For example: minor jump cuts; audio slightly uneven; titles readable but simple.	Basic cuts; rough transitions; audio uneven; pacing inconsistent; titles/graphics minimal or generic. For example: hard cuts between shots; narration sometimes louder than music; titles plain text.	Choppy or incomplete edits; audio difficult to hear; pacing poor; titles missing or sloppy. For example: abrupt cuts, missing audio at parts, missing lower-thirds.	No editing; raw footage only; no titles or graphics. For example: uncut video straight from camera.	/20
Process, Deadlines & Collaboration	All work submitted on time; team collaborated effectively; roles assigned and fulfilled; planning logs complete. For example: editor, camera operator, and scriptwriter all complete tasks; timeline followed; notes in production log.	Work mostly on time; collaboration consistent with minor uneven participation; roles mostly clear; some planning documented. For example: most team members participate; some missing minor deadlines; partial notes in log.	Some work late or incomplete; uneven collaboration; roles unclear; limited planning. For example: one member did most of the editing; storyboard missing some shots.	Frequent late submissions; poor teamwork; minimal planning evident. For example: multiple members absent; no production notes; late footage submissions.	No submission; no teamwork or collaboration. For example: nothing turned in; no evidence of group effort.	/20
Total						/100

News Article - Assignment

Overview:

Each team will produce a 60–90 second news segment with clear facts, sources, and an anchor intro/outro. This will mimic fast-paced journalistic reporting on school or community topics.

Assessment Criteria:

- Concise and factual reporting
- Clear anchor delivery or narration
- B-roll and visuals that support story
- Timeliness of subject matter
- Technical proficiency (editing, audio, graphics)

News Article - Rubric

Category	20 – Excellent	16 – Proficient	12 – Basic	8 – Needs Work	4 – Incomplete	Total
Script, Narration & Accuracy	Well-written, clear, accurate, and easy to follow; narration flows naturally and strengthens the story	Script mostly clear and accurate; narration has minor issues but overall works	Script conveys basic info, some confusing or thin details; narration uneven	Script unclear, poorly written, or inaccurate; narration hard to follow	No script or narration provided	/20
Cinematography & Look	Shots are steady, well-framed, visually engaging; overall look elevates the story	Mostly steady and well-framed; visuals contribute to storytelling	Some poorly framed or distracting shots; overall look inconsistent	Shaky, poorly lit, or distracting visuals dominate	No usable visuals	/20
Supporting Footage & B-roll	Excellent use of relevant B-roll; supporting visuals seamlessly enhance the story	Adequate B-roll that supports content	Limited or repetitive B-roll; doesn't always connect	Poor or irrelevant supporting visuals	No supporting footage	/20
Audio Quality	Clear, balanced, professional audio that enhances the package	Mostly clear with minor background noise or uneven levels	Uneven levels, occasional distracting noise	Hard to hear; audio detracts from the story	No usable audio	/20
Editing & Graphics	Polished, seamless editing with creative graphics; ties everything into a professional package	Mostly clean editing, minor flaws; graphics support the story	Basic editing with simple transitions; minimal graphics	Choppy, distracting, or incomplete edits	Unedited or not submitted.	/20
Total						/100

Mobile Media - Assignment

Overview:

Students must create a short project (30 seconds–2 minutes) using only mobile devices. Emphasis is on creativity, portability, and resourcefulness. Projects may include a 5-shot sequence, school promo, interview, or a visual story.

Assessment Criteria:

- Efficient use of mobile camera/audio
- Evidence of creative planning or scripting
- Editing on mobile device or app
- Meets length and prompt requirements
- Storytelling effectiveness

Mobile Media - Rubric

Category	20 – Excellent	16 – Proficient	12 – Basic	8 – Needs Work	4 – Incomplete	Total
Mobile Camera Use	Excellent framing, smooth/stable shots, strong use of angles	Mostly stable with good angles and framing	Some shaky or awkward framing, limited variety	Poorly framed, unstable shots	No effort, little planning evident	/20
Storytelling	Clear, engaging narrative that flows smoothly	Story is understandable with minor gaps	Disjointed or incomplete narrative	Unclear, confusing, lacks direction	No story presented	/20
Creativity	Highly original, inventive, stands out	Thoughtful and interesting concept	Some creativity but predictable	Generic, overused, or copied idea	No concept developed	/20
Editing	Smooth, creative, well-paced with strong transitions	Basic editing that supports the story	Rough transitions, uneven pacing	Choppy or mostly unedited	No editing done	/20
Length & Prompt	Fully meets time (30s–2m) and prompt	Slightly over/under but still works	Noticeably off length or partially follows prompt	Major time issue or off-prompt	No attempt to follow length/prompt	/20
Total						/100

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	

ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___/ 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general Feedback.	contributions, and offers feedback to improve the overall quality of the task.	

REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
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SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___/ 12

Skill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	

REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
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SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___/ 12

Disposition Rubrics 9-12

Draft Rubrics

Draft Rubrics Frameworks (9-12)	
1.	Self-Efficacy
2.	Growth Mindset
3.	Innovation
4.	Emotional Intelligence
5.	Integrity

DRAFT Self-Efficacy 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

	A secondary student may demonstrate self-efficacy by: • Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. • Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. • Participating in class discourse despite being unsure of the answer • Tackling new challenges with a positive attitude • Using positive self talk while playing sports even when losing	
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Reflective Opportunities	● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... - Analyzing errors on assessments with the intent to expand their learning - Exhibiting grit in task completion regardless of obstacles - Setting, adapting, and completing short term and long term goals - Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies - Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task - Taking breaks when needed in order accomplish small components towards the larger goal - Identify the leverage aspects of a task that will move completion forward - Exhibiting flexibility and adaptability while going through the process of goal setting - Develop a path to succeed by evaluating one's own abilities - Shows drive and motivation with an end goal in mind. - Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... • Giving a presentation that has a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a podcast, to enhance their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Designing or improving new processes or approaches • Generating ideas for how to approach the group project	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (e.g. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE

GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	A secondary school student may demonstrate integrity by... • Showing up on time to class and doing homework in a timely manner • Noticing when another student drops her/his books in the hallway, and helps to pick them up • Returning a wallet that is found in the parking lot with the content intact • Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) • Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. • Respecting her peer who is wearing a sari • Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak • Advocating for a peer after observing another student calling someone names • Volunteering to help at practice for the Unified basketball team. • Taking pride in their work and behaviors • Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. • Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity • Modeling appropriate behavior and ignoring negative/bad behavior when provoked by others	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Culinary 1 Grades 9-12

2026

(Last revision date: 2010)

Curriculum Writing Team

**Christina Rusate
Alisha Vittorio
Susan C. Iwanicki, Ed.D.**

**CTE Department Chair
Culinary Teacher, Trumbull High School
Assistant Superintendent**

Culinary 1

Grades 9-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Culinary 1 is a semester-long elective in the Career and Technical Education Department that provides interested students with a rigorous introduction to the culinary arts. During this course, students will learn the importance of food and kitchen safety, knife skills, and a variety of essential culinary techniques that will allow them to make everything from basic snacks and simple meals to multi-component global and regional dishes. Though no culinary experience is required to take this course, by the end of the semester, all students will have the ability to safely and efficiently cook a healthy meal for themselves and/or their loved ones.

Students will be evaluated using a variety of different techniques in order to accommodate for various learning styles as well as the necessary hands-on applications of their learning. Student evaluations will emphasize the use of rubric-based, hands-on culinary labs along with group-created lab preparation documents and independent post-lab self-reflections, though some traditional video-based questions and written exams will also occur.

A Culinary 1 final examination will be a comprehensive culmination of the course, representative of all the learnings students have gained from the start of the course. This includes a lab planning document, a hands-on culinary lab that combines multiple technical skills from the various units, and a post-lab self-reflection.

COURSE GOALS

The following course goals derive from the 2025 National Standards for Family & Consumer Sciences.

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|-------------|--|
| NSFCS.1.2.3 | Apply communication skills in school, community and workplace settings and with diverse populations. |
| NSFCS.1.2.4 | Demonstrate teamwork skills in school, community and workplace settings and with diverse populations |

NSFCS.1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
NSFCS.8.2.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
NSFCS.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
NSFCS.8.2.5	Practice standard personal hygiene and wellness procedures.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
NSFCS.8.3.1-2	Operate and maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
NSFCS.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
NSFCS.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menu production.
NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.

NSFCS.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
NSFCS.8.5.5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
NSFCS.8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
NSFCS.8.5.9	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.
NSFCS.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
NSFCS.8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
NSFCS.8.7.5	Demonstrate sensitivity to diversity and special needs.

NSFCS.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.3.3	Demonstrate effective listening and feedback techniques.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.
NSFCS.13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.

The following course goals derive from the Trumbull High School Vision of the Graduate (revised 2024).

Collaboration. Planning.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group.
	Plans the approach to the task and anticipates challenges and resolutions.
Collaboration. Contribution.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.
Collaboration. Reflection.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.

Critical Thinking/Problem Solving. Understanding.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
Critical Thinking/Problem Solving. Planning.	Applies systematic thinking and selects strategies to address the problem, question or issue.
Critical Thinking/Problem Solving. Reflection	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.
Innovation. Behavior.	Designing or improving new processes or approaches Generating ideas for how to approach the group project

The following course goals derive from the International Society for Technology in Education Standards for Students (2024.4.02).

ISTE 1.1.a. Learning Goals	Students connect their learning needs, strengths, and interests to their goals and use technology to help achieve them and reflect on their progress.
ISTE 1.1.b. Customized Learning Environments	Students build networks and customize their learning environments in ways that support the learning process.
ISTE 1.3.d. Explore Real-World Issues	Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
ISTE 1.5.c Decompose Problems	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.
ISTE 1.7.c Project Teams	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- all forms of food handling require specific safety and sanitation precautions
- cooking requires an understanding of proper measuring, preparation, and technique in order to achieve the desired results
- working as part of a team not only requires collaboration during labs, but pre-planning and reflection to improve teamwork skills
- the preparation of a food can alter its texture, flavor, and nutritive value
- breaking large projects into smaller pieces helps properly manage time when completing complex tasks

COURSE ESSENTIAL QUESTIONS

- How can someone safely produce nutritious meals in their own home kitchen for themselves and others?
- How do varying techniques alter the final result of a dish, even when composed of similar ingredients?
- How can learning fundamental techniques help a cook create a variety of dishes with or without a set recipe?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to safely cook their food without physical harm to themselves or others
 - How to keep their ingredients sanitary while cooking and storing
 - How to identify various types of knife skills, cooking techniques, and measuring methods
 - How to evaluate the effectiveness of a recipe and determine possible changes to improve the final product in the future
- Students will be able to . . .
 - Complete various types of knife cuts, cooking techniques, and measuring methods
 - Work with a team to complete complex tasks within a set time frame
 - Employ proper sanitation and safety procedures while preparing food for themselves and others
 - Utilize their understanding of culinary techniques to follow written recipe instructions.
 - Cook a variety of dishes from around the world
 - Reflect on their effectiveness as both a cook and a teammate in the kitchen

COURSE SYLLABUS

Course Name

Culinary 1

Level

Elective

Prerequisites

None

General Description of the Course

Culinary 1 is a course that covers both introductory and intermediate food preparation. All students will begin with foundational skills like safety, sanitation, measuring, identifying equipment, and understanding how to read a recipe. From there, students will take part in a variety of culinary labs that provide them with hands-on experience practicing culinary techniques ranging from knife skills to cooking applications to plating design.

Students are required to work cooperatively with their peers prior to and during culinary labs in order to appropriately distribute tasks and manage their time effectively. However, students are also expected to work independently to learn the vocabulary and techniques required for the labs, and to reflect on their own learning and teamwork throughout the course.

At the successful completion of this course, students who are interested in learning more are encouraged to learn the fundamentals of baking in our introductory Bake Shop 1 course or level up to Culinary 2 where they will take part in a full-year culinary course designed to prepare them for the food service industry.

Assured Assessments

Formative Assessments:

- o Learning to read a recipe
- o Knife skills practicum, small group hands-on knife demonstration and instruction
- o Culinary lab participation as part of a small team

Summative Assessments:

- o Written exam on foodborne illness, kitchen safety, and fire prevention
- o Teacher-produced summative lab
- o Student-choice summative lab
- o Student-produced summative lab
- o Culinary portfolio reflections
- o Final Examination

Supplemental Texts

- o Live teacher demonstrations of select skills to model techniques and practices that promote success during culinary labs
- o Teacher selected articles and multimedia presentations to model techniques and skills required to be successful with core content

UNIT 1

Kitchen Safety

Unit Goals

At the completion of this unit, students will:

NSFCS.8.2.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
NSFCS.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
NSFCS.8.2.5	Practice standard personal hygiene and wellness procedures.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
NSFCS.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
NSFCS.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.

Unit Essential Questions

- How do I identify and correct safety concerns in the kitchen?
- How do I properly handle and store food between purchase and consumption in order to prevent foodborne illness?
- How do I correctly identify and safely utilize and sanitize kitchen equipment?

Unit Scope and Sequence

- Kitchen and equipment safety
 - Fire and burn prevention
 - Cuts, bumps, and fall prevention
- Sanitation
 - Personal hygiene
 - Sanitizing work area and equipment
 - Cross-contamination prevention
- Food Safety
 - Foodborne illness: identify causes, symptoms, and modes of prevention
 - Allergies: identify causes, symptoms, and modes of prevention
 - Temperature danger zone: understanding significance of food storage temperatures

Unit Assured Assessments

Formative Assessments:

Students will take part in necessary readings, demonstrations, and video assignments that will teach them about safety and sanitation in the kitchen.

Summative Assessments:

Students will complete a written exam on foodborne illness, kitchen safety, and fire prevention. Successful completion of the exam (80% or higher) allows them to move on to the next unit. The exam will consist of matching, multiple choice, fill-in-the-blank, and/or short answer questions based on key components of the unit goals. The information within those questions will be recursive, vital skills that are necessary for students to safely and sanitarily cook for the remainder of the semester.

Students that unsuccessfully complete the exam must study before retaking the exam until they receive an 80% or higher.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- <https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/food-safety-basics>
- <https://www.osha.gov/etools/young-workers-restaurant-safety/cooking>

Time Allotment

- Approximately 1-2 Weeks

UNIT 2

Kitchen Essentials

Unit Goals

At the completion of this unit, students will:

NSFCS.8.3.1-2	Operate and maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
NSFCS.5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
NSFCS.1.2.3	Apply communication skills in school, community and workplace settings and with diverse populations.
NSFCS.1.2.4	Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.

NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Unit Essential Questions

- How do I correctly identify the different types of kitchen knives and safely utilize them for a variety of different knife cuts?
- What are the different units of measurements you can find in recipes, and how do you accurately measure ingredients using those units?
- What is mise-en-place and why is it essential to smooth kitchen operations?
- How do I read a recipe for vital information about the cooking process it entails?
- What are some essential kitchen tools and equipment and how do I properly use them for recipes?
- What are some of the most popular forms of heat applications while cooking?

Unit Scope and Sequence

- Recipe Breakdown
 - Forms of measurement
 - Kitchen utensils and equipment
 - Mise-en-place
- Knife Skills
 - Distinct styles of knives
 - Distinct knife cuts
 - Proper safety techniques
- Brigades
 - Roles and responsibilities
 - Time management
 - Communicating and collaborating with a team

Unit Assured Assessments

Formative Assessments:

Students will begin their culinary portfolio by providing “baseline” information that covers their current skills and knowledge as well as setting goals for the semester. This will occur at the very start of the unit, so that any learning that occurs can be taken into account over the course of the semester.

Students will complete a workshop on how to read a recipe in order to locate and understand essential information such as measurements, cooking techniques, yield, and preparation time.

Students will complete a workshop on the different forms of measurements you will see in a kitchen, such as metric and imperial weights and volumetric measurements, and determine the differences in terms of application and accuracy. From here, students will learn proper techniques when measuring in these different units so that they get consistent end results in their recipes.

Students will complete a teacher-led knife skills practicum which will provide students with hands-on, small group instruction regarding knife safety and skills. Students who are not hands-on with the teacher will be completing written and video assignments that reinforce these skills independently before or after their hands-on practicum with the instructor.

Students will also complete a variety of cooking labs following this that will allow them to practice not only their knife skills, but also various heat-applications of cooking, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences. Students are expected to use all the information that they learned in the previous unit, as well as this one, to successfully complete labs.

Summative Assessments:

Given teacher-produced recipe, students will be asked to either reduce or double it with correct measurements, create a brigade prep sheet highlighting the key responsibilities and roles of each team member, and produce the meal using correct safety, sanitation, and culinary techniques. The recipe given will include a minimum of 3 distinct knife skills, requiring that all team members must cut at least 1 ingredient. All team members are expected to take part in at least one aspect of the cooking process as well as the sanitation process at the end of the lab.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- <https://edibleschoolyard.org/how-read-recipe-%E2%80%93-student-version>
- https://www.youtube.com/watch?v=QgVyN6Lpiuc&embeds_referring_euri=https%3A%2F%2Fdocs.google.com%2F&embeds_referring_origin=https%3A%2F%2Fdocs.google.com&source_ve_path=Mjg2NjY&feature=emb_logo
- <https://www.youtube.com/watch?v=20gwf7YttOM>
- <https://www.youtube.com/watch?v=dCGS067s0zo>
- https://www.youtube.com/watch?v=YrHpeEwk_-U
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations

Time Allotment

- Approximately 3-4 Weeks

UNIT 3

Proteins and Sauces

Unit Goals

At the completion of this unit, students will:

NSFCS.13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
NSFCS.13.5.6	Create strategies to integrate new members into the team.
NSFCS.8.5.5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
NSFCS.8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

NSFCS.8.5.9	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.
NSFCS.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.
NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.

Unit Essential Questions

- What are the different types of mother sauces found in recipes, and how are they made?
- What are small sauces, and how can they be utilized in different recipes?
- What techniques are utilized to create and test the viscosity of sauces for various dishes?
- What are some common ways to cook proteins, and how can you do so safely?
- How does cooking raw meat pose new challenges in sanitation, and what techniques can be used to eliminate the risks of foodborne illness?

Unit Scope and Sequence

- Protein Cookery
 - Cross-contamination & foodborne illness (specific to meat)
 - High-heat, stovetop cooking
- Small Sauces
 - Cold, dipping sauces (like mayonnaise-based, etc.)
 - Non-European sauces (like soy-based, blender-based, etc.)
- Mother Sauces
 - Reduction-based sauces
 - Egg-based sauces
 - Roux-based sauces

Unit Assured Assessments

Formative Assessments:

Students will complete a workshop on the mother sauces, learning to identify the key differences between them in terms of method and ingredients.

Students will also complete a variety of cooking labs following this that will allow them to practice not only their high-heat protein cooking techniques and various styles of sauce, but also reinforcing skills from previous units such as knife skills, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences.

Summative Assessments:

Given recipe choice, students will create a brigade prep sheet, and produce the meal. Here, recipe choice refers to student teams selecting from multiple options provided by the teacher. All students will be making a recipe with a similar base (examples: burgers, meatballs, chicken tenders) in order to test them on the same practical applications. However, each team will have a variation on the theme (example: Italian versus Korean meatballs). Teams will be given the options ahead of time, and will be allowed to select from the options given, with each group selecting a unique dish. All recipes require a protein and sauce component, as well as thoughtful balancing of the seasoning and creating harmonious plating of the dish.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- <https://www.youtubeeducation.com/watch?v=ISGr5MRL5oA>
- <https://www.youtubeeducation.com/watch?v=xniS7kMpW4I>
- <https://www.youtubeeducation.com/watch?v=YaTiGN6POIQ>
- <https://www.youtubeeducation.com/watch?v=NTBRThwL-2c>
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations

Time Allotment

- Approximately 4-5 Weeks

UNIT 4

Global Cuisines

Unit Goals

At the completion of this unit, students will:

NSFCS.1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
NSFCS.13.3.3	Demonstrate effective listening and feedback techniques.
NSFCS.13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menu production.
NSFCS.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
NSFCS.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
NSFCS.8.7.5	Demonstrate sensitivity to diversity and special needs.

Unit Essential Questions

- What are more advanced methods of seasoning and cooking proteins around the world?
- How can common herbs and spices be utilized to show regional differences in cuisine?
- What are key flavors and culinary techniques used in countries around the world?
- How can you use understanding of fundamental cooking techniques to alter and revise recipes to better suit your dietary needs and preferences?
- What are the strengths and limitations of using a pre-written recipe to analyze food, equipment, and supply needs when producing a highly finished plate?

Unit Scope and Sequence

- Global Cuisines
 - Central & South America
 - Asia & the Middle East
 - Europe (Eastern & Western)
 - Africa & The Caribbean

- Menu Production
 - Research
 - Recipe testing
 - Recipe revision
 - Execution of a highly finished plate

Unit Assured Assessments

Formative Assessments:

Students will complete a variety of cooking labs that will allow them to try food from around the world. These recipes will cover new cooking techniques such as broiling or braising or creating yeasted doughs, as well as new flavor profiles such as chilis, marinades, or spice blends. While teaching new skills, these recipes also help to reinforce skills from previous units such as protein cookery, sauces, knife skills, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences.

Summative Assessments:

Given a class-selected category (examples: rice, noodles, sandwiches, dumplings, etc.), student teams will select distinct global locations and research recipes within that category from their chosen locale. Students will select their own recipes with their team, then be asked to reduce it to 2-3 full-sized portions (4-6 tasting portions). Using the reduced recipe, students will create a brigade prep sheet, and produce the meal. After trying the meal themselves, they'll be asked to revise the recipe and their prep sheet to make the meal better and produce the meal more efficiently. Then, they'll be asked to remake the dish using their revised materials. All recipes require a protein and sauce component, as well as dedicated thought put into balancing the seasoning and creating harmonious plating of the dish.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations
- *Chef's Table* (documentary)
- *Somebody Feed Phil* (documentary)

Time Allotment

- Approximately 4-5 Weeks

CREDIT

One-half credit in Humanities
One class period daily for a half year

PREREQUISITES

None

CURRENT REFERENCES

- Begley, A., & Vigden, H. (2016). An overview of the use of the term food literacy. In H. Vidgen (Ed.), *Food literacy: Key concepts for health and education* (pp. 17–34). Routledge.
- Benn, J. (2014). Food, nutrition or cooking literacy: A review of concepts and competencies regarding food education. *International Journal of Home Economics*, 7(1), 13–35.
- “FCS National Standards.” *LEAD FCS*, LEAD Family & Consumer Science Education, 2018, www.leadfcsed.org/national-standards.html#/.
- Gleason, Jerry. *Introduction to Culinary Arts: Second Edition*. Culinary Institute of America. Pearson, 2014.
- Leahy, D., & Wright, J. (2016). Governing food choices: A critical analysis of school food pedagogies and young people’s responses in contemporary times. *Cambridge Journal of Education*, 46(2), 233–246. doi.org/10.1080/
- Renwick, K., & Powell, L. J. (2019). Focusing on the Literacy in Food Literacy: Practice, community, and food sovereignty. *Journal of Family & Consumer Sciences*, 111(1), 24–30.
- Smith, M. G. (2009). Food or nutrition literacy? What concepts should guide home economics education. *International Journal of Home Economics*, 2(1), 1–21.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubric: Critical Thinking & Problem Solving
- Trumbull High School Vision of the Graduate Rubric: Collaboration
- Trumbull High School Vision of the Graduate Rubric: Innovation
- Formative Culinary Lab Rubric
- Summative Culinary Lab Rubric
- Portfolio Rubric
- Final Exam Rubrics

OTHER RESOURCES

- Culinary Lab Preparation Sheet (EXAMPLE)
- Culinary Portfolio Questions (EXAMPLES)

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

/
12

TPS Vision of the Graduate Rubric

Skill Rubric: **Critical Thinking/Problem Solving Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

___ / 12

VISION OF A GRADUATE - GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

FORMATIVE CULINARY LAB RUBRIC

Category	4-Exemplary	3-Proficient	2-Developing	1-Below Expectation
PREPARATION	Student actively listens to lesson, demonstration, and/or completes necessary coursework prior to lab Student initiates lab procedures upon arrival to class Student completes mise-en-place for lab correctly before beginning the cooking process Student reads and follows step-by-step directions with limited to no guidance in order to complete the task at hand Student is consistently focused on the task at hand Student is self-directed and tasks are completed in a timely manner	• Student listens to lesson, demonstration, and/or completes necessary coursework prior to lab • Student takes active part lab procedures • Student completes mise-en-place for lab before beginning the cooking process with minimal mistakes • Student follows step-by-step directions with limited guidance or questions in order to complete the task at hand • Student is mostly focused on the task at hand • Student is mostly self-directed and tasks are completed in a timely manner	• Student does not consistently listen to lesson, demonstration, and/or complete necessary coursework prior to lab • Student does not self-initiate lab procedures and requires redirection to the tasks by peers or the teacher • Student does not complete mise-en-place for lab before beginning the cooking process unless directed to, or has major mistakes in their preparation • Student sometimes follows step-by-step directions, but often seeks guidance or asks questions of their teacher and peers • Student frequently needs redirection to task at hand • Student needs reminders of the tasks needed to be done, resulting in slow completion of the lab	• Student does not listen to lesson, demonstration, and/or complete necessary coursework prior to lab • Student does not self-initiate lab procedures and does not participate in those procedures until told to do so • Student does not complete mise-en-place for lab before beginning the cooking process, and makes major mistakes in preparations • Student does not attempt to read or follow step-by-step directions, instead waiting for instruction from their teacher and peers • Student constantly and/or repeatedly needs redirection task at hand and to start tasks • Student does not attempt to work independently or self-direct • Lab is not completed in a timely manner
TEAMWORK & COLLABORATION	Student works cooperatively and equally with team members. Student listens, shares and supports the efforts of others, and encourages participation from all team members. Student is helpful to peers without dominating tasks or keeping others from being able to participate. Consistently asks others what they can do to help when they've completed their own tasks, or finds tasks that are not yet completed/have not been assigned yet to work on. Student is not distracted or a distraction to their peers, and encourages others to remain or get on-task with them.	• Student works cooperatively with team members. • Student often listens, shares and supports the efforts of others. • Student asks others what they can do to help when they've completed their own tasks. • Student is not distracted or a distraction to their peers. • Student does not create an uncomfortable environment for their teammates or cause friction in the group. • Student is not distracted or a distraction to their peers.	• Student does not cooperate well with teammates, or does not communicate with their team. Student does not do equal part in the lab work. • Student may not listen, share, or support the efforts of others. • Student creates an uncomfortable environment for their teammates or cause friction in the group. • Student does not ask what they can do to help when they've completed their own tasks, and waits for someone to notice they need a new task. • Student is distracted or a distraction to their peers.	• Student does not cooperate or communicate with their teammates. Student does considerably less than their teammates in the lab work. • Student does not support the efforts of others on the team or help with the cooking/ planning process. • Student does not ask, know, or try to figure out what they can do to help. They may not initiate any tasks at all unless told to do so. • Student is distracted and rarely engages with the group for on-task conversation. They may not even be in their team's kitchen for parts of the lab period.
TECHNIQUE & SKILLS	Student demonstrates appropriate preparation techniques for foundational skills Student demonstrates appropriate	• Student demonstrates appropriate preparation techniques for foundational skills with some reminders or guidance.	• Student demonstrates preparation techniques for foundational skills with guidance.	• Student cannot or does not demonstrate appropriate preparation/cooking techniques.

	cooking/mixing/baking techniques on unit-based skills. Student does not require assistance from teacher or peers, instead they can teach new techniques to another student that may be struggling with the skills. Student completes all tasks in a safe, efficient manner.	• Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills with some reminders or guidance. • Student sometimes seeks assistance from teacher or peers prior to attempting skills/techniques. • Student completes all tasks safely, with some reminders about efficiency.	• Student demonstrates cooking/mixing/baking techniques on unit-based skills with guidance. • Student is able to explain new techniques at a basic level, but requires additional support to understand what needs to be done. • Student struggles to complete tasks safely or efficiently.	• Student does not incorporate new techniques from lessons during the labs. • Student needs other students/teacher to reteach them new techniques again in order to be successful, and cannot explain what the technique includes otherwise. • Student creates additional work for their teammates in terms of work imbalance, reteaching skills, having to redo failed tasks/techniques, or due to poor efficiency.
SANITATION	Students do not utilize anything left dirty in their kitchen from other teams before cleaning it again. Student has their hair back, apron on, and hands washed as soon as they enter. Student washes their hands after touching anything that can contaminate food. All food is prepared in a way that prevents cross-contamination and foodborne illness. Dishes are washed, rinsed, sanitized, and dried before they are put away. Stove and counters are left clean and dry. Sink has been wiped clean and all garbage has been removed from strainer. Dining table is clean and dry. Floor is swept of all debris and wiped of all spills. All teammates take equal part in the cleaning process at the start and end of the lab period.	• Students recognize anything left dirty in their kitchen from other teams, but may need reminders to clean it before beginning. • Student has their hair back, apron on, and hands washed before the lab. • Student washes their hands after touching anything that can contaminate food. • Food is prepared in a way that prevents cross-contamination and foodborne illness, with very few reminders. • Dishes are washed, rinsed, sanitized, and dried before they are put away. • Stove and counters are left clean and dry with minimal issues. • Sink has been wiped clean and all garbage has been removed from strainer with minimal issues. • Dining table is clean and dry with minimal issues. • Floor is swept of all debris and wiped of all spills with minimal issues. • All teammates take equal part in the cleaning process at the start and end of the lab period.	• Students do not recognize when the kitchen is dirty, and need reminders to keep it clean. • Student needs a reminder during class or the start of the lab to have their hair back, apron on, and hands washed. • Student needs reminders to wash their hands after touching anything that can contaminate food. • Reminders must be given so that food is prepared in a way that prevents cross-contamination and foodborne illness. • Dishes are washed, rinsed, sanitized before being put away, but may still be slightly wet. • Stove and counters are left clean or dry with some issues. • Sink has all garbage removed from sink strainer, but may still be wet. • Dining table is clean but may not be dry. • Floor is not swept of all debris and wiped of all spills. • All teammates do not take equal part in the cleaning process at the start and end of the lab period.	• Students are aware that the kitchen is dirty, but do not clean it up before beginning. • Student does not have their hair back, apron on, and hands washed, or student needs frequent reminders to keep up with that expectation during the lab. • Student repeatedly must be reminded to wash their hands after touching anything that can contaminate food. • Food is not prepared in a way that prevents cross-contamination and foodborne illness, or requires constant supervision. • Dishes were put away still dirty or very wet. • Stove and/or counters are still dirty. • Sink still has food in the drain. • Dining table is not clean. • Floor is not swept and/or is still wet. • All teammates do not take equal part in the cleaning process at the start and end of the lab period.

NOTE: Parts of this rubric are based on the group as a whole, but parts are specific to the individual student. It is at the teacher's discretion if all teammates receive the same grade on any given lab due to differences in the individual rubric scores.

SUMMATIVE CULINARY LAB RUBRIC

Category	4-Exemplary	3-Proficient	2-Developing	1-Below Expectation
PLANNING	Student works cooperatively and equally with team members while in the planning phase of the lab. Student listens, shares and supports the efforts of others, and encourages participation from all team members during the planning process. All planning documents are completed with minimal mistakes prior to the deadline. Choices made reflect all required skills/techniques and instructions Students plan for a lab that challenges their skills and shows many techniques learned during the unit.	- Student works cooperatively with team members while in the planning phase of the lab. - Student often listens, shares and supports the efforts of others during the planning process. - All planning documents and revisions are completed by the deadline. - Choices made reflect all required skills/techniques and instructions with some support from the instructor - Students plan for a lab that shows multiple techniques learned during the unit.	- Student does not cooperate well with teammates while in the planning phase of the lab. - Student may not listen, share, or support the efforts of others during the planning process. - All planning documents are not completed by the deadline. There is little to no time for revisions. - Choices made are missing some required skills/techniques or fail to follow all instructions. Team can work together to resolve the mistakes. - Students plan for a lab that does not showcase techniques from the current unit, or misidentify the techniques in the recipe chosen.	- Student does not communicate with their teammates while in the planning phase of the lab. - Student does not support the efforts of others on the team or help with the planning process. - All planning is not done by the deadline or still needs major revisions, resulting in a delay or inability to start the lab on time. - Choices made by team are missing required skills/techniques or fail to follow instructions. Team needs support from instructor to resolve the mistakes. - Students cannot correctly identify the techniques required in a recipe.
PREPARATION	Student actively listens to lesson, demonstration, and/or completes necessary coursework prior to lab Student initiates lab procedures upon arrival to class Student completes mise-en-place for lab correctly before beginning the cooking process Student reads and follows step-by-step directions with limited to no guidance in order to complete the task at hand Student is consistently focused on the task at hand Student is self-directed and tasks are completed in a timely manner	- Student listens to lesson, demonstration, and/or completes necessary coursework prior to lab - Student takes active part in lab procedures - Student completes mise-en-place for lab before beginning the cooking process with minimal mistakes - Student follows step-by-step directions with limited guidance or questions in order to complete the task at hand - Student is mostly focused on the task at hand - Student is mostly self-directed and tasks are completed in a timely manner	- Student did not consistently listen to lesson, demonstration, and/or completes necessary coursework prior to lab - Student does not self-initiate lab procedures and requires redirection to the tasks by peers or the teacher - Student does not complete mise-en-place for lab before beginning the cooking process unless directed to, or has major mistakes in their preparation - Student sometimes follows step-by-step directions, but often seeks guidance or asks questions of their teacher and peers - Student frequently needs redirection task at hand - Student needs reminders of the tasks needed to be done, resulting in slow completion of the lab	- Student did not listen to lesson, demonstration, and/or completes necessary coursework prior to lab - Student does not self-initiate lab procedures and does not participate in those procedures until told to - Student does not complete mise-en-place for lab before beginning the cooking process, and makes major mistakes in those preparations - Student does not attempt to read and follow step-by-step directions, instead waiting for instruction from their teacher and peers - Student constantly and/or repeatedly needs redirection task at hand and task initiation - Student does not attempt to work independently or self-direct - Lab is not completed in a timely manner.

TEAMWORK & COLLABORATION	Student works cooperatively and equally with team members during the lab. Student listens, shares and supports the efforts of others, and encourages participation from all team members. Student is helpful to peers without dominating tasks or keeping others from being able to participate. Consistently asks others what they can do to help when they've completed their own tasks, or finds tasks that are not yet completed/have not been assigned yet to work on. Student is not distracted or a distraction to their peers, and encourages others to remain or get on-task with them.	• Student works cooperatively with team members during the lab. • Student often listens, shares and supports the efforts of others. • Student asks others what they can do to help when they've completed their own tasks. • Student is not distracted or a distraction to their peers. • Student does not create an uncomfortable environment for their teammates or cause friction in the group. • Student is not distracted or a distraction to their peers.	• Student does not cooperate well with teammates, or does not communicate with their team during the lab. They do not take equal part in the lab work. • Student may not listen, share, or support the efforts of others. • Student creates an uncomfortable environment for their teammates or cause friction in the group. • Student does not ask what they can do to help when they've completed their own tasks, and waits for someone to notice they need a new task. • Student is distracted or a distraction to their peers.	• Student does not cooperate or communicate with their teammates during the lab. They do considerably less work during the lab than their peers. • Student does not support the efforts of others on the team or help with cooking process. • Student does not ask what they can do to help and waits for someone to notice they need a task. They may not initiate any tasks at all otherwise. • Student is distracted and rarely engages with the group for on-task conversation.
TECHNIQUE & SKILLS	Student demonstrates appropriate preparation techniques for foundational skills Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills Student does not require assistance from teacher or peers, instead they can teach task to another student that may be struggling with the skills. Student completes all tasks in a safe, efficient manner. Final product of the lab is as planned for and expected.	• Student demonstrates appropriate preparation techniques for foundational skills with some reminders or guidance. • Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills with some reminders or guidance. • Student sometimes seeks assistance from teacher or peers prior to attempting skills/techniques. • Student completes all tasks safely, with some reminders about efficiency. • Final product of lab is as planned for and expected with minimal or logical variation.	• Student demonstrates preparation techniques for foundational skills with guidance. • Student demonstrates cooking/mixing/baking techniques on unit-based skills with guidance • Student is able to explain new techniques at a basic level, but requires additional support to understand what needs to be done. • Student struggles to complete tasks safely or efficiently. • Final product of lab has multiple variations from the original plan or expectation.	• Student cannot or does not demonstrate appropriate preparation/cooking techniques. • Student does not incorporate new techniques from lessons during the labs. • Student needs other students/teacher to reteach them new techniques again in order to be successful, and cannot explain what the technique includes otherwise. • Student creates additional work for their teammates in terms of work imbalance, reteaching skills, having to redo failed tasks/techniques, or due to poor efficiency. • Final product of the lab is not what was originally planned for or expected.
SANITATION	Students do not utilize anything left dirty in their kitchen from other teams before cleaning it again. Student has their hair back, apron on, and hands washed as soon as they enter. Student washes their hands after touching anything that can contaminate food.	• Students recognize anything left dirty in their kitchen from other teams, but may need reminders to clean it before beginning. • Student has their hair back, apron on, and hands washed before the lab.	• Students do not recognize when the kitchen is dirty, and need reminders to keep it clean. • Student needs reminders during class or the start of the lab to have their hair back, apron on, and hands washed. • Student needs reminders to wash their hands after	• Students are aware that the kitchen is dirty, but do not clean it up before beginning. • Student does not have their hair back, apron on, and hands washed, or student needs frequent reminders to keep up with that expectation during the lab. • Student repeatedly must be reminded to wash their hands

	All food is prepared in a way that prevents cross-contamination and foodborne illness. Dishes are washed, rinsed, sanitized, and dried before they are put away. Stove and counters are left clean and dry. Sink has been wiped clean and all garbage has been removed from strainer. Dining table is clean and dry. Floor is swept of all debris and wiped of all spills. All teammates take equal part in the cleaning process at the start and end of the lab period.	● Student washes their hands after touching anything that can contaminate food. ● Food is prepared in a way that prevents cross-contamination and foodborne illness, with very few reminders. ● Dishes are washed, rinsed, sanitized, and dried before they are put away. ● Stove and counters are left clean and dry with minimal issues. ● Sink has been wiped clean and all garbage has been removed from strainer with minimal issues.. ● Dining table is clean and dry with minimal issues. ● Floor is swept of all debris and wiped of all spills with minimal issues. ● All teammates take equal part in the cleaning process at the start and end of the lab period.	touching anything that can contaminate food. ● Reminders must be given so that food is prepared in a way that prevents cross-contamination and foodborne illness. ● Dishes are washed, rinsed, sanitized before being put away, but may still be slightly wet. ● Stove and counters are left clean and dry with some issues. ● Sink has all garbage removed from sink strainer, but may still be wet. ● Dining table is clean but may not be dry. ● Floor is not swept of all debris and wiped of all spills. ● All teammates do not take equal part in the cleaning process at the start and end of the lab period.	after touching anything that can contaminate food. ● Food is not prepared in a way that prevents cross-contamination and foodborne illness, or requires constant supervision. ● Dishes were put away still dirty or very wet. ● Stove and/or counters are still dirty. ● Sink still has food in the drain. ● Dining table is not clean.. ● Floor is not swept and/or is still wet. ● All teammates do not take equal part in the cleaning process at the start and end of the lab period.
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NOTE: Parts of this rubric are based on the group as a whole, but parts are specific to the individual student. It is at the teacher's discretion if all teammates receive the same grade on any given lab due to differences in the individual rubric scores.

Culinary Portfolio Final Draft Rubric

Below	Meets	Above	EXPECTATIONS
			All components are present and in order.
			All checkpoints were turned in on time.
			Student effectively used class time provided to complete all aspects of the portfolio.
			All writing is checked for clarity, grammar, and spelling mistakes.
			Author's reflection correctly uses subject-specific vocabulary while describing their learning.
			Author's reflection highlights the new skills they learned over the course of the units and the semester using specific details from labs.
			Author's reflection shows a critical analysis of their own areas for improvement within each unit and over the course of the semester as a whole.
			Student's reflections discuss goals they set for themselves over the course of the semester and their progress towards those goals.
			Student's portfolio includes a minimum of three photographs per unit of different finished products to showcase their work during each unit.
			Student's reflections use specific details from their labs to create comparisons and evidence of growth & learning over time.
			Student's reflections have been revised or edited after each checkpoint based on teacher feedback.
			Student's self-reflection is honest when describing their efforts over the course of the year.

If you do only what is expected of you (all checks are in the "Meets Expectations" column) you will receive a final grade of B. For every 2 checks in the "Above Expectation" column, you will level to the next letter grade (B to a B+, etc). Checks in the "Below Expectation" column in ANY category will decrease your grade by one tier for every 2 check marks (B to a B-, etc).

Culinary Portfolio Checkpoint Rubric

TOTAL POINTS	EXPECTATION	EARNED POINTS
5	All components are present and in order.	
10	Clear photographs of a minimum of 3 different dishes have been included. They are of that student's work (cannot be from a different team or internet source).	
20	Content-based questions show a correct and complete understanding of new skills and vocabulary.	
25	Skills-based questions use specific examples from labs to show how student learned these skills or may need improvement.	
25	Collaboration/teamwork-based questions use specific examples from current and past labs to show how the student is improving since the previous unit or may need improvement in the next.	
5	Portfolio looks professional and unique to the student creating it.	
10	Portfolio is fully completed by the due date. Additional points may be deducted based on the degree of lateness.	
Student score		____/100

SAMPLE

Culinary 1 Portfolio Questions

Instructions:

1. Create your portfolio inside your school Google Drive as a Google Slides presentation.
2. Title the presentation with your last name and the name of the course plus “portfolio” (example: Jones Culinary 1 Portfolio)
3. Pick your background theme from Slides or download one from the internet. Pick one that matches your style.
4. Create a title page.
5. Write your chef bio & photo.
6. Complete your “starting out” questions before we begin learning
7. At the end of each unit, you’ll submit the portfolio for a checkpoint grade.
8. I’ll give you feedback for editing and revision purposes for the final draft, which is due at the end of the semester.
9. You’ll continue to update the very first version to create a “final draft” and will NOT start over for each new unit. You may just be asked to revise.

Starting Out Unit Questions

- Why did you sign up for this class?
- How often do you cook at home?
- What’s the hardest thing you’ve ever cooked?
- I’ve never cooked _____, but I would really like to one day!
- When it comes to working as a team, my strengths are... and my weaknesses are....
- If you have pictures of any of your cooking from home, please include them here!

Kitchen Essentials Unit Questions

- Content-based question (CBQ): In your own words, what does it mean to mise-en-place? Why is this an essential step in the kitchen?
- CBQ: Correctly name 3 different knife cuts you learned during this unit. Describe how to do each technique/when we used it in different labs or recipes. It’s really helpful to include a picture of your knife skills lab here, so you can put arrows to each cut on your mise-en-place tray!
- Skills-based question (SBQ): Describe at least 3 cooking techniques you learned

during this unit. Explain which lab it was relevant to. (Hint: it doesn't have to be vocabulary words—it can be new procedures, techniques, or equipment you learned from being in the classroom)

- SBQ: What was the biggest success or challenge you encountered with cutting or cooking techniques from this unit? Make sure to give specific examples from at least one lab done during this unit.
- Collaboration/Teamwork-based question (TBQ): How did you work with your group members? It is important to take a moment to be honest with yourself and give specific examples, because I will keep asking this question every unit. If you say it was perfect now, you have no room to grow.
- TBQ: How balanced do you feel the effort of your group members were? Was the work overall distributed evenly? Why or why not, giving specific examples.
- TBQ: What was the hardest part for you working with your group? What was the best or most rewarding part?
- SBQ or TBQ: What would you like to improve upon during our next unit? Make sure to explain why you think so by giving a specific example from one of our labs.

SAMPLE

Culinary Lab Prep Sheet

Recipe:	Kitchen #
Executive Chef: Sanitation Manager:	Date:
<u>Sanitation Manager</u> - Responsible for team cleanliness including but not limited to dishes being washed, dried, and put in proper storage locations; counters being sanitized and wiped down; eating surfaces being sanitized and wiped down; floor being debris and spill-free; cooking surfaces being debris and spill-free; proper cross-contamination prevention utilized throughout the lab. The SM is not responsible for completing these tasks alone. They are responsible for having them fairly distributed across all teammates, delegating cleaning tasks to anyone "standing around," and staying after the bell to finish cleaning if team does not pass inspection. <u>Executive Chef</u> - Responsible for making sure mise is done correctly (by measurement, ingredient, and preparation technique); making sure each team member knows the directions for the steps of the recipe they are participating in; reteaching/assisting with techniques if a team member is confused; keeping an eye on the time; and proper temperature control utilization throughout the lab. The EC is not responsible for completing all tasks alone. They are responsible for having them fairly distributed across all teammates, and delegating cooking tasks to anyone not participating. The EC will be held responsible if the recipe is not being followed correctly during the lab or teammates are not participating in cooking.	

Equipment Needed to Prepare Recipe:		TEACHER REMINDERS & TIPS FROM LESSON
In-station:		
Shared equipment from cabinets:		
Special appliances/Equipment from teacher:		

Person Responsible	Sanitation Tasks: CLEAN AS YOU GO. Multiple names per box may be necessary. Remember, the whole team should set up kitchen as soon as you arrive to class and individuals are responsible for their hands, hair, aprons.
	Wash dishes in HOT soapy water & HOT rinse, place on the drying rack
	Dry dishes and put them away in the proper place.
	Wash & sanitize kitchen counters
	Clean stovetop, microwave (inside and out), ovens (inside and out)
	Wash & sanitize eating surface (counters or tables)
	Sweep and/or Swiffer floor
	Dry sink, dish bucket, and drying rack thoroughly (wash with soap if greasy or dirty)

Person Responsible	Cooking Tasks: MISE- PREP-COOK-SERVE-PHOTOGRAPH Don't forget to mise all ingredients and equipment for the first 3-5 steps before you begin cooking. Then, half the team should continue the mise for the rest of the recipe while the other half starts cooking.	DONE?

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

UConn Early College Experience Honors If You Love It, Teach It Grade 11-12 Curriculum

Guide 2026

Curriculum Writing Team

**Diane Richards
Christina Rusate
Susan C. Iwanicki, Ed.D.**

**CTE Teacher
CTE Department Chair
Assistant Superintendent**

UConn Honors If You Love It, Teach It

Grade 11-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

This is an educational foundations course for those interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love It, Teach It* is a college level course that examines the history and studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

This course uses a wide variety of writing, speaking, and arts-based practices to explore course themes. Interactive discussions, in-class and field experiences, and readings are designed to engage students in articulating the processes, values, experiences of knowing, learning and teaching. Activities and assignments such as a portfolio, thinking journals, K-12 setting observations, project-based learning, whole-class and small-group inquiry and cooperative teaching and learning experiences will combine to help the students consider theoretical knowledge in relation to the realities of educational practices in the classroom and beyond. In addition, students will be given the opportunity to focus on specific areas of instruction for an age group/grade through the creation and implementation of lesson plans.

COURSE GOALS

- Articulating how the “calling” to teaching can shape what we teach and how we learn, as well as the future success of our students.
- Identifying significant events in American history and analyzing their impact on each of us as well as current educational practices.
- Articulating a critical understanding of some of the organizational and sociopolitical structures of schooling and educational practices
- Articulating an awareness of diversity in education as it relates to the approach to schooling, teaching, and learning.
- Analyzing current issues involved in schooling and teaching as a profession.
- Developing relevant questions and discussing ways of addressing current questions as they relate to education issues.
- Demonstrating awareness of National and State standards for teachers.
- Demonstrating an understanding of multiple purposes, philosophies, and practices of education.

COURSE STANDARDS

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development: The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

Standard 2 – Learner Differences: The teacher uses understanding of learners' commonalities and individual differences within and across diverse cultures and communities to design inclusive learning experiences that enable each learner to meet high standards

Standard 3 – Learner Environment: The teacher works with others to build a positive learning climate marked by respect, rigor, and responsibility.

Standard 4 – Content Knowledge: The teacher manages the learning environment to engage learners actively

Standard 5 – Application of Content: The teacher connects concepts, perspectives from varied disciplines and interdisciplinary themes to real world problems

Standard 6 – Assessment: The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives

Standard 7 – Plan for Instruction: The teacher selects, creates and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.

Standard 8 – Instructional Strategies: The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners

Standard 9 – Professional Learning and Ethical Practice: The teacher engages in continuous professional learning to more effectively meet the needs of each learner

Standard 10 – Leadership and Collaboration: The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for early childhood, education, and services.

4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

4.3.1: Analyze a variety of curriculum and instructional models.

4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners.

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12

CSS.ELA-Literacy.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CSS.ELA-Literacy.RST.11-12.7

Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem

CCSS.ELA-LITERACY.WHST.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.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.

CCSS.ELA-LITERACY.WHST.11-12.9

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

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

- Teaching as a Calling

Teaching is a deeply personal and professional calling that connects individual passions to the development and success of students and communities.

- Historical and Philosophical Roots Matter

Educational practices today are deeply shaped by historical events, philosophies, and sociopolitical contexts that continue to evolve.

- Education is Multifaceted and Contextual

Teaching and learning are dynamic, context-dependent processes influenced by diverse cultural, social, and political forces.

- Passion and Purpose Shape Practice

Educators' personal passions and beliefs critically influence curriculum choices, instructional methods, and classroom dynamics.

- Schooling is a Site of Power and Possibility

Schools are not only sites of learning but also spaces where equity, reform, and innovation can be realized or resisted.

- Teaching is Reflective and Responsive

Effective teaching involves reflective inquiry, responsiveness to diverse learners, and a commitment to ongoing personal and professional growth.

- Education as Design and Dialogue

The processes of teaching and learning involve intentional design, creative expression, and dialogic interaction with others and the world.

COURSE ESSENTIAL QUESTIONS

- What does it mean to be “called” to teach, and how can personal passion shape our professional practice in education?
- How have historical and philosophical foundations shaped the current U.S. education system?
- In what ways do schools reflect, reinforce, or challenge social and political structures?
- How can we connect our passions with educational practices to better serve diverse learners?
- What role does equity and diversity play in shaping educational goals, methods, and outcomes?

- How can educators critically analyze and respond to current educational issues and reforms?
- What are the multiple purposes of education, and how do they influence what and how we teach?
- How do standards, curriculum frameworks, and accountability systems shape the role of the teacher?
- In what ways can teaching be seen as both a creative and intellectual endeavor?
- How can we reimagine the future of education through critical reflection, inquiry, and innovative practice?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- The major historical, philosophical, and sociocultural foundations of the American education system.
- Key events in U.S. educational history and their impact on present-day schooling practices.
- The influence of educational theories and philosophies on teaching practices and school structures.
- How personal identity, passion, and purpose can shape one's approach to teaching and learning.
- Current educational issues, including debates around equity, access, standards, reform, and teacher professionalism.
- The role of diversity, equity, and inclusion in education, and how they affect curriculum and pedagogy.
- National and state teaching standards and how they guide instructional planning and professional expectations.
- The various purposes of education and how different stakeholders define educational success.

Students will be able to . . .

- Articulate their personal philosophy of education and connect it to professional practices.
- Analyze educational issues through historical, philosophical, and sociopolitical lenses.
- Engage in critical dialogue about teaching, learning, and the organization of schools.
- Observe, reflect on, and evaluate teaching and learning practices in real-world K–12 settings.
- Develop and present lesson plans that align with standards and reflect their personal educational philosophy.
- Use writing, speaking, and arts-based methods to explore and communicate complex educational ideas.
- Collaboratively design and lead inquiry-based learning activities.
- Reflect on their potential role in shaping the future of education and the lives of students

COURSE SYLLABUS

Course Name

H UConn If You Love It, Teach It

Level

Honors, dual enrollment

Prerequisites

None

Course Description

This is an educational foundations survey course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love it, Teach It* engages students interested in working in K-12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

Course Format: This course will use a wide variety of writing, speaking, reading, and arts-based practices to explore course themes. Interactive discussions, in-class and online activities, a field experience, and readings are designed to engage students in articulating their processes, values, and experiences of knowing, learning, and teaching. Activities and assignments such as portfolios, thinking journals, K-12 setting observations, project-based learning, whole-class and small-group inquiry, a midterm exam, and cooperative teaching and learning experiences will combine to help the students consider theoretical knowledge in relation to the realities of educational practices in the classroom and beyond. In addition, students will be given the opportunity to focus on specific areas of current and future educational thinking through the production of written assignments on selected topics.

Course Themes

Primary Themes

- Passionate Teaching and Learning
- Histories of Education
- Philosophical and Social Foundations of Education

Considerations and Applications of Primary Themes

- Teaching as an Art and as a Profession
- Standards-Based Education
- School Governance and Organization
- Alternative Conceptions to Schooling and Teaching (e.g., Culturally Sustaining Pedagogy, Social Justice Education, Human Rights Education)

Student Learning Outcomes

Students are expected to demonstrate familiarity with each of the eight themes as influential components of the teaching profession by...

- Articulating how the “calling” to teaching can shape what we teach and how we learn, as well as the future success of our students.
- Identifying significant events in American history and analyzing their impact on each of us as well as current educational practices.
- Articulating a critical understanding of some of the organizational and social and political structures of schooling and teaching in the U.S.

- Articulating an awareness of diversity in education as it relates to the approach to schooling, teaching, and learning.
- Analyzing current issues involved in schooling and teaching as a profession.
- Developing relevant questions and discussing ways of addressing current questions as they relate to education issues.
- Demonstrating awareness of National and State standards for teachers.
- Demonstrating an understanding of multiple purposes, philosophies, and practices of education.

Course Texts

Paris, D. & Alim, S. (Eds.) (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World*. New York: Teachers College Press. 978-0807758335

Additional or alternative readings could include selections from:

Canestrari, A.S., & Marlowe, B.A. (2021). *Educational Foundations: An Anthology of Critical Readings* (4th Edition). Sage Publications. 978-1544388168

Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.

Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Assessment Descriptions

Formative Assessments:

- Thinking Journal
- Field Experience Projects
- Teaching Practicum

Summative Assessments:

- Midterm Exam
- Teacher Journal entry for each unit
- Final Portfolio

UNIT 1

Motivation, Preparation, and Conditions for the Entering Teacher

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development

Standard 2 – Learner Differences

Standard 3 – Learner Environments

Standard 4 – Content Knowledge

Standard 5 – Application of Content

Standard 6 – Assessment

Standard 7 – Plan for Instruction

Standard 8 – Instructional Strategies

Standard 9 – Professional Learning and Ethical Practice

Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.

4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

4.3.1: Analyze a variety of curriculum and instructional models.

4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >> Science & Technical Subjects >> Grades 11-12

CSS.ELA-Literacy.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CSS.ELA-Literacy.RST.11-12.7

Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem

CCSS.ELA-LITERACY.WHST.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.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.

CCSS.ELA-LITERACY.WHST.11-12.9

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

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- What are the requirements and recent developments in certification and licensing for teachers?
- What are the trends in preservice education?

Unit Scope and Sequence

- Becoming a teacher – education and teaching certification requirements in state of Connecticut
- Supply/demand and salaries
- Teaching evaluation process - workforce quality and functioning.
- Public versus private education

Key Vocabulary

- Alternate certification
- Certification
- No Child Left Behind
- Race to the Top
- Reflective teaching
- Basic skills testing

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Discovering your FRAME
- Portrait of the Ideal Teacher

Summative Assessments:

- Teacher journal entry

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
 - Chapter 1 - Motivation, Preparation, and Conditions for the Entering Teacher

Supplemental

University of Minnesota, Service-Learning Guide – Teaching Tolerance
Education Interview Series – Trumbull Education Association

Time Allotment

- Approximately 20 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Discover Your Frame Analysis
Communication	Portrait of ideal teacher
Collaboration	Cultural diversity in the classroom

UNIT 2

The Teaching Profession

Unit Goals

At the completion of this unit, students will:

- The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):
 - Standard 1 – Learner Development
 - Standard 2 – Learner Differences
 - Standard 3 – Learner Environments
 - Standard 4 – Content Knowledge
 - Standard 5 – Application of Content
 - Standard 6 – Assessment
 - Standard 7 – Plan for Instruction
 - Standard 8 – Instructional Strategies
 - Standard 9 – Professional Learning and Ethical Practice**
 - Standard 10 – Leadership and Collaboration**
- National Standards for Family and Consumer Sciences Education
 - 4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
 - 4.2.2: Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.
 - 4.3.1: Analyze a variety of curriculum and instructional models.
 - 4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards > Science & Technical Subjects > Grades 11- 12

- **CSS.ELA-Literacy.RST.11-12.2**
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CSS.ELA-Literacy.RST.11-12.7
Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- **CCSS.ELA-LITERACY.WHST.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.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.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- How has teaching changed from one or two years at a teaching college and strict regulations, to a full-fledged profession?
- What is the purpose, goals, and benefits for teaching professional organizations?

Unit Scope and Sequence

- The evolution of the teaching profession to a full-fledged profession
- Controlling requirements for entry and licensing
- Scope of collective bargaining
- Professional development and resources – purpose and benefits to support teachers
- Professional Learning Communities

Key Vocabulary

- Collective bargaining
- Induction
- Performance pay
- National Education Association, Connecticut Education Association, Trumbull Education Association
- Professional Learning Community

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Educational Speaker Series – Trumbull Education Association
- Teacher requirements in various states (research project)
- Teacher organization research

Summative Assessments:

- Teaching journal entry

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
 - Chapter 2 – Historical and Philosophical Foundations

Supplemental

- Case Study – The Merrow Report: Is teaching a profession, an occupation, a calling or a job?

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Is teaching a profession?
Communication	Guest speaker – discussion
Collaboration	Teaching professional organization

UNIT 3

The History of Education

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development

Standard 2 – Learner Differences

Standard 3 – Learner Environments

Standard 4 – Content Knowledge

Standard 5 – Application of Content

Standard 6 – Assessment

Standard 7 – Plan for Instruction

Standard 8 – Instructional Strategies

Standard 9 – Professional Learning and Ethical Practice

Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.

4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

4.3.1: Analyze a variety of curriculum and instructional models.

4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12

- **CSS.ELA-Literacy.RST.11-12.2**

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- **CSS.ELA-Literacy.RST.11-12.7**

Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem

- **CCSS.ELA-LITERACY.WHST.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.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.

- **CCSS.ELA-LITERACY.WHST.11-12.9**

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

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- What are the origins of major theorists as “mentors” who developed new curricular or methodical approaches to education?
- How have political, religious, social, and economic developments shaped education in America and the world?

Unit Scope and Sequence

- European ideas about culture, education, and schools shaped education in North America during the colonial period and their relevancy for contemporary education
- American education timeline
- Renowned theories of education
- Three main schemas of learning theories – behaviorism, cognitivism, constructivism

Key Vocabulary

- Behaviorism
- Cognitivism
- Constructivism
- Multiple Intelligences
- Hierarchy of needs
- Cognitive development
- Theory of learning
- Domains of learning
- Theory of learning
- Conditional of learning

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Timeline of Education
- Global Philosophies of Education Project
- Case study: Common Core Standards

Summative Assessments:

- Teacher learning journal

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
 - Chapter 3 – The World Origins of American Education
 - Chapter 4 – Pioneers of Teaching and Learning
 - Chapter 5 – Historical Development of American Education
- Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Supplemental

Documentary – “On the Way to School”

Case Study: Common Core Standards

Time Allotment

- Approximately 15 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Explain the role of theories in shaping education
Communication	Education speaker series, Learning theories
Collaboration	Pioneers of Education Project

UNIT 4

Governing and Adminstrating Public Education

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

- Standard 1 – Learner Development
- Standard 2 – Learner Differences
- Standard 3 – Learner Environments
- Standard 4 – Content Knowledge
- Standard 5 – Application of Content**
- Standard 6 = Assessment
- Standard 7 – Plan for Instruction
- Standard 8 – Instructional Strategies
- Standard 9 – Professional Learning and Ethical Practice
- Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

- 4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
- 4.2.2: Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.
- 4.3.1: Analyze a variety of curriculum and instructional models.
- 4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12

- **CSS.ELA-Literacy.RST.11-12.2**
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CSS.ELA-Literacy.RST.11-12.7**
Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- **CCSS.ELA-LITERACY.WHST.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.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.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- What is the formal organization of a school district and how does it impact education in the United States, and Connecticut?

Unit Scope and Sequence

- Four government levels of education in the United States – local, intermediate, state, and federal
- Identify the various roles and responsibilities of the federal government, governor, state legislature and state board of education
- Characteristics and responsibilities of local school boards and the coordination with district superintendent, central office, and broader community.
- School superintendent and central office
- Principal and the school

Key Vocabulary

- Policy
- Staffing
- Fiscal matters
- Intergovernmental requirements
- Legislation

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Case study: From Preservice to Practice
- Organizational Chart: Trumbull Board of Education, Central Office

Summative Assessments:

- Teacher journal entry

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
 - Chapter 7 – Governing and Administering Public Education
- Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Supplemental

- Case study in textbook
- Education Speaker Series – Superintendent of Schools , Assistant Superintendent of Schools, Board of Education President, Trumbull High School Principal, CTE Department Chairperson
- American Association of School Administration. www.aasa.org
- Connecticut Boards of Education. www.cabe.org
- United States Department of Education. www.ed.gov
- Pratt-Johnson, Yvonne. Communicating Cross-Culturally: What Teachers Should Know. St. John's University, Queens, NY
- Field Experience: UConn Storrs, NEAG School of Education

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Board of Education Responsibilities and Processes
Communication	Education speaker series
Collaboration	School policy group project

UNIT 5

The Learning Process

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development

Standard 2 – Learner Differences

Standard 3 – Learner Environments

Standard 4 – Content Knowledge

Standard 5 – Application of Content

Standard 6 = Assessment

Standard 7 – Plan for Instruction

Standard 8 – Instructional Strategies

Standard 9 – Professional Learning and Ethical Practice

Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.

4.2.2: Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.

4.3.1: Analyze a variety of curriculum and instructional models.

4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards > Science & Technical Subjects > Grades 11- 12

- **CSS.ELA-Literacy.RST.11-12.2**

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- **CSS.ELA-Literacy.RST.11-12.7**

Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem

- **CCSS.ELA-LITERACY.WHST.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.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.

- **CCSS.ELA-LITERACY.WHST.11-12.9**

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

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for

themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- What do I know, what can I do?

Unit Scope and Sequence

- Children learn across cognitive, emotional, and social domains
- Define the role of neuroscience and how the brain supports learning
- Differentiate strategies tailored to developmental stages
- Types of learning
- Motivation and learning
- Study skills and strategies
- Role of practice
- Collaboration
- Creative thinking and problem solving

Key Vocabulary

- Neuroscience
- visual
- auditory
- kinesthetic
- Social Emotional Learning (SEL)

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Grade team presentations

Summative Assessments:

- Lesson plan presentations
- Teacher learning journal.

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
 - Chapter 13 – The Changing Purposes of American Education

Supplemental

- No Child Left Behind. www2.ed.gov/nclb
- Content Knowledge. The McREL Standards Database. www2.mcrel.org
- Field Experience: Jane Ryan, grades 4 & 5

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Creating age-appropriate lesson plans
Communication	Present lessons to class
Collaboration	Working in grade teams to present developmentally appropriate lesson

UNIT 6

Curriculum and Instruction

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

- Standard 1 – Learner Development
- Standard 2 – Learner Differences
- Standard 3 – Learner Environments
- Standard 4 – Content Knowledge**
- Standard 5 – Application of Content**
- Standard 6 = Assessment**
- Standard 7 – Plan for Instruction**
- Standard 8 – Instructional Strategies**
- Standard 9 – Professional Learning and Ethical Practice
- Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

- 4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.**
- 4.2.2: Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.**
- 4.3.1: Analyze a variety of curriculum and instructional models.**
- 4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners**

Common Core of Teaching: English Language Arts Standards > Science & Technical Subjects > Grades 11- 12

- **CSS.ELA-Literacy.RST.11-12.2**
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CSS.ELA-Literacy.RST.11-12.7**
Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- **CCSS.ELA-LITERACY.WHST.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.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.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

- 3. Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 6. Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- What is the role of curriculum and how does it relate to instructional approaches and curricular trends that relate to it?

Unit Scope and Sequence

- Direct instruction, social, and emotional learning, differentiated instruction, and technology influence the work of a teacher.
- Types of curricula – student centered and subject centered curricula
- Instructional strategies
- Classroom management and student engagement
- Teaching for diverse learners
- The use of AI in instruction
- Micro teaching practice

Key Vocabulary

- Curriculum
- Instruction
- Differentiation
- Inclusion
- Formative assessment
- Summative assessment

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Lesson plan preparation
- AI sites research
- DEI and the Education System
- Modified lesson plans for accommodations

Summative Assessments:

- Micro lesson presentation
- Teacher Journal: Reflection and Future in Teaching

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
 - Chapter 14 – Curriculum and Instruction

Supplemental

- AI resources
- Wong, Harry. (2018). The First Days of School (5th edition)
- [Advantages-and-disadvantages-of-classroom-management](#)
- Marzano, Robert J. (2017). The New Art and Science of Teaching. Solution Tree.
- Wiggins, Grant & McTighe, Jay. (2012). The Understanding by Design Guide. ASCD.
- Education Speaker Series: Ali Agnon, 1st grade teacher at Frenchtown
- Field Experience – Frenchtown, grades 1 & 2

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	DEI and Education – Where does it Stand?
Communication	Lesson presentation
Collaboration	Research Project: AI tools for Teachers

CREDIT

One credit in Humanities
3 College Credits, UConn

PREREQUISITES

None

CURRENT REFERENCES

- Paris, D. & Alim, S. (Eds.) (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World*. New York: Teachers College Press.
- Canestrari, A.S., & Marlowe, B.A. (2021). *Educational Foundations: An Anthology of Critical Readings* (4th Edition). Sage Publications.
- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
- Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubrics
- THS Business Department Level of Engagement Rubric

OTHER RESOURCES

Teacher Journal
What is Your Frame (Reflection)
State Teacher Requirements Research
Teacher Organization Chart
The Founders of Education Project
“On My Way to School” Education in Different Parts of the World
Global Philosophies of Education Project
Governing and Administering Public Schools
Exploring Types of Curriculum – Research and Role Play
Final Portfolio Assignment: "Becoming a Teacher"

Skill Rubric: Communication 9-12

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Cannot paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 **GOAL**

Exceeds: 10 - 12

___ / 12

Skill Rubric: Collaboration 9-12

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

throughout the completion of the task.	contributions to the task.			
SCORING	Beginning: 4 - 6	Meets: 7 - 8 GOAL	Exceeds: 10 - 12	___/ 12

Skill Rubric: Critical Thinking/Problem Solving 9-12

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	

REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	Meets: 7 - 8 GOAL	Exceeds: 10 - 12	___ / 12

Disposition Rubrics 9-12
Draft Rubrics

Rubrics/Frameworks (9-12)	
1. Self-Efficacy 2. Growth Mindset 3. Innovation 4. Emotional Intelligence 5. Integrity	

Self-Efficacy 9-12

**PORTRAIT OF A GRADUATE
- GRADES 9-12**

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	A secondary student may demonstrate self-efficacy by: • Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. • Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. • Participating in class discourse despite being unsure of the answer • Tackling new challenges with a positive attitude • Using positive self talk while playing sports even when losing	Areas of Growth
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	• Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. • Setting personal goals and celebrating successes • Confidently participating in class discussions • Willingly accepting feedback from students and peers • Standing up for yourself or a peer after observing name calling	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... • Analyzing errors on assessments with the intent to expand their learning • Exhibiting grit in task completion regardless of obstacles • Setting, adapting, and completing short term and long-term goals • Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies • Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task • Taking breaks when needed in order accomplish small components towards the larger goal • Identify the leverage aspects of a task that will move completion forward • Exhibiting flexibility and adaptability while going through the process of goal setting • Develop a path to succeed by evaluating one's own abilities • Shows drive and motivation with an end goal in mind. • Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... • Giving a presentation that has a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a podcast, to enhance their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Designing or improving new processes or approaches • Generating ideas for how to approach the group project	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

**PORTRAIT OF A GRADUATE
- GRADES 9-12**

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (e.g. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

**PORTRAIT OF A GRADUATE
GRADES 9-12**

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	A secondary school student may demonstrate integrity by... • Showing up on time to class and doing homework in a timely manner • Noticing when another student drops her/his books in the hallway, and helps to pick them up • Returning a wallet that is found in the parking lot with the content intact • Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) • Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. • Respecting her peer who is wearing a sari • Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak • Advocating for a peer after observing another student calling someone names • Volunteering to help at practice for the Unified basketball team. • Taking pride in their work and behaviors • Using school resources such as We Video appropriately; when asked to use it for school assignments and not personal video making the students only created the science video to document learning. • Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity • Modeling appropriate behavior and ignoring negative? Bad? behavior when provoked by others	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Topic	5 points	4-3 points	2 points	1-0 points
Interactive participation - on task - group work/pair work, /Teacher (T) - listening - raising hands CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	-Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively -Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T - Rarely listens attentively - Rarely attempts to respond to questions/class discussion
Responsibility for learning - class materials - extra help - outside assignments etc.	-Always brings required materials to class -Always asks for assistance if needed -Always completes outside assignments	-Usually brings required materials to class -Usually asks for assistance if needed -Usually completes outside assignments	-Occasionally brings required materials to class -Occasionally asks for assistance if needed -Occasionally completes outside assignments	-Rarely brings required materials to class -Rarely asks for assistance if needed -Rarely completes outside assignments
Attendance/promptness	-Always arrives on time to class (in person and virtually) -Always remains in class throughout the period -All absences are accounted for	-Usually arrives on time to class -Usually remains in class throughout the period -All absences are accounted for	-Occasionally arrives on time to class -Occasionally remains in class throughout the period - Absences are generally accounted for	-Rarely arrives on time to class -Rarely remains in class throughout the period - Absences are rarely accounted for
Behavior/civility - electronic devices - following directions - respectful of others - obeys classroom and school rules	-Always displays positive behavior in the classroom -Always respectful of others -Always follows school and classroom rules	-Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

BUSINESS DEPARTMENT LEVEL OF ENGAGEMENT RUBRIC

Thinking Journals

The Thinking Journals are a way to engage with the topics, concepts, texts, and ideas in this course while developing your own thinking and perspectives. The Journals will be used in class to spark and drive discussions, may at times be counted as Activities for Learning or Assessments of Learning, and make up part of the Final Portfolio for this course. You will need a required total of 10 journal entries for your Final Portfolio, equating to roughly one journal every week and a half.

Goals and Expectations:

- Demonstrate an understanding of the assigned topics and themes
- Connect the material to our Big Ideas and [Essential Questions](#) of the course.
- Analyze an aspect of the material that is particularly interesting, troubling, or challenging to you
 - *Could be a quotation, something you saw or heard, something someone said in a discussion, and so forth*
- Draw connections to your own experiences with teaching and schooling, when possible

Look to the Rubric for more specific requirements.

Attending to Thinking Journal Entries & Posts

Style & Form:

- **Type and save in Google Docs, even though you will be posting your entry on the discussion board.**
- Type your name, the course title, and due date in the upper left of your paper.
- Create a title for your response and center it.
- Cite the text you are responding to in APA format.
- Single spaced, one page only (dropping font to 11 and minimizing margins will give you extra wiggle room)
- Always write in multiple paragraphs (¶); A minimum of 3 but no more than 6.
- Write in complete, grammatically correct and spell-checked, sentences (unless or except if you incorporate poetry).
- Beware of non-specific pronouns (e.g., if it is unclear who “it” or “they” are)
- Do not start sentences with “So” and do not address your readers specifically (as I am doing in this document). In other words, don’t use “you” in your responses.

Content:

- Use these questions (as well as your own) to guide your thinking and response: **What? So What? Now What?**
 - **What** stood out to you?
 - **So what** does it mean or why does it matter?
 - **Now what** does it mean for you, education, your future, students’ future, or so on?
- Pose questions/problems and attempt to answer/solve them where appropriate.
- **Synthesize** – avoid summary (i.e., don’t spend much time detailing what the material is, but rather show how you’re thinking about it.) Make connections between the reading(s) and yourself (i.e. personalize your learning).
- Make your thinking explicit (i.e., show your readers why you believe what you believe or how you are arriving at a current belief or possible explanation).
- Use logic and reasoning (e.g. “Because this happens, it could suggest or suggests”).
- Your audience is the many and varied stakeholders in education (e.g., parents, administrators, teachers, students, the Public, etc.) so write accordingly.

- Use evidence to support your assertions, claims, or plausible explanations (e.g., it should come from multiple trustworthy sources).
- Use specific examples or quotes from the reading or activity to make your points and/or illustrate the connections you are making.

Scoring Rubric	0	.5	1.0
Form	Missing / Not attempted (0-2 bullets attended to)	Some application (3-7 bullets attended to)	Full application (8-9 bullets attended to)
Content	Missing / Not attempted (0-2 bullets attended to)	Some application (3-6 bullets attended to)	Full application (7-8 bullets attended to)

Example of a High-Scoring Journal:



Student Name

October 13, 2022

ECE 1100 If You Love It Teach it

Weeks 4 and 5

Please ensure you've reviewed the [Expectations and Guidance document](#) for the Thinking Journal before beginning work.

Journal Entry #3 ~ Weeks 4 & 5

Throughout the last couple of weeks we focused and worked on many different things. We learned about classroom environments / decoration dos - and don'ts, how to discuss racism, and educational philosophies.

To begin, classroom environments are very important. Too distracting isn't good, but too empty doesn't provide anything for students. We learn in the text (Terada, 2018) that researchers studied different classroom environments and what is effective and what isn't. For example, some things that work according to studies is, displaying student work, featuring inspiring role models, avoiding clutter, and visual aids. In my personal life I have learned that little visual aids or "cheat helpers" that are posted in the classroom are definitely informal and can help us remember how to do certain things. For example in math I have had teachers who put different rhymes of some sort around the classroom based on the topic we are learning which helps us remember steps to complete our work. On the flip side I have also seen classrooms that display grades that should not be shown, have a wall of late hall passes, or things with not the greatest of intentions. These are definitely classroom don'ts in my opinion. It does not make me feel welcome in the classroom and does not make me stay engaged because I will have high anxiety.

Furthermore, we learned how to discuss racism. We watched a video by Jay Smooth. In the video he talks about how the most difficult and uncomfortable conversations we can have in our society has to do with race. Although, in some ways the conversation has more sore subjects from recent milestone situations in racial equality. I learned from him though that these milestones are exactly the reason why we need to communicate more effectively about race because there are still real inequalities that remain in our society today. Smooth also teaches how we can get better at communicating about race and not becoming so defensive and listening to one another. A huge thing I took from the video is that everyone can try as a society to improve in not taking what you said to what you are and find a way to make others understand we aren't trying to put down one another by just one person at a time. We can teach vocabulary, we can teach tolerance, and slowly we can break the cycle of ignorance.

Moving onto educational philosophies, we learned about Maria Montessori. Her teaching method was a method of education that is based on self-directed activity, hands-on learning and collaborative play. What I found interesting was the goal is to have the child learn through movement and gain an understanding of concrete concepts before moving onto more abstract ones. In my opinion, I think it is a very beautiful thing for children learning and exploring on their own. I also believe when I have been able to use this method I enjoy that it is self paced and it teaches us more about independence. It even taught me to enjoy learning more since it is about me, not necessarily following strict steps and not everyone uses the same approach. In the text (Ruhl, 2021) it talks about how it is still used in the modern day. I definitely benefit using this method at times but at other times I could need a bit more structure when it comes to certain things. This method is definitely beneficial for some students but not all due to different learning styles.

Ruhl, C. (2021, June 29). *Montessori method of Education*. *Montessori Method of Education | Simply Psychology*. Retrieved October 17, 2022, from <https://www.simplypsychology.org/montessori-method-of-education.html>

Terada, Y. (2018, October 24). *DOS and don'ts of classroom decorations*. *Edutopia*. Retrieved October 17, 2022, from <https://www.edutopia.org/article/dos-and-donts-classroom-decorations>

Worksheet - What is YOUR FRAME?

Valuing Differences

Discovering Your FRAME

All the things that make up who we are and how we view situations can be referred to as our FRAME. Our FRAME is made up of values we hold, our culture and background, and our life experiences. Life experiences include things that we choose to do, as well as things we do not have any choice about or control over.

Things that make up our frame include:

History/ancestral heritage	Age	Profession
Neighborhood we grew up in	Values	Ethnicity
Family	Gender	Culture/cultural traditions
Neighborhood we live in now	Language	Economic class
Religion	Education	Nation/region
Physical abilities	Sexual orientation	

- F — Figure out the facts.** Not just what is apparent to you, but all the facts. Seek more information, ask questions and listen.
- R — Reflect on reality.** Is it my reality or their reality? Am I looking at this through my FRAME or trying to see it through their FRAME?
- A — Acknowledge and challenge assumptions.** Think about your expectations and whether they are appropriate. Are you making assumptions based on your FRAME?
- M — Maintain an open mind.** Just because someone else's FRAME differs from yours doesn't make them wrong. What can you learn from them? What can they learn from you? What do you have in common?
- E — Expand your experiences.** Explore, expose yourself, and encounter differences; expand your comfort zone; increase your cultural competence.

Explore your Frame:

In the following prompts, identify where you identify. **Please complete the prompts you feel comfortable** exploring but understand this work is supposed to feel uncomfortable.

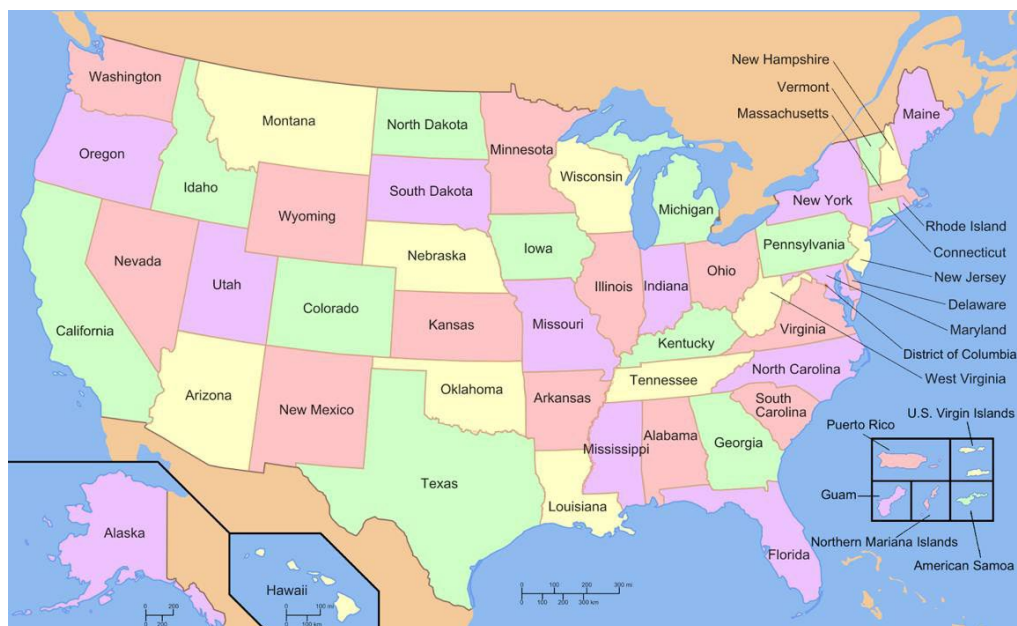
	Some answers are short! Others may take a bit more to answer complete. Fill these spaces below with your FRAME.
EXAMPLE <i>Neighborhood we grew up in</i>	
Neighborhood we grew up in	
History/ancestral heritage	
Neighborhood we live in now	
Family	
Religion	

Physical abilities	
Age	
Values	
Gender	
Language	
Sexual orientation	
Ethnicity	
Culture/cultural traditions	
Economic class	
Location / Length of time Lived	

Controlling Requirements for Entry and Licensing

Requirements for entry and licensing have lacked consistency because each of the 50 states sets its own certification requirements. Adding to this, there are reports that suggest a significant number of secondary teachers appear to be teaching outside of their certified areas of expertise. This is partly due to the shortage of teachers and other issues such as alternative certification.

You will be researching the requirements for certification in various states. Prepare a slide show to present your findings to the class. We will be comparing and contrasting how these requirements vary from state to state. *You can work with one partner or solo - your choice!*



We will do Connecticut together to give you an idea of what we are looking for...

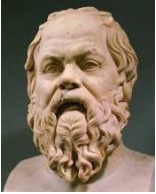
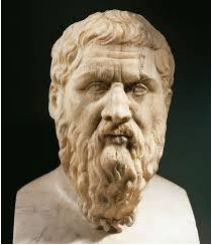
Bureau of Certification - CT.gov

1. What are the requirements for becoming a teacher in (CT) List the steps to becoming certified in that state?
2. What universities and/or colleges offer approved teacher preparation programs?
3. Are there alternate programs available?
4. Can I get certified in a different state? Can I get certified in CT if I am from a different state?
5. What is the procedure to apply for their teacher certificate?

The Founders of Education

Use text and other outside sources to complete the chart.

Part 1

Founder	Brief Biography (background, country, reputation, etc...)	What they stood for (philosophy)	How does their belief fit in to today's educational practices?
Socrates - text: page 60-61 			
Plato - text: page 61-63 			
Aristotle - text: 63-64 			
Confucius - text: 48-53			

			
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Part 2

Read Taking Issue on page 62 in text. After reading Values in Education respond to the question *What is your stand?*

On My Way to School

1. **Personal Journeys:** How do the individual stories of the children in the documentary highlight the importance of education in their lives? Do you think these students value education? What evidence proves that?
2. **Challenges Faced:** What specific obstacles do the children encounter on their way to school, and how do these challenges reflect broader social or economic issues?
3. **Cultural Perspectives:** In what ways do the different cultural backgrounds of the children shape their experiences and aspirations related to education?
4. **Resilience:** What examples of resilience and determination do the children demonstrate throughout their journeys?
5. **Community Support:** How do the communities depicted in the documentary support or hinder the children's pursuit of education?
6. **Impact of Education:** How do the children's stories illustrate the potential impact of education on their futures and on their communities?
7. **Comparative Analysis:** How do the journeys of these children compare to those of students in more privileged circumstances? What lessons can we learn from these differences?
8. **Role of Adults:** What role do teachers, parents, and community leaders play in supporting or challenging the children's educational journeys?
9. **Emotional Resonance:** Which moments in the documentary resonated with you the most, and why?
10. **Global Perspective:** How does the documentary contribute to your understanding of global education issues? What actions can be taken to support children facing similar challenges worldwide?

Describe each of the students - where they are from, what they are like, what is unique about them, etc.... and how they get to school!

Jackson	
Zahira	
Carlos	
Samuel	

11. **Your Perspective:**

How does learning about different parts of the world and different cultures affect your perspective on life and education?

Pick one of the students in the documentary. Think about ways that you and that student are similar and different? Contrast your life to the student's life.

Global Philosophies of Education

Development, Diversity, and Effectiveness of Educational approaches worldwide.

Working with a partner, you will research and analyze various philosophies of education around the world, examining how historical influences shape current educational practices. Also included will be to compare international education systems based on rankings, critically evaluating what factors contribute to high-performing or unique systems.

Project Details

Part One - Research

1. **Choose Countries** You will choose a country from the diverse regions listed below.

- Finland
- Japan
- Kenya
- Brazil
- India
- United States

2. **Investigate Educational Philosophies**

Each group will research the historical roots of their country's educational philosophy. Key questions include:

- What were the early educational goals in this country?
- Who were the primary influencers (philosophers, leaders, movements)?
- How did the country's philosophy evolve with societal changes?

3. **Analyze Current Practices**

Outline the structure of their chosen country's modern education system:

- Key policies or reforms (e.g., national curriculum, access to education, focus on STEM).
- School structure (e.g., grade levels, testing, vocational vs. academic focus).
- Cultural aspects influencing the education system (e.g., importance of education in society, role of family, teacher status).

Part 2: Data Collection & Comparison

1. **Gather Data for Comparison**

Using sources like PISA rankings, OECD reports, or UNESCO data, students will compile information on:

- Academic performance in subjects like math, reading, and science.
- Educational equity (e.g., access disparities based on gender, socioeconomic)
- Other factors such as class size, student-to-teacher ratio, and education expenditure.

2. **Compare and Contrast**

Have students prepare a comparative analysis of their country's educational outcomes versus another high-performing or similarly situated nation. This comparison should highlight:

- Differences in educational philosophies and their impact on current outcomes.
- Challenges faced by each system (e.g., funding issues, achievement gaps).
- Innovations or practices that might benefit other systems.

Part 3: Presentation and Reflection

1. Prepare a Presentation using the trifold board provided.

Each group will create a presentation that summarizes their findings, focusing on:

- Historical and philosophical influences on their chosen country's education system.
- Current educational practices and their effectiveness.
- How their country compares in global rankings and what this may indicate about its approach.

2. Reflection - prepare a 2-page reflection on the following:

- The role of culture, government, and economy in shaping education.
- Which aspects of other countries' systems could be applied to improve education locally.
- How a country's education philosophy aligns with or diverges from international standards.

Assessment Criteria

1. *Depth of Research* – Comprehensive investigation into the historical and present-day education system.
2. *Quality of Analysis* – Insightful comparisons with other countries and thoughtful connections to educational philosophy.
3. *Presentation Skills* – Clarity, organization, and engagement in presenting their findings.
4. *Reflection Paper* – Ability to thoughtfully evaluate the merits and challenges of different educational system

Presentation, Style, Information, Applicably

Category	4	3	2	1
Knowledge Gained	Students can accurately answer all questions related to the facts on the poster. Facts tied to Educational background and data.	Students can accurately answer most questions related to facts on the poster. Educational components are referenced but lacking connections to overall status of education in that country	Students can accurately answer about 75% of questions related to the poster. Attempts are made to tie facts & points to the educational system/ lacking accuracy.	Students appear to have insufficient knowledge about the facts or processes used on the poster. No reference or communication of understanding of the concepts and theories in relationship to the topic.
Title	Title is clearly related to topic and immediately catches reader's attention	Describes content well but not a standout.	Title does not connect well to the topic and is hard to read.	Title too small, and does not describe the content of the poster well.
Mechanics	Capitalization and punctuation are correct throughout the poster. Variety and creative use of different forms to communicate poster topics. Information is succinct. Handout summarizes the topic well.	There is one error in capitalization or punctuation. Handout is provided and accurately describes the poster.	Two errors in capitalization or punctuation. Handout contains errors and does not clearly explain the poster.	There are more than two errors. Handout is not provided.
Content/ Accuracy	All points listed are relevant to the education system. Central theme of the topic is clear.	5-6 items are related to the educational system. Central theme is stated.	2-3 items related to the educational system. Central theme is not clear and/or well communicated.	Less than two items are related to educational systems. No central theme or vague on what theme is.
Attractiveness	Poster exceptional in design, appearance, layout and neatness. Easy to read.	Poster is attractive in terms of design, layout and neatness. Some areas are confusing.	Poster is acceptable and attractive though it may be a bit messy, difficult to read.	Poster is distractingly messy or very poorly designed. It is not attractive.

Things to keep in mind:

- You will present this information on a tri-fold board.
- Everything must be typed in 16-point font. Be sure that the audience can clearly read and understand what you have put on the board.
- Include a title that stands out at the top of the board
- Make it interesting - charts, graphs, pictures, etc...
- The boards will be on display in the media center.
- References must be included and taped to the back of the board.
- All group members must equally participate.
- Refer to grading rubric

Governing and Administering Public Schools

- **Roles and Responsibilities:**
 - Oversight of curriculum and instruction.
 - Budget approval and financial oversight.
 - Superintendent hiring and evaluation.
 - Policy creation and enforcement.
- **Member Demographics:**
 - Age, gender, education background, and professional experience.
 - Representation of diverse communities.
- **Election and Appointment:**
 - How members are chosen (elections vs. appointments).
 - Campaign processes and voter engagement.
- **Policy Impact:**
 - Contributions to major decisions (e.g., school safety, equity initiatives, etc.).
 - Relationships with local, state, and federal educational policies.
- **Community Engagement:**
 - Transparency and communication with constituents.
 - Public meeting attendance and input mechanisms.

3. Collect Data

- **Primary Sources:**
 - Official board meeting minutes (often found on the district's website).
 - Interviews with board members, teachers, or administrators.
 - Public statements, speeches, or reports.
- **Secondary Sources:**
 - News articles covering board activities or controversies.
 - Research studies on school governance.
 - Nonprofit reports on education policy trends.
- **Statistical Data:**
 - Election results or voter turnout rates.
 - School district performance metrics (graduation rates, standardized test scores, etc.).

4. Analysis

- Compare the qualifications and backgrounds of board members to other districts.
- Analyze policy outcomes to assess effectiveness and alignment with stated goals.
- Study the correlation between board decisions and district performance indicators.
 - Select two policies to research.

Examples:

- Dress code policy
- Attendance and tardiness policies
- Use of technology and social media policies
- Anti-bullying or equity policies

2. Research Phase:

- Your group will analyze the selected policies using the following sources:
 - The school district's official policy documents (available on the district website or from the school office).
 - Get thoughts from other students and even teachers.
 - Comparisons with similar policies in other school districts (if possible).

3. **Assessment:**
 - Evaluate the policy based on:
 - Purpose: Why was this policy implemented?
 - Effectiveness: Does the policy achieve its intended goal?
 - Inclusivity: Are all students affected fairly?
 - Student impact: How does it shape student behavior or school culture?
4. **Proposing Changes:**
 - Based on your research, students propose specific changes or draft a new policy:
 - Clearly state their rationale for changes.
 - Explain how the changes would benefit the school community.
 - Address potential challenges in implementing the new policy.
5. **Presentation:**
 - Groups will present their findings and proposed changes
 - You will then write a reflection on what they learned about policymaking and how it applies to other areas of governance and decision-making.

Objective:

Explore the composition, roles, and effectiveness of local school boards in public education governance, focusing on their demographic characteristics and the implications for decision-making.

Tasks:

1. Research Local Boards:

- Each group investigates a specific school district's board of education. This could include urban, suburban, or rural districts for diversity.
- Identify whether board members are elected or appointed.
- Analyze demographic data of the members (age, gender, race, and educational background).

2. Compare and Contrast:

- Compare the composition of their chosen board to national trends (e.g., predominantly white males aged 40-59, volunteer roles).
- Explore whether members are parents of school-aged children and how this impacts their decision-making.

3. Conduct Interviews (Optional):

- If feasible, reach out to local school board members for interviews to understand their motivations, challenges, and perspectives on governance.

4. Analyze Decision-Making:

- Research a major policy or decision the board has made recently (e.g., budget allocation, curriculum changes, COVID-19 measures).
 - Evaluate how the board's composition might have influenced the decision.
-

Deliverable Options:

- **Report:** A written report detailing the board's composition, a summary of their research findings, and an analysis of how the board's characteristics affect its governance.
- **Presentation:** Create a presentation or infographic that compares their findings to national averages and highlights key takeaways about diversity and governance.
- **Video:** Record a mock school board meeting based on real decisions to illustrate how board member characteristics influence policymaking.

In Connecticut, the District Reference Groups (DRGs) are a classification system used to group public school districts by student socioeconomic status (SES). The DRGs are used to compare districts and help policymakers and district leaders make resource decisions.

The DRGs were originally created in 2006 by the Connecticut State Department of Education (CSDE). The School and State Finance Project has updated the DRGs for 2023 using the most recent data. The 2023 DRGs are not official and are intended for research and reference purposes only.

The DRGs are based on variables such as median household income and the percentage of parents with a bachelor's degree or higher. The DRGs are classified by letters A through I, with DRG A being for very affluent districts and DRG I being for urban districts with high socioeconomic needs.

While the DRGs are a useful tool for comparing districts, they do not account for student experience or the barriers that lead to disparities in education.

UConn HDCI 1100 Curriculum and Instruction

Types of Curriculum

1. Formal Curriculum

This is the **official** curriculum designed by educational institutions, school districts, or government agencies. It includes:

- ✓ Subjects like Math, Science, English, and History
- ✓ Learning objectives, lesson plans, and assessments
- ✓ Standards set by state or national education departments

Example:

- A math textbook used in a classroom is part of the **formal curriculum** because it follows state-approved learning standards.
- A teacher's lesson plan on the Civil War aligns with **formal curriculum** expectations.

To Do:

- Review two of your course syllabus and identify what is part of the **formal curriculum**.

2. Informal Curriculum

This refers to **unstructured learning** that happens outside of the official curriculum but still plays a role in education. It includes:

- ✓ Extracurricular activities (clubs, sports, student government)
- ✓ Peer interactions and discussions
- ✓ Learning experiences outside the classroom (field trips, guest speakers)

Example:

- A student learns leadership skills by being part of the debate team.
- A discussion about current events in a history class, even though it's not in the textbook.

To Do:

Brainstorm **ways you've learned something important outside of your formal classes** and discuss how this shapes your education.

3. Hidden Curriculum

This is the **unwritten, unofficial, and often unintended** lessons students learn in school. It includes:

- ✓ Social norms, values, and expectations
- ✓ How students interact with teachers and peers
- ✓ School culture and unspoken rules

Example:

- A school that enforces strict dress codes teaches students about **conformity and discipline** (even if this isn't in a rulebook).
- A teacher encouraging students to be punctual teaches the **importance of responsibility** without explicitly stating it.
- If students see that only certain groups of people are in advanced classes, they might unconsciously learn about **social stratification**.

To Do:

- Work with your group to discuss:
What are some hidden messages you've observed in our school?
 - Think about discipline policies, teacher expectations, or school traditions.

Matching Activity: Teaching Strategies and Real-Life Scenarios

Instructions:

Match each **teaching strategy** (1-5) with the most appropriate **real-life classroom scenario** (A-E). Write the correct number next to each scenario.

Teaching Strategies:

- 1. **Direct Instruction** – A structured, teacher-led approach where information is explicitly taught.
 - 2. **Cooperative Learning** – Students work in small groups to help each other learn.
 - 3. **Inquiry-Based Learning** – Students explore a question or problem, investigating and discovering answers on their own.
 - 4. **Differentiated Instruction** – Teaching is adjusted to meet the diverse needs of students.
 - 5. **Project-Based Learning (PBL)** – Students work on a long-term project to solve a real-world problem.
-

Real-Life Classroom Scenarios:

- A. A science teacher assigns students a long-term project to create a model of an eco-friendly city and present their findings.
 - B. A history teacher divides the class into small groups to analyze different perspectives on a historical event and share their findings.*
 - C. A math teacher gives a step-by-step lecture on solving algebraic equations and then assigns practice problems.
 - D. An English teacher provides multiple reading materials at different levels to accommodate students with varying reading abilities.*
 - E. A social studies teacher asks students to research and answer their own questions about how government policies affect communities.
-

Reflection Question:

Which teaching strategy do you think is the most effective for your learning style? Why?

Answer: _____

Chapter 6 – Curriculum and Instruction

Classroom Management

Case Study 1: Managing Disruptive Behavior

Background: Mr. Thompson, a middle school science teacher, struggled with frequent disruptions in his class due to a few students talking and not following directions.

Challenge: Maintaining order while ensuring student engagement.

What is the problem?

What could the teacher do?

How would this affect student engagement?

Case Study 2: Encouraging Student Participation

Background: Ms. Patel, a middle school history teacher, noticed that many students remained silent during discussions.

Challenge: Low engagement and lack of participation.

What is the problem?

What could the teacher do?

How would this affect student engagement?

Case Study 3: Handling Classroom Conflicts

Background: Mr. Lopez, an elementary school teacher, faced frequent conflicts between students, leading to distractions and tension in the classroom.

Challenge: Creating a harmonious learning environment.

What is the problem?

What could the teacher do?

How would this affect student engagement?

Case Study 4: Supporting Students with Special Needs

Background: Ms. Brown, a kindergarten teacher, had students with ADHD and other learning differences in her class.

Challenge: Meeting diverse learning needs without disrupting overall classroom flow.

What is the problem?

What could the teacher do?

How would this affect student engagement?

Case Study 5: Managing Large Class Sizes

Background: Mr. Carter, a high school math teacher, struggled to maintain control and provide individualized attention in a class of 40 students.

Challenge: Balancing discipline and student engagement.

What is the problem?

What could the teacher do?

How would this affect student engagement?

Classroom management and student engagement go hand-in-hand. One impacts the other. After viewing the two videos demonstrating classroom management, read through the article linked below and respond to the questions also below.

[Advantages-and-disadvantages-of-classroom-management](#)

- 1.** How does effective classroom management contribute to a positive learning environment, and what are some specific strategies teachers can use to achieve this?
- 2.** What are the potential consequences of poor classroom management on student engagement and academic performance?
- 3.** The article mentions the "3 Cs" of classroom management: consistency, communication, and collaboration. Can you explain how each of these elements plays a role in managing a classroom effectively?
- 4.** In what ways can poor classroom management exacerbate inequities among students, and why is it important for teachers to implement equitable practices?
- 5.** How does classroom management impact teacher well-being and job satisfaction, and what strategies can teachers employ to maintain a healthy work environment?
- 6.** Reflecting on your own many classroom experiences, what classroom management techniques have you seen to be most effective or ineffective, and why?

[What is DEI, the concept dividing America? | CNN](#)

1. What does DEI stand for, and what are the main goals behind DEI programs in schools, colleges, or workplaces?
2. Why has DEI become such a controversial issue in the United States, according to the article?
3. Some critics argue that DEI programs promote division or unfair advantages. What are the counterarguments supporting DEI?
4. How might debates around DEI policies affect your own high school experience, including clubs, curriculum, or classroom discussions?
5. Do you think it's important for schools to reflect and celebrate diversity? Why or why not? Provide examples from your own school or community.

Based on the article, what are some ways young people can engage in conversations about DEI without escalating division or conflict?

If You Love It, Teach It

Final Portfolio Assignment: "Becoming a Teacher"

Objective:

Create a final portfolio that showcases your journey in this course. Your portfolio should highlight your understanding of teaching, personal growth, and insights from each unit of study.

Use this worksheet to check off each section as you complete it and double check the rubric. Turn this sheet in when you post your portfolio

Portfolio Components:

1. Cover Page

Include:

- Your name
- Course name: *Becoming a Teacher*
- Date
- A creative title for your portfolio

2. Introduction Page

Write a two-page reflection that:

- Summarizes your growth and learning in the course
- Discusses why you want to become a teacher (or what you've learned about teaching)
- Describes how your perspective on teaching has changed or deepened

3. Unit Reflections

For each of the 6 units, include:

- **Title of the unit**
- A **full-page reflection** discussing:
 - Key ideas/concepts you learned
 - Activities/assignments that were meaningful
 - How this unit has influenced your ideas about teaching

4. Journal Entry Highlights

- Choose **3 journal entries** that represent your best reflections.
- For each entry, include:
 - The **date** of the journal entry
 - A **short summary** of what you wrote
 - One or two sentences about why you chose this entry

5. Final Reflection: “My Teacher Identity”

- Write a one-page reflection about your personal vision for being a teacher.
- Answer these questions:
 - What kind of teacher do you want to be?
 - What values and beliefs will guide you?
 - How will you build relationships with students and create an inclusive classroom?

6. Visuals & Personal Touch

- Add **images, drawings, or graphics** that represent your teaching journey.
- Use color and creative design to make your portfolio visually engaging.

Grading Rubric

Criteria	Possible Points	Points awarded and feedback
Complete and Organized Portfolio	10	
Thoughtful reflections (all 6 units + intro and final	30	
Journal Highlights	10	
Visual creativity and design	10	
Final reflection “My Teacher Identity”	20	
Mechanics (spelling, grammar)	10	
Effort and authenticity	10	