Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education
Monday, May 4, 2026; 6:05 p.m. (Immediately Following District Meeting)
Mitchell Elementary School
Flanders Room

I. Call to Order ..... Chris Matta

II. Pledge of Allegiance ..... Chris Matta

III. Introductions ..... Chris Matta

IV. Approval of Minutes (Action Anticipated) ..... Chris Matta
- A. Regular Meeting, Monday, April 6, 2026
- B. Special Meeting, Tuesday, April 7, 2026

V. Superintendent's Report
- A. Student Representative Report
- B. Field Trip: National FFA Convention, October 19-25, 2026, National FFA Convention Center, Indianapolis, IN (Action Anticipated)
- C. District's 5-Year Technology Plan
- D. Bethlehem Elementary School Principal Update
- E. District Art Show

VI. Committee Reports

A. Finance Committee

B. Curriculum Committee

1. On a recommendation by the Curriculum Committee to accept/approve the following curricula: (Action Anticipated)
   a. Entrepreneurship Curriculum
   b. Agriculture and Society/UConn SPSS1150 Curriculum

2. Grade Point Average Informational Update:
   a. Nonnewaug High School moving to Quality Points for the incoming freshman class and beyond

3. Post University Partnership

C. Policy Committee

1. On a recommendation by the Policy Committee to accept/approve the following policies (Second Read, Action Anticipated)
   a. Policy 1110.1 Parent Involvement
   b. Policy 5113.13 Work-Study Student Employment/Work-Release
2. On a recommendation by the Policy Committee to accept/approve the following policies (First Read, No Action Anticipated)
   a. Policy 4118.232/4218.232 Alcohol, Drugs and Tobacco/Drug and Alcohol-Free Workplace
   b. Policy 5123 Promotion/Retention

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, any parent/guardian of a child enrolled in the Region 14 School District, or any current employee of the Region 14 School District who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business

X. New Business

A. Superintendent's Evaluation/Employment (Executive Session Anticipated/Action Anticipated)

XI. Other Business

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Monday, April 6, 2026; 6:00 p.m.
Flanders Room
Mitchell Elementary School

Present:
Chris Matta, Chair
Alice Jones
Jim Crocker
Carol Ann Brown
Michael Carbonneau
Bridget Calabrese
Tikva Rose (6:07 p.m.)

Absent:
Caren Lipinski

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Addison Bushka, Student Representative

I. Call to Order
Chairman Matta called the meeting to order at 6:00 p.m.

II. Pledge of Allegiance and Introductions
The Pledge of Allegiance was recited and acquaintances were made

*__Agenda Amendment__
Chairman Matta moved to add the following item to the agenda under "New Business". Creation/designation of subcommittee to conduct student residency hearing under Connecticut General Statute Section 10-186, seconded by Jim Crocker, all in favor, none opposed, motion carried unanimously.

II. Approval of Minutes

A. **Regular Meeting, Monday, March 2, 2026**
A motion was made by Chris Matta and seconded by Carol Ann Brown to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

B. **Regular Meeting, Budget Workshop, Monday, March 9, 2026**
A motion was made by Chris Matta and seconded by Alice Jones to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

C. **Regular Meeting, Budget Presentations to the Towns, Monday, March 23, 2026**
A motion was made by Chris Matta and seconded by Bridget Calabrese to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

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The Regional School District 14 Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, gender identity or expression, sexual orientation, or disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504. Any person having inquiries concerning Regional School District 14 Public Schools' compliance with Section 504, Title VI or Title IX should contact Dina Ericson, Director of Student Services, Regional School District 14, 5 Minortown Road, PO Box 469, Woodbury, CT 06798 (203) 263-6356

D. **Regular Meeting, Public Hearing, Tuesday, March 24, 2026**
A motion was made by Chris Matta and seconded by Mike Carbonneau to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

III. Superintendent's Report

A. Student Representative Report: Addison Bushka reported on events at Bethlehem and Mitchell Elementary Schools.

Mitchell Elementary (MES)

- Three student groups will compete at the Invention Convention state level at UConn on May 2
- MES held their annual family literacy night to kick off the one book, two school month with *A Boy Called Bat*, with activities including a sensory walk, reading under flashlights in tents, and painting with yogurt
- The Holly Rocks game show visited MES (sponsored by the PTO), letting students test physical and academic skills
- MES celebrated paraeducators last week with a potluck breakfast

Bethlehem Elementary (BES)

- BES held a 'Misunderstood Animal Parade" on March 30 — the culminating activity for one read, two school month with a *A Boy Called Bat*
- Fifth graders visited the State Capitol on March 27 and learned how laws are made with state representative Karen Reddington Hughes
- Students made kindness tiles that will be installed in the shape of a bulldog paw on the building in May
- BES will also attend the Invention Convention state competition at UConn on May 2

B. End of 2025-2026 School Year (Action Anticipated)
Superintendent Murphy proposed a change to the last day of school for students from Monday, June 22, 2026, to Friday, June 19, 2026. Professional development for staff will be held on Monday, June 22, 2026.

A motion was made by Chris Matta and seconded by Carol Ann Brown to accept/approve the last day of school as presented, all in favor, none opposed, motion carried unanimously.

C. Nonnewaug High School Graduation Date (Action Anticipated)
Dr. Kuslis, Principal of Nonnewaug High School, proposed Saturday, June 20th as the date for high school graduation with a rain date of Sunday, June 21st.

Chris Matta made a motion, seconded by Alice Jones to accept/approve the proposed high school graduation date and alternate rain date as presented, all in favor, none opposed, motion carried unanimously.

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D. Agriscience Field Trip: Pacific Northwest, April Break 2027 (Action Anticipated)
Faculty member Jenn Jedd presented a field trip whereby students will travel to the Pacific Northwest during the April 2027 spring recess. The trip is open to approximately 20 students, who will learn about ecosystems in other parts of the country, how the environment and agriculture work together, how climate change is impacting wildlife populations and visit two National Parks to name a few itinerary objectives.

A motion was made by Chris Matta and seconded by Tikva Rose to accept/approve the field trip as presented, all in favor, none opposed, motion carried unanimously,

E. Special Education Development Plan
Dina Ericson, Director of Student Services, presented.

- Ms. Ericson walked through literacy and math goals, noting steady progress at Woodbury Middle School and Nonnewaug High School and growth at Mitchell Elementary School, with fewer students in the below/approaching proficiency range and more reaching proficiency
- Assessments used: NWEA reading (grades 6–8 and 12), NWEA math (grades K–8 and 12), SBAC (grades 3 and 8), PSAT, and SAT
- Resources put in place include the SCERTS model, Autism Helper, Trans-Math, and Foundation Inspired
- Safe school climate plans are published on each building's website; principals review data and developed building-specific improvement plans, and climate meetings now include parent and student representatives
- This has been a strong year for school climate

IV. Committee Reports

A. Finance Committee

Financials Update

- As of March 31, 2026, the district collected $33,068,067, representing 77.31% of budgeted revenue — on target
- Expenditures totaled $30,916,340 or 72.28%

Technology Lease for 2026/2027 School Year (Action Anticipated

- Tina Tanguay walked through a $350,000 tech lease proposal covering a hardware refresh
- The lease is structured as a 5-year term at roughly 6% interest, with payments starting July 2027

A motion was made by Chris Matta and seconded by Jim Crocker to accept/approve the Technology Lease for 2026/2027 as presented, all in favor, none opposed, motion carried unanimously.

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B. Policy Committee

On a recommendation by the Policy Committee to approve the following policies **(First Read, No Action Anticipated)**

A. Policy 1110.1 Parent Involvement

- Existing policy updated with revised language
- Requirement changed from "two flexible" parent-teacher conferences to "two required" conferences
- Conferences may be conducted via telephonic, video, or other district-approved conferencing platforms

B. Policy 5113.13 Work-Study Student Employment/Work-Release

- New mandated policy
- Student work-release allows eligible students to be released during the school day to work for an employer
- The program was adopted **2** years ago as a complement to the existing SAE (Supervised Agricultural Experience) program, targeting students who may not be college-bound
- Students can earn elective credits for working in a field of choice

V. Board Chair Comments

Chairman Matta encouraged board members to advocate for the budget

VI. Privilege of the Floor

There were no participants for Privilege of the Floor

VII. Old Business

There was no Old Business brought before the board

VIII. New Business

1. Budgetary Motions

A. Discussion/possible action on Budget for 2026/2027

Chris Matta moved that the Region 14 Board of Education approves and adopts the Superintendent's proposed budget for the fiscal year 2026/2027 in the amount of $44,757,503 as presented to the Board, seconded by Tikva Rose, all in favor, none opposed, motion carried unanimously.

B. Calling of Referendum (action anticipated)

Chris Matta moved that the Board of Education schedule and warn the Annual District Meeting for Monday, May 4, 2026 at 6:00 p.m. in the Flanders Room at Mitchell Elementary School, 14 School Street, Woodbury, CT concerning the 2026/2027 budget, with said meeting to be adjourned to a referendum on Tuesday, May 5, 2026 from 6:00 a.m. to 8:00 p.m. in the Towns of Bethlehem and Woodbury, CT., seconded by Jim Crocker, all in favor, none opposed, motion carried unanimously.

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C. Approval of Explanatory Text (action anticipated)

Chris Matta moved that the Secretary of the Board of Education is authorized, in such official's discretion, to prepare and cause to be printed and distributed explanatory text and other neutral printed materials regarding the 2026/2027 budget referendum scheduled for Tuesday, May 5, 2026, with such explanatory text and other neutral printed materials subject to the review and approval of the District's legal counsel and to be prepared and distributed in accordance with Section 9-369b of the Connecticut General Statutes, seconded by Alice Jones, all in favor, none opposed, motion carried unanimously.

D. **Community Notification (action anticipated)**

Chris Matta moved that the Chairman of the Board of Education is authorized, in such official's discretion, to request and cause the Superintendent of Schools to use the District's community notification system to provide notice of the referendum, in accordance with Section 9-369b of the Connecticut General Statutes, seconded by Bridget Calabrese, all in favor, none opposed, motion carried unanimously.

2. ***Amendment:** Creation/designation of subcommittee to conduct student residency hearing under Connecticut General Statute Section 10-186

Chairman Matta moved to designate a subcommittee of the Board to conduct a student residency hearing under Connecticut General Statute Section 10-186, consisting of three members, Chris Matta, Jim Crocker, and Alice Jones, was seconded by Bridget Calabrese, all in favor, none opposed, motion carried unanimously.

IX. Other Business

There was no New Business brought before the board

X. Adjournment

A motion was made by Chris Matta and seconded by Tikva Rose to adjourn the meeting at 6:57p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,



Patricia Paige
Board Clerk

Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk
Minutes created with assistance of Circleback AI"

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REGIONAL SCHOOL DISTRICT NO. 14
RESIDENCY COMMITTEE
BOARD OF EDUCATION MINUTES

SPECIAL MEETING
Tuesday, April 7, 2026
5:02 PM

A special meeting of a committee of the Board of Education consisting of Chris Matta, James Crocker and Alice Jones that was designated for the purpose of (and delegated the responsibility for) conducting a student residency hearing convened at 5:02 PM.

MOTION by Chris Matta, seconded by James Crocker, to enter Executive Session for the purpose of conducting a student residency hearing, during which matters of personal privacy of the Student involved are likely to be discussed. Further, I move that the following persons be invited into Executive Session to assist in either giving testimony or assist in the representation of the various parties to the proceedings: Brian Murphy, Superintendent of Schools; the Parents of the Student who is the subject of the residency hearing; Attorney Mark Sommaruga, Board attorney and procedural advisor; Dina Ericson (Region 14's Director of Student Services); Wendy Yatsenick (Principal at Bethlehem Elementary School); Danielle Cangelosi (teacher at Bethlehem Elementary School); Christine Davis (Advanced Investigations); and Matthew Heim (Advanced Investigations).

AYE: Chris Matta, James Crocker and Alice Jones. NAY: None. **MOTION PASSED (3-0)**

The Board entered into Executive Session at 5:03 PM during which the student residency hearing took place.

The Parents, along with Murphy, Ericson, Yatsenick, Cangelosi, Davis, and Heim left the executive session at 6:33 PM.

The Board exited Executive Session at 6:58 PM.

MOTION by Chris Matta, seconded by James Crocker, that:

1. The Board of Education via this committee adopt the Findings of Fact discussed in executive session regarding the Student who was the subject of the residency hearing conducted in executive session.

2. That the Student's/Parents' appeal is denied and that as a consequence of the factual findings adopted by the Board, the decision of the school administration to dis-enroll said student from the Region 14 school system is affirmed, since (based upon the facts offered) the Student is not a resident of a member town of the school district and is therefore not entitled to attend schools in this school district, as the Parents have not met their burden of proof..

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3. That the Board's procedural counsel is authorized to notify the parents in writing of the Board's decision.

AYE: Chris Matta, James Crocker and Alice Jones. NAY: None. **MOTION PASSED (3-0)**

MOTION by Chris Matta, seconded by James Crocker to adjourn the meeting:

AYE: Chris Matta, James Crocker and Alice Jones. NAY: None. **MOTION PASSED (3-0)**

Meeting adjourned at 7:00 PM.

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FIELD TRIP REQUEST FORM

Revised 2/7/2025

Procedural Guidelines: Field trips are covered under Board policy 6153. Field trips should support course or club curriculum. The following parameters will be applied to all field trips:

RECEIVED
NOV 4 2025

- Three weeks prior to the field trip (or six weeks prior to an out of state overnight trip) submit this field trip request form with a curriculum justification statement and a proposed roster of students.
- Upon approval of the trip, formalize all arrangements for transportation and other costs.
- Ensure that all students and parents complete and sign the permission form.
- Provide alternative plans for students who are not attending the field trip.
- Submit a final roster of participating students to all faculty and administrators at least 7 calendar days prior to trip. The list cannot be changed after this point. (There are no refunds after this point.)
- Blackout dates apply including: first week of each semester, last week of each quarter, week before, during and after Smarter Balance; exam week; last week of April; the month of June. SAT & PSAT (see your school administrator for more information).
- On the morning of the trip, submit the final roster and a copy of every permission form to the attendance secretary.
- Keep the original permission forms in your possession throughout the trip.
- Students will be allowed to take 5 field trip days per marking period/ 12 trip days per year. It is both the student's and the sponsoring teacher's responsibility to know this. The main office will publish a field trip attendance report upon request.

Field Trip Request Form

Date of Request:	Title and Destination of Trip:	Date of Trip:
10/31/2025	National FFA Convention	10/19/26 - 10/25/26
Sponsoring Department: Ag	Person in Charge: J. Jedd	Is this an overnight trip? YES X No
Number of Students: TBD Number of Busses 1	Number of Chaperones: TBD - at least 6	Names: Parents + teachers of eligible students
Type of Trip: Educational [X] Recreational [ ]	Time of Departure: 8am 10/19 Time to Arrive: ~~2 days prior~~ N/A	Time of Expected Return: 2 AM 10/25/26
Mode of Transportation: Coach Bus	Cost of Transportation: 13,900	Cost of Food: on own
Cost of Lodging: TBD - ~150/room/night	Other Costs: registration, food, entertainment	Other Costs:
Total Cost of Trip: TBD	Source of Revenue: Alumni Donation Fundraising	Student Cost: ~400 est. after donations

Cost Checklist:

TBD _____ *Transportation*

_____ *Food*

_____ *Lodging*

_____ *Other*

$_____ *Total*

Checklist:

____ Yes	____ No	*Cafeteria Notified*	
____ Yes	____ No	*Substitute Arranged*	
____ Yes	____ No	*Master Calendar Notated*	
____ Yes	____ No	*Plans Made for Non-Attendees*	
____ Yes	____ No	*Tracphones needed* _____ *# of phones*	

Signature of Person in Charge of the Field Trip: _____

Date of Signature: 10/31/25

FIELD TRIP APPROVAL PROCESS

	Approved	Not Approved	Date
Department Chair			10/31/25
Principal			10/31/25
Superintendent			11/4/25
Board of Education (For overnight, out-of-state trips)			

IN-STATE DAY TRIPS
OUT-OF-STATE DAY TRIPS
IN-STATE OVERNIGHT TRIPS

Approved by Principal

Approved by Superintendent

OUT-OF-STATE OVERNIGHT TRIPS

Approved by Principal

Approved by Superintendent

Approved by Board of Education

USE OF ALL STAR TRANSPORTATION

When the field trip is approved, the main office secretary will fax this form to All Star Transportation at (203) 263-0841.

Date of Trip: _____ Destination: _____

Departure Time: _____ Time to arrive at event: _____ Time to leave event: _____ Return Time: _____

Number of Students and Chaperones: _____ Number of Busses needed _____

Secretary's Signature: _____

TEACHER IN CHARGE MUST EMAIL CATHERINE.GOODFIELD@ALL-STARTRANSPORTATION.COM, SHE WILL THEN RESPOND WITH A PRICE QUOTE AND ESTIMATED TIME AND MILEAGE OF EACH TRIP. ALSO, WHEN A FIELD TRIP IS CANCELED, THE PERSON IN CHARGE OF THE TRIP MUST NOTIFY THE TRANSPORTATION COMPANY.

Field Trip Permission Form Parent Section

Dear Parent or Guardian: A field trip has been planned involving your child. If you approve of your child's participation, please complete the following information.

Field Trip date: National FFA Convention Destination: National FFA Convention Indianapolis, IN

Mode of Transportation: Coach Bus Cost to Student: _____

Departure Time: 8am 10/19/26 Return Time: 12 AM 10/25/26

Overnight: Yes X No_____ (If yes, roommates will be assigned; students' requests will be considered.)

My son/daughter _____ has my permission to go on the described field trip. I give my permission for emergency medical care if the need should arise. The trip sponsor should know about the following medical conditions (if applicable):

_____.

Here is the emergency contact and any other additional medical information that may assist in caring for my son/daughter:

_____.

I understand that field trip arrangements are based on the number of students who choose to participate. Students may receive a refund if they cancel their reservations eight or more days before the field trip date. Refunds cannot be given after that time.

Parent Signature: _____ Date: _____

Field Trip Permission Form Student Section

I understand that I am responsible for obtaining permission from teachers to attend this field trip. I am responsible for all work missed during this activity, making prior arrangements for missed tests and quizzes, obtaining class notes, and completing missed homework. I also understand that I am responsible to follow the rules established by the school and the organization hosting the field trip.

Student's Signature: _____ Date: _____

Principal's Signature: _____

The National FFA Convention Field Trip is an annual event for the agriculture department.

Teams can qualify through state competition through June 2025, which means that the trip details (i.e. cost, travel method, dates) cannot specifically be determined until June.

It is imperative that we know if we are allowed to go, and any stipulations that might be necessary, at this time so that we are able to plan this trip accordingly.

Cost is factored by determining the number of student teams who qualified, and doing a cost analysis between renting a Coach Bus or flying, and the length of the trip is also modified upon the results of the cost analysis.

The chapter through fundraising, and the Woodbury FFA Family Friends and Alumni group helps to offset these costs.

While at convention, student teams compete. While not competing, or for students who are attending as delegates of our officer team, students participate in community service events, student workshops to develop themselves as leaders or to find ideas to take back home to our chapter, and to make college and career connections through the agriculture college and career expo.

The convention itself is from Tuesday October 20 through Saturday October 25, with the additional days being devoted to travel and potential educational stops.

Final trip details will be submitted as soon as possible.

ENTREPRENEURSHIP CURRICULUM



Grade Level(s):9-12

Curriculum Author(s): Adam Lengyel

Course Description: Interested in starting your own business and being your own boss? This course is designed to give students the knowledge and skills to create, manage, operate, and run a business. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on opportunity, and operating and maintaining that business. In addition students will learn about career pathways that can lead to business ownership and the role that taxes play in the life of an entrepreneur. This course is open to any student who is interested in starting their own business.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Alternatives to 4-Year Colleges	When is an alternative to a four-year college the optimal investment?	The most effective path to a successful career is a highly personalized strategy determined by critically evaluating financial investment, career field demand, and individual life circumstances, rather than following a single, universally accepted educational route.	TCC4(9-12), TI1(9-12), TI4(9-12)
Careers	How can I effectively align my unique strengths, interests, and values to design a meaningful and sustainable career path?	A successful and fulfilling career is not a fixed destination but a process of continuous alignment between one's evolving skills, values, and interests, and the dynamic demands of the global job market.	TCC4(9-12), TI1(9-12), TI4(9-12)
Entrepreneurship	How do successful entrepreneurs transform an identified problem or opportunity into a sustainable, value-generating business?	Entrepreneurship is the discipline of creating and sustaining measurable value by identifying a genuine market need (a problem) and executing an innovative, adaptable, and financially viable solution.	TCC4(9-12), CCE3(9-12), AA4(9-12)
Business Structure & Taxes	How can an aspiring entrepreneur strategically utilize the tax code?	Tax literacy is an essential and strategic business skill, as the choices an entrepreneur makes regarding business structure and expense management directly impact both the venture's financial health and the founder's personal wealth.	TI3(9-12), AA1(9-12), AA4(9-12)

Unit 1 - Alternatives to 4-Year Colleges

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Managing Credit
3a: Evaluate the costs and benefits of investing in additional education or training.
3b: Explain how differences in people's life circumstances can affect their opportunity and willingness to further their education or training.
3c: Compare earnings and unemployment rates by level of education and training.
4a: Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills.
Earning Income
1a: Research potential income and employee benefit packages that are likely to be offered to new employees by various companies, government agencies, or not-for profit organizations
1b: Explain why people should evaluate employee benefits in addition to wages and salaries when choosing between job and career opportunities
1d: Examine the benefits of participating in employer sponsored retirement savings plans and healthcare savings plans
2b: Describe how intangible benefits can affect a worker's career choices and income
2c: Evaluate the tradeoffs between income and non-income factors when making career or job choices
3a: Evaluate the costs and benefits of investing in additional education or training.
3b: Explain how differences in people's life circumstances can affect their opportunity and willingness to further their education or training.
3c: Compare earnings and unemployment rates by level of education and training.
4a: Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills
4b: Explain why wages or salaries vary among employees in different types of jobs and among workers in the same jobs
7c: Differentiate between gross, net, and taxable income
Spending
1a: Identify their short-term and long-term financial goals
Saving
8b: Discuss how personal financial decisions can affect other people

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Understandings: Students will understand that... ● Success can be achieved through multiple paths beyond a 4-year college. ● Informed decisions about education and careers require evaluating costs, benefits, and personal goals. ● Financial literacy is crucial when comparing options after high school. ● Skills-based careers can lead to stability, satisfaction, and growth opportunities. ● Entrepreneurship can provide independence and flexibility as a career alternative.	**Essential Questions:** ● What are the benefits and drawbacks of attending a 4-year college versus other options? ● How can students identify post-graduation paths that align with their goals and strengths? ● What financial implications come with different educational and career choices? ● How do vocational and technical programs prepare students for successful careers? ● How can entrepreneurship be an alternative to traditional college pathways?
Students will know... ● The range of postsecondary options (trade school, military, apprenticeship, gap year, work experience). ● The financial and opportunity costs of each path. ● How to evaluate career readiness skills for various industries. ● How personal values and strengths influence educational and career decisions. ● The role of entrepreneurship as a viable path after high school.	**Students will be able to...** ● Compare and contrast different postsecondary pathways. ● Calculate potential return on investment for various education and training options. ● Create a personal post-graduation plan aligned with goals and finances. ● Research industries that hire based on skills rather than degrees. ● Present a persuasive argument for a chosen alternative to a 4-year college.
Key Vocabulary: AmeriCorps, Apprenticeship, Associate's Degree, Gap Year, Hard Skills, Internship, Leave and Earnings Statement (LES), Military Entrance Processing Station (MEPS), Reserve Officers' Training Corps (ROTC), Soft Skills, Trade School, Vocational Training	
Assessment Evidence	
Performance Tasks: Student Activity Packets: ● Alternatives to 4-Year College ● The Military ● Entering the Workforce from High School ● Associate Degrees ● Trade & Vocational School ● Apprenticeships ● Professional Certifications ● Your Productive Gap Year ● Make a Plan	**Other Evidence:** Interim: ● PROJECT: What's Your Plan After High School? ● RESEARCH: Apprenticeships and Internships ● RESEARCH: Jobs For You After High School Summative: ● Alternatives to 4-Year Colleges Test

Learning Plan	
NGPF Curriculum Documents ● Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) ● Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. TI4(9-12) ● Students will work with others on group projects and assignments TI1(9-12) ● Self reflection assignments will be integrated to ensure that students can personalize the material TCC4(9-12) ● Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them TI4(9-12) ● Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. TI1(9-12)	
Teacher Resources: Alternatives to 4-Year Colleges Unit Plan	

Unit 2-Careers

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Earning Income
1a: Research potential income and employee benefit packages that are likely to be offered to new employees by various companies, government agencies, or not-for profit organizations
1b: Explain why people should evaluate employee benefits in addition to wages and salaries when choosing between job and career opportunities
1d: Examine the benefits of participating in employer sponsored retirement savings plans and healthcare savings plans
2b: Describe how intangible benefits can affect a worker's career choices and income
2c: Evaluate the tradeoffs between income and non-income factors when making career or job choices
3a: Evaluate the costs and benefits of investing in additional education or training
4a: Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills
4b: Explain why wages or salaries vary among employees in different types of jobs and among workers in the same jobs
7c: Differentiate between gross, net, and taxable income

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Understandings: Students will understand that...

- Career choices are most successful when aligned with personal values and strengths.
- Continuous learning and adaptability are essential in a changing job market.
- Effective communication and professionalism influence career advancement.
- Networking, both online and in person, can expand career opportunities.
- Personal branding helps individuals stand out in competitive industries.

Essential Questions:

- What factors should be considered when choosing a career?
- How do interests, skills, and personality affect career satisfaction?
- What role does networking and personal branding play in career success?
- How can job seekers adapt to changes in the workforce?
- What skills do employers value most in today's economy?

Students will know...	**Students will be able to...**
• The major components of a career plan (education, training, goals, timelines). • How to interpret career interest assessments and labor market trends. • Job search strategies and interview skills. • The importance of resumes, cover letters, and digital presence. • How to evaluate work-life balance and job satisfaction.	• Create a professional resume and cover letter. • Use career exploration tools to identify potential occupations. • Conduct mock interviews and self-assess communication skills. • Develop a personal brand using professional online profiles. • Analyze job offers for benefits, compensation, and growth potential.

Key Vocabulary: 401(k) Plan, Apprenticeship, Job Benefits, Cover Letter, Elevator Pitch, Direct Deposit, Employee, Freelance Worker, Full-time work, Gig Economy, Gig Worker, Hard Skills, Imposter Syndrome, Independent Contractor, Informational Interview, Intern, I-9 Form, LinkedIn, Minimum Wage, Networking, Partnership, Part-Time Work, Professional Organization, Resume, Salary, Self-Employed, Soft Skills, Sole Proprietor, Stipend, Trade School, Transferable Skills, Wage, W-4 Form.

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Student Activity Packets: • Career Exploration • Finding a Job • Resumes and Cover Letters • The Interview • Starting a New Job	Interim: • ANALYZE: A High School Resume and Cover Letter • CREATE: A LinkedIn Profile • PROJECT: Create a Career Portfolio Summative: • Career Test

Learning Plan

- Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12)
- Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. TI4(9-12)
- Students will work with others on group projects and assignments TI1(9-12)
- Self reflection assignments will be integrated to ensure that students can personalize the material TCC4(9-12)
- Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them TI4(9-12)
- Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. TI1(9-12)

Teacher Resources: Career Resources Unit Plan

Unit 3-Entrepreneurship

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Spending
2a: Select a product or service and describe the various factors that may influence a consumer's purchase decision
3c: Compare product choices based on their impacts on the environment or society
Earning Income
2c: Evaluate the tradeoffs between income and non-income factors when making career or job choices
11b: Discuss the pros and cons of small business ownership as their primary source of income

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation

Understandings: Students will understand that...

- Entrepreneurs solve problems and create value through innovation.
- Successful entrepreneurs balance creativity with sound planning.
- Risk-taking and resilience are essential traits of entrepreneurship.
- Market research and understanding customer needs drive business decisions.
- Collaboration, adaptability, and leadership are key to sustaining a business.

Essential Questions:

- What motivates individuals to start their own businesses?
- How do entrepreneurs identify and evaluate opportunities?
- What risks and rewards come with entrepreneurship?
- How do innovation and creativity impact business success?
- What personal qualities contribute to entrepreneurial success?

Students will know...

- Characteristics and motivations of entrepreneurs.
- Steps in the entrepreneurial process (idea generation, research, planning, execution).

Students will be able to...

- Develop and pitch a business idea.
- Conduct basic market research to identify customer needs.
- Create a simple business plan with financial projections.

• The difference between traditional, social, and corporate entrepreneurship. • Basic business structures and legal considerations. • The role of marketing, finance, and ethics in entrepreneurship.	• Evaluate risks and develop strategies for mitigation. • Present and defend entrepreneurial ideas to peers or judges.
Key Vocabulary: Business Plan, Elevator Pitch, Entrepreneur, Entrepreneurship, Equity, Fundraising, Innovation, Pitch, Profit, Prototype, Startup, Small business.	
Assessment Evidence	
Performance Tasks: Student Activity Packets: • Understanding Entrepreneurship • Hurdles of Entrepreneurship • Planning and Pitching a Business • Launching a Business	**Other Evidence:** Interim: • ANALYZE: Sample Business Plans • CREATE: A Lean Business Plan • PROJECT: Pitch Your Business Idea • RESEARCH: Great Innovators & Innovations Summative: • Entrepreneurship Test
Learning Plan	
• Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TCC4(9-12) • Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. CCE3(9-12) • Students will work with others on group projects and assignments AA4(9-12) • Self reflection assignments will be integrated to ensure that students can personalize the material AA4(9-12) • Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them CCE3(9-12) • Group projects and assessments will provide opportunities for students to explore how the content can be used in the future. TCC4(9-12)	
Teacher Resources: Entrepreneurship Unit Plan	

Unit 4-Business Structure & Taxes

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Earning Income
6a: Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending
6b: Identify which level(s) of government typically receive(s) the tax revenue for income taxes, payroll taxes, property taxes, and sales taxes
6c: Describe the benefits they receive, or may receive in the future, from government-collected tax revenue
7c: Differentiate between gross, net, and taxable income
8a: Explain the difference between earned and unearned income
11a: Evaluate the benefits and costs of gig employment, such as driving for a cab or delivery service

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
TI3(9-12): I can formulate and investigate probing questions to further my learning.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...
- Taxes are essential to the functioning of government and society.
- Understanding tax systems supports smarter financial decisions.
- Income, deductions, and credits determine how much tax is owed.
- Tax planning is an important part of entrepreneurship and personal finance.
- Compliance and honesty are critical to ethical tax practices.

Essential Questions:
- Why do individuals and businesses pay taxes?
- How do taxes impact income, spending, and financial planning?
- What are the major types of taxes individuals encounter?
- How does understanding taxes empower financial independence?
- What ethical issues arise in tax planning and reporting?

Students will know...
- The difference between federal, state, and local taxes.
- Key tax forms (W-2, W-4, 1040) and what they represent.

Students will be able to...
- Complete a mock tax return using sample documents.
- Interpret pay stubs and identify withholdings.

• Common deductions, credits, and filing requirements. • How business structure affects taxation. • The role of technology and professionals in tax filing.	• Explain how tax rates and brackets affect income. • Evaluate tax implications for different business types. • Demonstrate ethical decision-making in tax-related scenarios.
Key Vocabulary: 1040, 1099, Audit, Capital Gain, Corporate Income Tax, Dependent, Discretionary Spending, Dividend, Earned Income, Effective Tax Rate, Excise Tax, Exemption, Federal Insurance Contributions Act (FICA), Filing Status, I-9, Income Tax, Interest Income, Mandatory Spending, Marginal Tax Rate, Medicaid, Medicare, Paycheck Stub, Payroll Tax, Progressive Tax, Social Security, Standard Deduction, Tax Bracket, Tax Credit, Tax Deduction, Tax Rate, Tax Return, Taxable Income, Tax Refund, Unearned Income, W-2, Withholding.	
Assessment Evidence	
Performance Tasks: Student Activity Packets: • Intro to Taxes • Taxes and Your Pay Stub • The Tax Cycle & Job Paperwork • Teens and Taxes • How to File Your Taxes • Time to File • Understanding Tax Savings	**Other Evidence:** Interim: • ANALYZE: Should They File a Tax Return? • COMPARE: Tax Forms and their Purpose • RESEARCH: The Tax Cycle Summative: • Taxes Test
Learning Plan	
• Students will explore how their values shape their money decisions in questionnaires and virtual learning labs TI3(9-12) • Discussion boards and questionnaires will be used to answer questions and view the thoughts and opinions of classmates and the instructor. AA4(9-12) • Students will work with others on group projects and assignments AA1(9-12) • Self reflection assignments will be integrated to ensure that students can personalize the material AA4(9-12) • Students will use simulations and other instructional methods that are skill based and can adjust the content to what learning style fits best for them AA1(9-12) • Group projects and assessments will provide opportunities for students to explore how the content can be used in the future.TI3(9-12)	
Teacher Resources: Taxes Unit Plan	

AGRICULTURE AND SOCIETY CURRICULUM
UCONN ECE: SPSS 1150



Grade Level(s): 10-12, Agriscience Students

Curriculum Author(s): Jennifer Jedd

Course Description: Development of agricultural systems and technologies and their influence on societies. Topics include plant and animal domestication, technological developments, food and industrial crops and centers of production, environmental issues, an evaluation of societal opinions on a variety of agricultural practices, and agricultural ethics.
Upon completion of this course, students will be able to:
Identify agricultural developments and contributions from a variety of societies, and how agriculture impacted these societies
Identify and evaluate the importance of agricultural technologies and developments throughout time
Evaluate issues in agriculture and hypothesize ways to solve them or mitigate the effects of these issues
Evaluate and participate in the lawmaking process in regards to agricultural issues
Hypothesize, research, and evaluate issues in agriculture using the scientific method
Research and create speeches related to the development of agricultural practices

Semester At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Unit 1: Prehistoric Agriculture and How It Was Studied	How can we study the early origins of agriculture?	Scientific research has increased our understanding of the process of domestication of plants and animals which allowed early humans to settle in a permanent location and begin societal building.	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE1(9-12), DE2(9-12)
Unit 2: The World's First Major Settlements and their Agricultural Practices and Innovations	In what ways did agriculture impact the ability of people to create societies, and how did agriculture impact the ways of life?	Agriculture had many impacts, such as food stability in one location, increased nutrition, the ability to focus on new developments, and the creation of new tools and processes to increase human health and quality of life.	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), TI2(9-12), TI3(9-12), P2(9-12)
Unit 3: Medieval Europe to the New World Exploration Era	What impact did agriculture have on this time frame?	Agricultural methods were impacted by, and had an impact on, trade, technology, science, innovation, geography, disease, religion, economy, and social systems	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE2(9-12), CCE3(9-12), DE1(9-12), P2(9-12)
Unit 4: The Beginnings of Agriculture in Colonial America	What was unique about the agricultural revolution in the earliest years of colonization of North America?	America experienced a revolution almost directly from Native American prehistoric methods that were previously unknown, and had a unique incorporation of modern technology mostly from Europe, and therefore had a more disjointed evolution than other areas, and included disease, and a unique morphing of prehistoric and "modern" methodologies.	TCC1(9-12), TCC2(9-12), TCC3(9-12), TCC4(9-12), CCE1(9-12), CCE2(9-12), CCE3(9-12), DE1(9-12), P2(9-12), AA1(9-12)

Unit 5: The Mechanization of Agriculture	What major impacts did mechanized technology have on agriculture?	The second agricultural revolution witnessed the development of powered engines and implements, and subsequently increased food production, preservation methods, transportation needs, and more.	TCC1(9-12), TCC2(9-12), TCC3(9-12), DE1(9-12), TI2(9-12), TI3(9-12), P2(9-12), AA4(9-12)
Unit 6: The Emergence of Worldwide Communication, Transportation, and Domination	What historical impacts has agriculture had on societies?	Agriculture was either the cause or effect of the majority of major world events, including famines, environmental issues, and major socioeconomic changes.	TCC1(9-12), TCC2(9-12), TCC3(9-12), CCE1(9-12), DE1(9-12), P2(9-12)
Unit 7: The Future of Agriculture and the Need for Agricultural Advocacy	How can I identify accurate information, and why is it important?	It is important to conduct research utilizing the scientific method and controlling as many variables as possible to have the most accurate research and eliminate bias and potential controversy, because new advances are made daily, and it is important to be able to form an accurate and educated opinion.	TCC1(9-12), TCC3(9-12), CCE3(9-12), DE1(9-12), P2(9-12)

Unit 1 - Prehistoric Agriculture and How It Was Studied

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

Common Core State Standards

- CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

National Agriculture Food and Natural Resources Standards

- AS.01.01.01.a. Summarize the origin, significance, distribution, and domestication of different animal species.
- CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.
- CRP.07.02.01.b. Assess data sources for reliability and validity.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

Understandings: Students will understand that… ● Scientific research is done utilizing the scientific method, and although it is communicated through scientific publications, often some issues come out through other avenues which can be misconstrued in a variety of ways. ● Humans evolved from *Homo sapiens* and evolved from nomadic culture with the advent of domestication. ● Domestication of plants and animals happened in different ways and in different places of the world, and allowed early humans to settle in a permanent location.	**Essential Questions:** ● How is scientific research done and communicated? ● What was the biological and social evolution process of early human beings? ● What is the domestication process?
Students will know… ● How prehistoric agriculture is studied ● The scientific method and its use ● The timeline and geographic patterns of how humans dispersed around the world ● Biological and social changes in *Homo sapiens* between their nomadic and foraging cultures to settlement cultures including brain development, cooking of food, and domestication of plants and animals for food	**Students will be able to…** ● Design a social experiment for which they will utilize the scientific method ● Analyze early *Homo* species leading to *Homo sapiens* ● Evaluate a variety of media and publications to determine validity ● Outline the phylogenic evolution and domestication process of an animal and plant species of their choice
Key Vocabulary: Agriculture, Agriscience, Domesticate, Feral, Homo sapiens, Hunter/gatherer, Hypothesis, Media, Nomad, Prehistoric, Research, Scientific Method, Social Systems, Society, Tame, Vavilov/Lysenko/Darwin	
Assessment Evidence	
Performance Tasks: ● Hypothesis for agriscience fair project **TCC1, TCC3** ● Media validity evaluation **TCC2** ● The alternative project to the agriscience fair project will be to write and present a 6-8 minute speech on a relevant topic within the FFA guidelines which will be chunked accordingly throughout the course, or create one outline of an extemporaneous public speech per unit and present one extemporaneous speech within the FFA guidelines **TCC3**	**Other Evidence:** ● Basic Needs of People Activity **DE2** ● *Homo sapien* evolution mapping activity **TCC3** ● Field trip reflection **TCC4**

Learning Plan
• Introduction to the scientific method and research project **TCC1, TCC3** • Evaluation of media and additional publications for validity **TCC2** • Timeline and mapping activity- evolution of *Homo sapiens* and prehistoric cultures **TCC3** • Diagramming activity of different evolutionary and domestication theories **CCE1** • Evaluation of difference between domestication, feral, and tame, Basic Needs of People activity **DE2** • Field trip to Institute of Native American Studies **TCC4** • Creation of a hypothesis for an agriscience fair project **TCC1, TCC3**
Teacher Resources: UConn ECE resources, Field Trip: Institute for Native American Studies- Washington CT, National FFA Agriscience Fair Resources, Teacher Created Resources, https://www.pbs.org/video/seeds-of-civilization-hqx3oj/

Unit 2 - The World's First Major Settlements and their Agricultural Practices and Innovations

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Common Core State Standards

- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

National Agriculture Food and Natural Resources Standards

- AS.01.01.01.a. Summarize the origin, significance, distribution, and domestication of different animal species.
- PST.01.02.01.a. Compare and contrast applications of simple machines in AFNR related mechanical systems.
- PP.01.01.02.a. Identify common equipment used in food products and processing systems (e.g., packaging, mixing, cooling, heating, preservation, etc.) and describe their function.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…

- A variety of climates, native species of animals and plants, and geographical differences impacted the needs and priorities of certain cultures.
- Trade, developments, inventions depending on the needs of cultures developed, and people invented and continued to modify and refine tools to assist in a variety of agricultural processes
- As overall health improved due to better nutrition and food safety as people remained sedentary as opposed to nomadic, and as people started to have more time for other pursuits, people had time and resources to make more new discoveries

Essential Questions:

- How did agriculture impact the abilities of ancient societies to survive?
- How did ancient cultures advance and grow?
- How did agricultural progress allow advancement of cultures?

Students will know...

- Ancient agricultural methods from the ancient cultures of the following major geographical areas: Sumeria/Babylon, Egypt, China, Rome, Mesopotamia
- A variety of ancient tools and their modern counterparts
- A variety of ancient foods and their modern counterparts
- Agricultural practices and their effects on the land and environment
- Chronology of the ancient cultures and agricultural milestones

Students will be able to...

- Research the domestication process of a plant and animal
- Continue to develop their agriscience fair project
- Apply their learning to a museum trip
- Use ancient food processing methods to make an ancient dish and compare it to its modern food
- Research the stages of an agricultural invention and present it

during those historical periods • The effect of agriculture on the human body • The effect of agriculture on the development of society	

Key Vocabulary: Aqueduct, Archimedes Screw, Civilize, Domestication, Fertile Crescent, Irrigation, Maize, Mesopotamia, Papyrus, Phylogenic, Primitive, Research Methodology, Scythe, Sickle, Slash and Burn Agriculture, Social Hierarchy and Social Classes, Social Structures, Society, Thresh, Trait

Assessment Evidence

Performance Tasks:
- Plant and animal phylogenic domestication project **TI2**
- 3 or more valid sources chosen for literature review in MLA format **TCC2**
- Draft materials list and method/plan for social systems research project **TCC1, TCC3**

Other Evidence:
- Metropolitan Museum Reflection **TCC4**
- Grain milling and over-the-fire baking laboratory and reflection **TCC4**
- Plant based agriculture “invention” project (create a tool) **CCE3**
- Agricultural tool timeline project **CCE4**

Learning Plan

- Animals and plants and emergence of society introduction **TCC2**
- Plant and animal phylogenic domestication project **TI2**
- Agricultural innovation and society/trade routes timeline and mapping activity **TI3**
- Agricultural tool timeline project- choose from the basic tools from this time frame and map out the evolution of this tool from then to the modern times, including modifications, etc. **CCE4**
- Create a tool project and museum placard description project **CCE3**
- Working time for agriscience fair project **TCC1, TCC3**
- Ancient and modern food cooking laboratory and reflection **TCC4**
- Field trip to Metropolitan Museum/Museum of Natural History- New York City and Reflection **TCC4**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: Field Trip to Metropolitan Museum/Museum of Natural History- New York City, Teacher Created Resources, UConn ECE Resources, National FFA Agriscience Fair Resources

Unit 3 - Medieval Europe to the New World Exploration Era

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

National Agriculture Food and Natural Resources Standards

- AS.01.01.01.b. Examine characteristics of animals that developed in response to environmental and production related influences
- AS.07.01.04.b. Analyze data to evaluate preventive measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
- PS.03.06.03.a. Describe the techniques used to prepare plants and plant products for distribution.
- FPP.02.02.02.a. Identify common food additives and their properties (e.g., preservatives, antioxidants, buffers, stabilizers, colors, flavors, etc.).
- FPP.02.02.01.b. Explain how the chemical and physical properties of foods influence nutritional value and eating quality.
- PST.01.02.01.a. Compare and contrast applications of simple machines in AFNR related mechanical systems.
- PS.03.01.03.b. Demonstrate plant propagation techniques (e.g., cuttings, division, separation, layering, budding and grafting, etc.)

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that… ● Agricultural methods were impacted by, and had an impact on, trade, technology, science, innovation, geography, disease, religion, economy, and social systems ● Tools and technologies underwent a transformation over time to become more advanced ● Exchange of plants and spices impacted the culinary aspect of many cultures, as well as impacted the medical field, among other aspects	**Essential Questions:** ● What portions of society affected agriculture, and what portions of society had an effect on agriculture? ● What happened to agricultural tools as society advanced? ● How did global trade impact agriculture?
Students will know… ● How the agricultural methods impacted society so much that disease was more relevant, and that brought about the use of plants to fix such problems ● The impacts of agriculture on technology, science, innovation, geography, religion, economy, and social systems ● Major trade routes and the items that were exchanged upon those routes ● How plants were bred selectively to produce a desired product ● How animals and plants were further domesticated and altered during the medieval ages	**Students will be able to...** ● Dissect a traditional Italian dinner and dissect the origins of certain items that are now traditionally Italian ● Graft a plant ● Model the Black Plague and connect it to the development of plant research and botany ● Outline the development of a tool from prehistoric to middle ages to current use, and note the major changes over time

Key Vocabulary: Black Plague, Botany, Cartography, Columbian Exchange, Commerce, Conquest, Crop Rotation, Crusade, Dark Ages, Dictator, Distill, Epidemic, Fermentation, Feudalism, Graft, Greek Hellenization, Herb, High Middle Ages, Incense, Latitude, Literature Review, Longitude, Maize, Medieval, Monopoly, New World, Ottoman Empire, Outbreak, Pasteurization, Plow, Revolution, Roman Empire, Slave, Spice, Spice Trade, Spirits, Tobacco, Trade

Assessment Evidence

Performance Tasks:

- Final materials list and methods for agriscience fair project **TCC1, TCC3**
- Literature review rough draft **TCC1, TCC3**
- Tool Highlight Project **CCE2**

Other Evidence:

- Black Plague Outbreak Simulation Activity **CCE3**
- Italian Dinner Dissection and Columbian Exchange Laboratory **TCC4**
- Plant Grafting Laboratory **TCC4**

Learning Plan

- Introduction to the convergence of societies with increased travel and trading abilities, and the onset of major disease, the continued evolution of plant and animal agriculture, and beverages and impacts on/influences from varieties of religious and social systems **TCC2**
- Black Plague epidemic simulation laboratory activity **CCE3**
- Introduction to the discovery of botany/healing/plants as medicine, and beginning of targeted plant breeding **TCC2**
- Tool Highlight Project- Tools and technologies that were invented or modified between 500-1500AD- Individual student research and short presentation- the beginnings and evolution to current times. Use the plow as an example **CCE2**
- Spice identification and use activity **TCC4**
- Italian dinner laboratory- Dissection of crops of Columbian exchange in modern Italian cuisine, finding the remnants of Roman cuisine in particular Italian dishes **TCC4**
- Potato/tomato grafting laboratory **TCC4**
- Work time for Agriscience Fair project **TCC1, TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources:
UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources

Unit 4 - The Beginnings of Agriculture in Colonial America

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.d
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.1.e
- Provide a concluding statement or section that follows from and supports the argument presented.

National Agriculture Food and Natural Resources Standards

- PST.01.02.02.a. Identify the tools, machines, and equipment needed to construct, fabricate, and/or repair projects in AFNR.
- CRP.07.01.01.a. Identify reliable research processes and methods used to generate data for decision-making.
- CRP.07.02.01.b. Assess data sources for reliability and validity.
- AS.04.02.01.c. Evaluate breeding systems based on the principles of genetics.
- NRS.02.02.02.a. Categorize the primary causes of extinction of living species due to human activity (e.g., overharvesting, habitat loss, invasive species, pollution, etc.)
- PST.04.04.03.c. Construct AFNR structures using wood, masonry, and/or metal materials.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that…

- The advent of agriculture and selection of animals and plants for production, and emerging agricultural methods, sometimes had a negative effect on the native species to a area
- America experienced a revolution almost directly from Native American prehistoric methods that were previously unknown, and had a unique incorporation of modern technology mostly from Europe, and therefore had a more disjointed evolution than other areas
- People began to truly have crafts, skills, or trades, that they were able to develop and excel in
- As people continued to have a sedentary lifestyle, they developed structures and methods to store animal and human foods in order to ensure nutrition throughout the year, and these methods had to be altered depending upon the surrounding climate and environment
- America provided many contributions to the further domestication and selection of plants and animals to continue development, and was the center of development for many modern day tools and technologies

Essential Questions:

- How did agricultural advancements affect the surrounding natural environment?
- How was America's agricultural revolution different than others throughout the world?
- How did people store the now abundant products of their toil?
- What tools and technologies are credited to American origin?

Students will know...

Students will be able to...

• The origin of many commonly used tools, equipment, and technologies prevalent in American Agriculture • How agriculture tied in to the development of all types of transportation in Colonial America until the 1900's • How agriculture influenced the economy in Colonial America until the 1900's • Major historical figures who influenced agriculture in Colonial America until the 1900's • How agriculture differed across the country and what influenced what was done in different parts of Colonial America until the 1900's	• Identify positive and negative practices used in Colonial America until the 1900's • Experience colonial production methods (may include wool working and textiles, metal smithing, use of old farm tools, woodworking, colonial food preparation methods such as grinding flour or churning butter, etc.) • Create a model of an old style barn • Identify how genetics and the concept of hybrid vigor and crossbreeding were used in the development of plants and animals, and how this was tracked
Key Vocabulary: Barbed Wire, Barn Typology, Benjamin Franklin, Bushel, Combine, Commercial Farming, Cotton Belt, Cotton Gin, Crossbreed, Cultivator, Erosion, Extinction, Forge, Genetics, George Washington, George Washington Carver, Harrow, Herdbook/Registry, Hybrid, Hybrid Vigor, Indentured Servant, Irrigation, Jamestown, Land Grant, Monoculture, No- Till, Patent, Plantation, Plow, Plymouth, Sickle, Silo, Slave, Thomas Jefferson, Thresh	
Assessment Evidence	
Performance Tasks: • Acknowledgements draft, Final literature review for agriscience fair **TCC1, TCC3** • Agricultural Timeline Project (major tool/technology, animal, plant, production discoveries, and associated people during the time period) **CCE3**	**Other Evidence:** • Interpreting data activity to help with agriscience fair **TCC3** • Tool Highlight Project **CCE2** • Hybrid Vigor Laboratory Activity **CCE1** • Barn Construction Project **AA1** • Plant or Animal Extinction Eulogy Project **DE1** • Sturbridge Village reflection project (if available)
Learning Plan	
• Introduction to concepts of the time period **TCC2** • Tool Highlight Project- Tools and Technologies that were invented or modified between 1600-1900 AD- Individual student research and short presentation **CCE2** • Data collection and interpretation activity **TCC2** • Hybrid Vigor Activity **CCE1** • Plant or Animal Extinction Eulogy Project **DE1** • Barn Construction Project **AA1** • Agricultural Timeline Group Project **CCE3** • Work time for Agriscience Fair Project **TCC1, TCC3** • Field Trip to Sturbridge Village (if available), or in class agricultural production activities (wool working, food processing, etc.) **TCC4**	

- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: Field Trip: Sturbridge Village, UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources, Reference Book- The Founding Gardeners, The Big History of Civilizations | Origins of Agriculture | Wondrium

Unit 5 - The Mechanization of Agriculture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

National Agriculture Food and Natural Resources Standards

- PST.02.02.01.c. Analyze the efficiency of equipment, machinery, and power units (e.g., theoretical field capacity, actual field capacity, return on investment, etc.)
- ABS.01.01.03.b. Compare and contrast global economic policy and trade impacting AFNR Businesses.
- ABS.05.01.01.a. Explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).
- AS.01.03.01.c. Evaluate the impact of laws pertaining to animal agriculture (e.g., pros, cons, effect on individuals, effect on businesses, etc.).

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation

Understandings: Students will understand that... ● The second agricultural revolution witnessed the development of powered engines and implements, and subsequently increased food production, preservation methods, transportation needs, and more. ● Due to the increased movement to cities, humans became more distant from agriculture, and many laws and programs were put into place to protect those still practicing agriculture and ensure the production of food ● Students and citizens can contribute to agriculture by practicing positive and accurate agricultural outreach, and can also be involved in the legal system by bringing awareness and support within the lawmaking progress each year	**Essential Questions:** ● What did the second Agricultural Revolution contribute to agricultural development? ● What effects did the legal process have on agriculture in this time frame? ● How can I contribute to agriculture?
Students will know... ● Types of engine powered equipment and implements that provided the greatest impact on agricultural advancements during the time period ● Food preservation methods became popular and varied due to increased food production, and resulting overages, and need to ship food further distances from the origin farms ● How agriculture shaped the transportation needs and methods in the 19th and 20th centuries ● A variety of laws, acts, and programs that were made to support and ensure constant agricultural production and developments	**Students will be able to...** ● Research the process of a bill through the legislative process, and write and submit testimony to support an agricultural bill of choice ● Analyze results and draw conclusions for a social systems research project ● Research the development of a piece of equipment from origin to present, and create an educational placard display for a local museum ● Research the development of an agricultural commodity and the influences of this time period on the development of that commodity ● Compare and contrast food preservation methods, as well as resulting differences in food quality and products as a result of a variety of food preservation methods ● Perform commonly used food preservation methods that

	developed in this time frame

Key Vocabulary: 4-H, Analysis, Bill (legal), Canal, Canning, Coal Power, Commodity, Cooperative, Dehydration, Food Preservation, Food Quality, Freezing, Horsepower, Hydroelectric Power, Implement, Interstate Highway, Land Grant University/College, Law, Legislature, Mechanization, National FFA Organization, Oil Power, Placard, Prototype, Railroad, Refrigeration, Research Results, Right to Farm, Steam Power, Subsidy, Testimony, Tractor, Transcontinental, Turnpike, University Extension, Vaccine

Assessment Evidence

Performance Tasks:

- Results draft; discussion and conclusions draft for agriscience fair **TCC1, TCC3**
- Flanders Placard Project **TCC4**
- Bill testimony submission **TCC4**

Other Evidence:

- Agriculture Then and Now Project **CCE4**
- Food Preservation Taste Testing Laboratory Activity **DE1**
- Food Preservation Laboratory Activity **TCC4**

Learning Plan

- Introduction to different types of engine powered equipment and implements- compare and contrast activity **TCC2**
- Introduction to new methods of food and equipment transportation, and preservation due to higher production amounts **TCC2**
- Introduction to major brands and manufacturers of the time compared to now, and how international policy affects the supply chain **TCC2**
- Introduction to major changes and advancements in plant and animal farming methods **TCC2**
- Introduction to emergence of agricultural law, including Right to Farm, Land Grant Colleges/Universities, and emergence of organizations such as Farm Bureau, Extension/4-H, FFA, etc., as well as new social constructs and the first instances of social distancing from agriculture **TCC2**
- Introduction to the legal process- how to use website to track laws during session, write and submit testimony for a bill **TI2**
- Tool Highlight Project- Tools and Technologies that were invented or modified in 1900-?- Individual student research and short presentation. This project will be based on a piece of equipment in the Flanders barn and be mounted as a public display **TI3**
- Agriculture Then and Now- Choose agricultural commodity, research origin, how this time period helped this product emerge, where it is today **AA4**
- How to analyze results and draw conclusions from a research project **TCC3**
- Work time for Agriscience Fair Project **TCC1, TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources:
Field Trip: Flanders Nature Center Farm “Museum”, Field Trip: Diebold’s Tractor Museum (if available), https://www.pbs.org/video/real-ag-realag-farm-technology-301/, https://www.pbs.org/video/ag-machinery-2acbhq/,

https://www.pbs.org/video/realag-equipment-technology-ep-605-uzwsmk/, https://www.pbs.org/video/real-ag-realag-transportation-ep-511/,

Unit 6 - The Emergence of Worldwide Communication, Transportation, and Domination

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.
- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

National Agriculture Food and Natural Resources Standards

- ABS.01.01.03.b. Compare and contrast global economic policy and trade impacting AFNR Businesses.
- ABS.05.01.01.a. Explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).
- AS.01.03.01.c. Evaluate the impact of laws pertaining to animal agriculture (e.g., pros, cons, effect on individuals, effect on businesses, etc.).
- CRP.07.01.01.a. Identify reliable research processes and methods used to generate data for decision-making.
- CRP.07.02.01.b. Assess data sources for reliability and validity.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…

- Although war is overall a devastating occurrence, there are often many technological and scientific advances made in order to have the upper hand that can then be used in everyday life.
- Agriculture shapes societies in different ways, especially when there is a different style of government present, such as communism in Asia.
- Agriculture was either the cause or effect of the majority of major world events, including famines, environmental issues, and major socioeconomic changes.
- An agricultural revolution is a short period of time in which many large and significant advancements are made. There have been three major agricultural revolutions, and we may be heading into a fourth right now.
- Programs were made including subsidies, certain areas became known for production of certain commodities for trade, and companies were created in different forms, such as horizontal or vertical integration in order to manage production.

Essential Questions:

- Are there any beneficial outcomes of wars?
- How does agricultural society look in other parts of the world?
- What other historical impacts has agriculture had on societies?
- What is considered an agricultural revolution?
- How did industries manage higher production levels of product, and delivery to further spread out people?

Students will know…

- Major wars and world events and their impacts on or how they are an effect of agriculture
- How different governments can be impacted by agriculture and agricultural change
- What constitutes an agricultural revolution

Students will be able to...

- Identify the three agricultural revolutions and their significance, and defend their opinion on whether we are in an agricultural revolution currently
- Identify how agriculture in different regions affects society in other regions and parts of the world
- Compare and defend their opinion on the significance of a variety of agricultural inventions from this time frame
- Read a graph and use the information to determine countries' impacts on agricultural trade and production

	• Write an abstract and introduction for their agriscience fair project using appropriate resources

Key Vocabulary: Abstract, Adolf Hitler, Agricultural Revolution, Boll Weevil, Commodity, Communism, Drought, Export, Famine, Great Depression, Horizontal Integration, Import, Josef Stalin, Mao Zedong, Nazi, Plague, Selective Breeding, Socioeconomic, Subsidy, Trade, Value Chain, Vertical Integration, Victory Garden, World War I, ,World War II

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Abstract and Introduction drafts for agriscience fair **TCC1, TCC3** • Ag Invention Madness Project	• World Ag Project • Agricultural revolution comparison mini essay

Learning Plan

- Introduction to world wars and impacts on agriculture (Germans attempted first recreation of extinct species and had special breeding programs, demise of the draft horse with the advent of mechanized equipment, claiming land and weaponization against farmers and private landowners, Stalin's five year plan) **TCC2**
- Introduction to Eastern countries and the communist government form, their tenets of communism and their effects on agriculture, and Mao Zedong's Great Leap Forward, the third agricultural revolution **TCC2**
- The Third Agricultural Revolution Ag Madness Project **CCE1**
- Introduction to other great agricultural issues (Irish potato famine, victory gardens, the Dust Bowl, 1980s Farms Crisis, Grasshopper and Boll Weevil plagues, Great Depression, introduction of crop subsidies and overproduction, etc.) **TCC2**
- The Dollar Street website activity and the World Ag Trade Project **DE1**
- Analysis of the previous factors and their contribution to the third agricultural revolution **TCC2**
- Three agricultural revolutions comparison essay, and are we in a fourth agricultural revolution now? **TCC3**
- Work time for agriscience fair projects **TCC1, TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: https://pressbooks.nvcc.edu/nolgeo210/chapter/10-1-the-three-agricultural-revolutions/ for ag revolutions comparison project, UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources

Unit 7 - The Future of Agriculture and the Need for Agricultural Advocacy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various
- places and regions in the United States.
- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility

Common Core State Standards

- CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

National Agriculture Food and Natural Resources Standards

- ESS.01.01.02.c. Utilize data analysis to identify trends in a data sample and assess the confidence that can be drawn from those conclusions.
- ECL.03.03.03.c. Demonstrate verbal communication tactics such as active listening, interviewing, and/or public speaking to create a message.
- FPP.04.02.03.a. Describe current and emerging technologies related to food products and processing (e.g., high pressure processing of foods, automation, biotechnology, etc.).
- NRS.02.03.03.b. Analyze how some technological advancements changed how natural resources were used and viewed (e.g., Industrial Revolution, fossil fuels, green technology, etc.).
- NRS.02.04.03.c. Predict the economic impact of green technology and alternative energy.
- CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices, and ideas.
- PST.05.01.01.b. Analyze data using current and emerging technologies.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1(9-12) I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…

- It is important to conduct research utilizing the scientific method and controlling as many variables as possible to have the most accurate research and eliminate bias and potential controversy, and present that research in order to improve some aspect of the world
- Advances in agriculture and science are made daily and it is important to find the most correct and unbiased literature regarding these items in order to make an educated opinion about it
- There is always bias present in publications and it is important to be able to recognize the bias and fact check information using appropriate measures.
- There are many unsubstantiated rumors and false information about a variety of topics, and we need more people to become educated on these issues in order to prevent misinformation from spreading

Essential Questions:

- Why is it important to conduct research and present it to others?
- Should new information be taken as it is given?
- What should be done before forming an opinion on a new piece of information?

Students will know...

- Why fact checking is important
- Why it is important to be able to identify bias

Students will be able to…

- Fact check and identify bias in an agricultural news article
- Identify benefits, drawbacks, and potential controversial issues with new and emerging technologies, and be able to form their own educated opinion on those topics
- Plan and facilitate a discussion about a new and emerging technology
- Analyze a film for bias
- Present a scientific research project

Key Vocabulary: Anti-Medication, Anti-Vaccination, Bacterial Resistance, Bias, Carbon Footprint, Climate Change, Clone, Controversy, Diet, Drone, Fad, Gene Editing, Genetically Modified Organism, Genome, Genotype, Gluten, GMO, Green Revolution, Invasive, Pesticide, Pharmaceutical, Trend

Assessment Evidence

Performance Tasks:

- Final agriscience fair draft **TCC1, TCC3**
- Agriscience Fair presentation (optional extra credit) **TCC1, TCC3**
- Current event research and Socratic discussion plan **CCE3**

Other Evidence:

- Current Event Discussion Participation **DE1**
- Controversy and bias documentary analysis **TCC3**

Learning Plan

- New technologies and the Green Revolution- Current event research and peer-led presentations and discussions on issues including but not limited to the following current and relevant items: Genotyping gene editing and genome projects, cloning, GMO's (with a focus on plant products), Bacterial resistance issues, Pesticide/Herbicide issues, Planting and Sales of Invasive Plants, Food labelling/trends/diets, pharmaceutical "pharming" of animals, diseases such as celiac and related diets and misconceptions about things like gluten, analysis of our carbon footprint, drone technologies, climate change and impacts and causes, anti-medication/anti-vaccination movements **CCE3**
- Final agriscience fair/speech presentations **TCC1, TCC3**
- Watch a relevant documentary and analyze for bias (examples: GMO OMG, Food Inc., etc.) **TCC3**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **DE1**

Teacher Resources: https://www.pbs.org/video/gmo-xbr6fw/, https://www.pbs.org/video/real-ag-realag-gmos-gentically-modified-organisms-iep503/, UConn ECE resources, National FFA Agriscience Fair Resources, Teacher Created Resources, SWANK movie access for documentary, Jimmy Kimmel Youtube Video: What's a GMO

Grade Point Average for the Class of 2030 and Beyond

GRADING SYSTEM: Nonnewaug High School calculates and reports a student's grade point average (GPA) in two ways: an unweighted grade point average and a cumulative weighted grade point average.

Unweighted Grade Point Average
A student's Unweighted GPA is reported quarterly based on the 0-100 scale and represents the average of all of the student's grades during the quarter without regard to the level of the course. This unweighted GPA is utilized to determine honor roll status.

Cumulative Weighted Grade Point Average
The Cumulative Weighted GPA is determined at the end of each semester and is inclusive of ***all completed coursework at Nonnewaug*** with the exception of pass/fail courses. The Cumulative Weighted GPA is determined by averaging the associated values in the table below for each completed course.

Each course at Nonnewaug is assigned a level based on the expected rigor of the course. The three levels at Nonnewaug are College and Career Preparatory, Honors, and College Experience. Students in College Experience courses ***may*** be granted college credit for their coursework based on their course outcomes, their performance on the Advanced Placement exam, and/or the transfer-credit practices of the institution of higher education the student attends after Nonnewaug.

Percent	College Experience (AP/ECE/Dual Enrollment)	Honors	College and Career Preparatory
97-100	5.33	5	4.33
93-96	5	4.67	4
90-92	4.67	4.33	3.67
87-89	4.33	4	3.33
83-86	4	3.67	3
80-82	3.67	3.33	2.67
77-79	3.33	3	2.33
73-76	3	2.67	2
70-72	2.67	2.33	1.67
67-69	2.33	2	1.33
63-66	2	1.67	1
60-62	1.67	1.33	0.67
0-59	0	0	0
Pass/Fail	Not included	Not included	Not included

Community Relations

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. Such communication may include monthly newsletter, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(g)(1)-(3) Boards of Education to prescribe rule(s), policies, and procedures.

Policy adopted:

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut

Students

Work-Study Student Employment/Work-Release

In cooperation with various local and area businesses and industries, the District shall establish and maintain work-study and work-release programs for students who are at least sixteen (16) years of age. Student work-release allows eligible students to be released during the school day to work for an employer.

Insofar as feasible, each of those work experience programs shall be tailored to meet the vocational needs of the individual students by their school counselor, who shall guide them in selecting appropriate academic courses, and by the vocational coordinator, who shall ensure proper placement in the most relevant training/employment. Students' course schedules and graduation requirements take priority over work-student or work-release.

Program Conditions/Roles and Responsibilities

- Through the work-release program, students may earn eligible credits provided that the curriculum for those credits aligns directly with the course and other program requirements.
- The principal or designee, in collaboration with school counselors, will determine the maximum number of work hours for each student.
- The student must receive approval for work release from the principal or designee.
- The student must obtain written consent from the parent and/or legal guardian.
- The student must obtain a Promise of Employment letter from the prospective employer and apply for and be issued working papers.
- The student must show proof of employment, which will be reviewed quarterly by the principal or designee.
- The student is responsible for maintaining good academic standing, attendance, and behavior in both school and vocational settings.
- The principal or designee is responsible for ensuring that student work-release is compliant with Connecticut's Student Work-Release Policy, including but not limited to:
    - Discussing the student work-release program with each student;
    - Verifying eligibility and reviewing quarterly with the student; and
    - Adhering to all applicable laws, including the Guidelines and Procedures for the Employment of Minors in Connecticut.

Eligibility Requirements:

- Work-release may be provided to any student who is at least 16 years of age and who is enrolled in the district's high school and must comply with state labor laws.
- The student must be in good standing academically and on track to graduate within four years, as determined by the school principal or designee.

Students

Work-Study Student Employment/Work-Release

Eligibility Requirements: (continued)

- The student must have an acceptable attendance record and must not be considered "chronically absent."
- The student must have a record demonstrating their ability to comply with school behavioral expectations and be deemed able to comply with workplace attendance and behavioral expectations.

Legal References: Connecticut General Statutes

4-124II. Model Student Work-Release Policy

Public Act 24-45, An Act Concerning Mandate Relief, School Discipline and Disconnected Youth

Policy adopted:
cps 10/25

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

The Board of Education (Board) is concerned with maintaining a safe and healthy working and learning environment for all staff and students. The Board recognizes the importance of maintaining an environment for its staff and students that is drug and alcohol free. Reasonable steps will be taken to create a safe workplace free from the effects of alcohol, second-hand smoke and drug abuse.

Employees must abide by the terms of this policy as a condition of employment. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

Definitions

"Cannabis" means marijuana which includes all parts of a plant or species of the genus cannabis, whether growing or not, and including its seeds and resin; its compounds, manufactures, salts, derivatives, mixtures, and preparations; and cannabinon, cannabinol, cannabidiol (CBD), and similar compounds unless derived from hemp as defined in federal law. The definition of marijuana also include any product made using hemp, as defined in state law, with more than 0.3% total THC concentration on a dry-weight basis, manufactured cannabinoids, and certain synthetic cannabinoids.

"Cannabis product" is cannabis in the form of a cannabis concentrate or a product that contains cannabis, which may be combined with other ingredients, and is intended for use or consumption.

"Cannabis concentrate" is any form of concentration extracted from cannabis, such as extracts, oils, tinctures, shatter, and waxes.

"Medical marijuana product" is cannabis that (1) dispensary facilities and hybrid retailers exclusively sell to qualifying patients and caregivers and (2) the Department of Consumer Protection (DCP) designates on its website as reserved for sale to those individuals.

"Manufactured cannabinoid" means cannabinoids naturally occurring from a source other than marijuana that are similar in chemical structure or physiological effect to cannabinoids derived from marijuana, but that are derived by a chemical or biological process.

"Workplace" means the site for the performance of work done, which includes work done in connection with a federal grant. The workplace includes any District building or property; any District-owned vehicle or any other District-approved vehicle used to transport students to and from school or school activities; and off-District property during any school-sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction/supervision of the District, which could also include work on a federal grant.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

Definitions (continued)

"School-sponsored activity" means any activity sponsored, recognized, or authorized by the Board and includes activities conducted on or off school property.

"Drug" is defined as:

1. **"Controlled substances"** which includes all forms of narcotics, depressants, stimulants, hallucinogens, steroids, and cannabis (including products made with or infused with these substances) whose sale, purchase, transfer, use, or possession is prohibited or restricted by state or federal law;
2. **"Synthetic cannabinoids"** which include drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness; and
3. Illegal substances.

"Prescription drugs" means drugs which are used in the course of medical treatment and have been prescribed and authorized for use by a licensed medical practitioner/physician or dentist, other than marijuana (cannabis) and marijuana-related substances.

"Smoking" means the burning of a cigarette, cigar, pipe or other similar device that contains in whole or in part, cannabis or hemp, in addition to tobacco.

"Electronic nicotine delivery system" for purposes of this policy means an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid.

"Vapor product" means any product that employs a heating element, power source, electronic circuit or other electronic, chemical, or mechanical means to produce a vapor that may or may not include nicotine and is inhaled by the product's user.

"Under the influence" means any noticeable use, any detectable level pf drugs or alcohol in the employee's blood or urine or any noticeable or perceptible impairment of the employee's mental or physical faculties.

"Criminal drug statute" means any criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

I. Prohibited Behavior

To help maintain a drug-free school, community, and workplace, the following conduct is strictly prohibited of all District employees and volunteers. An employee who violates this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids;

B. Manufacturing, selling, delivering, soliciting, consuming, using, possessing, or transmitting alcohol in any amount or in any manner on District property or a District workplace at any time while students are under the supervision of the district, or when involved as an employee in a District activity on or off school district property;

C. Unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance in a District workplace;

D. Using the workplace, District property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids;

E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids in a manner that is illegal or which impairs job performance or poses a hazard to the safety and welfare of the employee, the public, the students, or other employees; and

F. Smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

II. Use of Prescription Drugs

A. Employees are permitted to use prescription drugs on school property, or during the conduct of Board business, that have been prescribed by a licensed medical practitioner. Such drugs shall be used only as prescribed. In addition, employees shall not possess prescription drugs for the purpose of sale or distribution.

B. However, the Board, in compliance with C.G.S. 21a-408a through 408q, prohibits the palliative use of marijuana on school property, at a school-sponsored event, or during the conduct of Board business. Employees are prohibited from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during the workday.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace (continued)

III. Smoking

A. The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), and the use of tobacco products on school property or at any school-sponsored activity. This ban applies to any area of the workplace and outside within 25 feet of a doorway, operable window or air intake vent.

B. The workplace smoking ban also applies to cannabis, hemp, and e-cigarette use, involving cannabis.

C. Smoking, including cannabis, will be permitted in a situation in which a classroom is used during a smoking or e-cigarette demonstration that is part of a medical or scientific experiment or lesson.

D. The district will not make accommodations for an employee or be required to allow an employee to perform his/her duties while under the influence of cannabis or allow the employee to possess, use or otherwise consume cannabis while performing his/her employment duties.

IV. Notification Requirements

A. Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with his/her superior, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

B. As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute. Such notification will be provided no later than five (5) days after such conviction. The District will inform the federal granting agency within ten (10) days of such conviction, regardless of the source of the information.

C. District employees are directed to report any suspected violation of this policy to an administrator or directly to the Superintendent of Schools or his/her designee. The Superintendent or designee will investigate the allegation and meet with the alleged violator.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

IV. Notification Requirements (continued)

D. All employees will be notified of this policy on a yearly basis and instructed to recognize that compliance is mandated.

E. This policy shall be made known to prospective employees prior to employment.

V. Disciplinary Action Upon Violation of Policy

A. An employee who violates this policy may be subject to disciplinary action, consistent with applicable state and federal laws, up to and including termination. Enrollment and successful completion of an appropriate drug-or alcohol-abuse, employee-assistance rehabilitation program may be required at the discretion of the administration, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation required as a condition of eligibility for reinstatement.

B. Disciplinary action will include, at a minimum, a letter of reprimand and may include, but is not limited to suspension or termination from employment.

C. The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction.

D. Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or Federal agency from which the District receives contract or grant monies of the employee's conviction within ten (10) days after receiving notice of the conviction.

E. The district may notify law enforcement agencies regarding a staff member's violation of this policy at the district's discretion or take other actions as the district deems appropriate.

VI. Employee Assistance

In order to make employees aware of dangers of drug and alcohol abuse, and to provide an employee with the opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs, the district will:

A. provide each employee with a copy of this District Drug- and Alcohol-Free Workplace policy;

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

VI. Employee Assistance (continued)

B. post notice of the Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;

C. make available materials from local, state, and national anti-drug and alcohol-abuse organizations;

D. enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;

E. provide information about benefits available under the Board's group medical plan for treatment;

F. establish a drug-free awareness program to inform employees about:

- the dangers of drug abuse in the workplace,
- available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
- the penalties that the district may impose upon employees for violations of this policy.

Legal Reference: Connecticut General Statutes
P.A. 21-1 (June Spec. Session) An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. 1308.11-1308.15
Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et. seq.
Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101-71187 (as amended by Title IV – 21st Century Schools)
Drug-Free Workplace Act, 30 ILCS 580/1 et. seq.
Drug-Free Workplace Requirements for Federal Grant and Recipients 41 U.S.C. 8103

Policy adopted:
cps 7/21

Students

Promotion/Retention

It is the policy of the Board of Education that student promotion shall be determined by academic performance and social and emotional maturity. The Administration and faculty shall apply these criteria when determining whether to promote or retain a student. Retention is an extraordinary measure that should be the result of the combined professional judgement of the school principal, teachers, guidance counselor and/or other support personnel.

The Superintendent or his/her designee shall be responsible for developing procedures, in furtherance of this policy, that are designed to foster student achievement and reduce the incidence of social promotion. Such procedures shall:

1. Include objective criteria for the promotion and graduation of students;
2. Provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and student;
3. Include alternatives to promotion such as transition programs; and
4. Provide for supplemental services.

Such procedures may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs that are designed to assist students in remedying such deficiencies.

Legal Reference: Connecticut General Statutes
10-221(b) Boards of education to prescribe rules
10-223(a) Promotion and graduation policies

Policy adopted:
cps 1/22