GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
OCTOBER 26, 2026 @ 6:00 P.M.
CENTRAL OFFICE ROOM 11, HYBRID

MEMBERS PRESENT: Beverly Washington – Chairperson, Adrian Johnson – Vice Chairperson, Andrea Ackerman (remote), Sean Corcoran (remote), Mitch Shinbrot (remote), Ian Thomas (remote), Jay Weitlauf (remote), Jennifer White, Michael Whitney (remote, arrived at 6:20 p.m.)

ALSO PRESENT: Susan Austin, Anne Marie Mancini, Sam Kilpatrick, Rita Parciak, Shannon Weigle, Kamila Irizarry Boria Gavin Frost

I. CALL TO ORDER – Mrs. Beverly Washington, Chairperson, called the meeting to order at 6:07 p.m.

A. Pledge of Allegiance – The first order of business was the pledge of allegiance to the flag.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

Dr. Ackerman acknowledged the Martin Luther King Scholars who introduced each other and gave their bios – Akira Gregor, Brendon Duyan, Robert Vergara, and Winter Davis.

Mrs. Washington acknowledged October 2, 2026, as Custodian Appreciation Day.

Mrs. Washington stated that Superintendent Austin was recognized for her years of service as champion of military families in the Groton Public Schools and Southeastern Connecticut.

Mrs. Washington noted that NEA has been ranked in the top 100 Elementary Schools by USA News and the World Report.

III. COMMENTS FROM CITIZENS

1. Mr. Matt Shulman, 15 Valley Road, congratulated teachers and read a statement asking the Board to reconsider their relationship with Seabird. (Attachment #1)
2. Joshua Mill, 169 Thames Street/Seabird Enterprises, encouraged the Board to reconsider their relationship with Seabird.
3. Ellen Stefanski. read a statement regarding her family's experience with transition services. Superintendent Austin stated that she will share this issue with Denise Doolittle. (Attachment #2)
4. Debbie Stefanski.401 Sandy Hollow Road, shared her favorite subject at Seabird.
5. Giovanne Stefanski., 401 Sandy Hollow Road, shared her favorite subject at Seabird.

IV. RESPONSE TO COMMENTS FROM CITIZENS

Mr. Thomas asked questions of Ellen Stefanski.

Mr. Johnson thanked all the speakers.

V. STUDENT LIAISON REPORT

Kamila Irizarry Boria gave an in-depth report. (Attachment #3)

Gavin Frost reported:

- Boys Soccer team is undefeated.
- Music – 13 have been inducted
- MLK Dinner was amazing.
- Organization event to recognize students for their attendance.
- Homecoming
- Expo Night
- Incoming Freshman Tours

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent and Assistant Superintendent Report

- Restorative Practice (Attachment #4) – Superintendent Austin gave an overview of Connecticut Public Act 23-167.

B. Reports and Information from Staff

1. Director of Finance (Attachment #5) – Mrs. Parciak reported on the Year-to-Date Financials Report dated 10/18/36 with an ending balance of $9,741,507.00.
2. Budget Transfers Attachment #6) – Mrs. Parciak reported on the proposed budget transfers.
3. Healthcare Report (Attachment #7) – Mrs. Parciak gave the Healthcare Report.
4. Director of Facilities – Mr. Kilpatrick reported:
    a. The playground work is finished at MM.
    b. Plumbing work is being done between MM & FHS to install bottle fillers.
    c. At CB a pipe came apart and the quick response by the custodian allowed the repair to occur in a timely fashion.
    d. FHS Garage – bids are done regarding the electrical work.
    e. Today he sent in his CIP projects for FY28 - 29:
        - FHS HVAC project
        - NEA HVAC replacement project
        - CK HVAC
        - CB mini splits
        - CB HVAC project
        - FHS HVAC project

VII. COMMITTEE REPORTS

1. Policy – There was no report.
2. Curriculum – Items were addressed under New Business.
3. Finance – Mrs. White noted that the Finance/Facilities committee met on October 21, 2026, and received reports from the Director of Finance and the Director of Buildings and Grounds regarding facilities.
4. Communications – There was no report.
5. Ad Hoc Long-term Space Planning Committee – There was no report.
6. LEARN – There was no report.
7. Athletic Fields – There was no report.
8. Military Superintendent Liaison – Superintendent Austin reported that they heard from Captain Litty; Columbia Class regarding families who will be coming; round table discussion on several issues.
9. Town & City Councils/RTM/BOE Liaison – There was no report.
10. AGSA/GEA Liaison – Mrs. Washington noted that the AGSA/GEA/BOE Liaison Committee met today and discussed:
    - Being mindful of people watching the meetings.
    - Teacher moral and retention.
    - The need for expanding staff
    - Not enough parent support
    - Staff injuries
    - Cost and savings for keeping students in the district
    - Cost effective Para Health insurance
    - Training for Paras
    - Cell phone use by Paras

III. <u>ACTION ITEMS</u>

A. Consent Agenda

MOTION: White, Ackerman: To approve the Consent Agenda with the following corrections:

- September 28, 2026, Special meeting: under attachment 5 – it should be "Vince Yoli".

PASSED – UNANIMOUSLY

B. Old Business

NONE

A. New Business

1. Discussion and possible action regarding FY27 budget transfers between functions in the amount of $9,741,507.00.

   MOTION: Washington, Ackerman: To approve the FY27 budget transfers between functions in the amount of $9,741,507.00.

   MOTION: Washington, Ackerman: To amend the motion to read approval of FY27 budget transfers in the amount of $9,741,507.00.
   YES – Washington Johnson, Ackerman Corcoran, Thomas, Weitlauf, White, Whitney
   ABSTAINED - Shinbrot
   PASSED

2. Discussion and possible action regarding approval of the Learner Engagement and Attendance Program Grant.

   MOTION: Washington, White: To approve the Learner Engagement and Attendance Program Grant in the amount of $85,000.
   PASSED - UNANIMOUSLY

3. Discussion and possible action regarding approval of the High-Dosage Tutoring Program grant.

   MOTION: Washington, White: To approve the High-Dosage Tutoring Program Grant in the amount of $50,000.
   PASSED - UNANIMOUSLY

A. New Business – cont.

4. Discussion and possible action regarding approval of the Discrete Mathematics curriculum (Attachment #8).

   MOTION: Washington, Ackerman: To approve the Discrete Mathematics Curriculum.
   PASSED – UNANIMOUSLY

5. Discussion and possible action regarding approval of the IB Language A: Language and Literature HL curriculum (Attachment #9).

   MOTION: Washington, White: To approve the IB Language A: Language and Literature HL curriculum.
   PASSED – UNANIMOUSLY

6. Discussion and possible action regarding approval of the Intro to Robotics curriculum (Attachment #10).

   MOTION: Washington, Johnson: To approve the Intro to Robotics curriculum.
   PASSED – UNANIMOUSLY

7. Discussion and possible action regarding approval of the Investing 101 curriculum (Attachment #11).

   MOTION: Washington, White: To approve the Investing 101 curriculum.
   PASSED -UNANIMOUSLY

8. Discussion and possible action regarding approval of vehicle purchases.

   MOTION: Washington, White: To approve the purchase of the following vehicles, which will be funded through the ECS Supplemental funds:

   - 2027 Ford Transit 250 Cargo Van ($58,393.30)
   - 2027 Ford F-350 Truck w/plow ($56,807.80)
   - 2027 Ford F-350 Truck w/plow ($56,807.80)

   PASSED – UNANIMOUSLY

IX. INFORMATION AND PROPOSALS

A. Letters, communications, and comments by Board members on meeting items and any other items in the jurisdiction.

- Mr. Thomas addressed concerns: Board should be mindful of concerns/program. Mr. Thomas made a referral of having the full Board involved in contract discussions.
- Mr. Weitlauf stated that the MLK dinner was very inspiring. He gave a shout out to Dr. Ackerman regarding her help with the students' speeches.
- Mr. Johnson noted that he agreed with Mr. Thomas's comment regarding negotiations and that he felt the AI policy was overly vague. He requested a review of the policy and regulations.
- Mrs. White stated that she and Mrs. Washington went to CK on STEAM Day and noted the MRMS bus situation was a concern.
- Dr. Ackerman thanked the Board for their support of MLK Dinner. She noted that she had sent a note to the scholars that was not clear regarding their speeches at tonight's meeting.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

NONE

XI.. ADJOURNMENT

MOTION: Ackerman, White: The meeting adjourned at 9:22 p.m.
PASSED – UNANIMOUSLY

261026 DRAFT v-8 BOE Presentation Matthew Shulman

Dear Board Members:

I recently learned of what seems a COVID-related loss of a significant educational service, namely a four-decade GPS partnership with SEABIRD Enterprises at Puffins Restaurant on Thames Street to provide special needs students with a path to long-term employment.

SEABIRD was founded in 1983 by Fitch parents of physically and/or developmentally disabled adolescents. Their parental concern was profoundly simple: **How can my child lead a dignified adulthood with genuine purpose and a meaningful place in our community once I'm gone?**

Across four decades, dozens of Transition Academy students received skilled and supervised vocational training at Puffins' sheltered workplace. Work at the restaurant taught social, practical life and job skills, but was also a path to long-term employment. Some left Puffins for mainstream jobs (e.g. Coast Guard Academy food service, etc.); others remained Puffin employees for decades; and others moved away.

Then came COVID. Just as our Mentor Program nearly disappeared during COVID, so apparently did our relationship with Puffins. But thanks to Susan and Jenn Anthony's leadership, our Mentor Program is thriving again. I'm now asking the Board to reconsider its relationship with SEABIRD.

Groton has an excellent Transition Academy and I'm grateful for it, but we can't do everything. It simply can't replicate Puffins' sheltered workshop vocational training model; the Central Office location is not set up to for commercial vocational training. To do so (even if space were available) would be expensive to retrofit and staff with little chance of attracting customer traffic sufficient for our students to practice and perfect job skills.

I'm sure Admin had real reasons. Perhaps it concluded the partnership was too expensive or no longer necessary. Perhaps it found a less expensive community-facing alternative. Perhaps more urgent priorities pushed it to the back of the line, where it remains. I cannot say. I do not know. I would like to know.

What I can say is that, during my time on the Board, neither the educational value nor fiscal effectiveness of Puffin's vocational program was ever discussed at either a Regular or COW meeting. It is a mystery to me.

Some might argue that this was an administrative decision and didn't need Board input. From my perspective, any choice between centralization for economic efficiencies versus the loss of a successful Special Needs off-site vocational training functionally sets District policy. For, once students age-out and depart, public education forever loses the opportunity to channel our children's success as adults. However the Board decides, this is an education policy decision directly affecting a vulnerable subset of our children.

Given our 40+ year experience in adaptive, public-facing vocational education with Puffins, we must consider how the program's presence or absence affects the educational and social well-being of this subset of our children. This raises important questions:

* What happens to these students after they age out of the Transition Academy? Do we track their outcomes? If we know, what are they? If we don't know, should we?
* Are the existential questions our Fitch parents asked four decades ago about their children's independence, purpose, and futures still resonant today?

We all recognize that Transition Academy students have differential needs and abilities. Not every student is a candidate for an external placement, even an adaptive one. But if we can help two, or three, or four students each year gain a pathway to long-term employment, meaningful community participation, and personal fulfillment, isn't that an opportunity worth pursuing?

With all this (and other factors which time doesn't allow me to address today) in mind, it may benefit the Board, as well as our students, their parents and the community, if it reviews how the unintended consequences of this decision truly affect our District's goal of maximizing educational outcomes for **every** segment of our student body. I therefore respectfully ask:

First, that the Board Chair and Superintendent meet with SEABIRD staff to discuss any concerns GPS had with this longstanding partnership and whether its restoration could benefit Groton students;

Second, that the Board place community-based, public-facing, adaptive vocational training on a near-future COW agenda so this matter may be considered as the Superintendent prepares her upcoming budget; and

Third, that this letter be included in the minutes of this meeting.

As with the Mentor Program, the adaptive vocational and career preparation path with public-facing life-skills training for situationally-appropriate Transition academy students is worth reclaiming. The choice is the Board's.

With a little goodwill and effort, by autumn 2027, **Puffins and Falcons might once again soar—each in its own place -- both for the benefit of Groton special needs students**

Respectfully submitted,

Matthew Shulman

Seabird
Let's Build a Stronger Community
www.seabirdenterprises.org

Douglas R. Ackerman, President

PO Box 333, Groton, CT 06340

Lori Neumann, Executive Director

Phone: 860-446-0882 Fax: 860-222-8176

October 26, 2026

Groton Board of Education
Groton Public Schools

Re: Vocational Training Opportunities at Puffins Restaurant

Dear Members of the Groton Board of Education:

On behalf of Seabird Enterprises, I am speaking to express our interest in renewing a partnership with Groton Public Schools to provide vocational training opportunities for students with intellectual and developmental disabilities (IDD).

Since 1999, Puffins Restaurant, a division of Seabird Enterprises, has been an established part of the Groton community. We provide a welcoming setting where individuals can develop practical work skills, build confidence, and participate in meaningful vocational experiences. Our longstanding presence reflects our commitment to supporting individuals with disabilities and strengthening connections within our community.

Seabird Enterprises has built lasting relationships with the individuals we serve, some spanning more than 40 years. Former students have grown into hardworking adults who take pride in their work and contribute to their communities with dignity and a sense of purpose. We look forward to renewing this partnership with Groton Public Schools and continuing a pathway from school to meaningful employment and community involvement.

Over the past several years, we have not had students or graduates from Groton Public Schools attending our program. We would welcome the opportunity to revisit this relationship and discuss how Puffins could support the district's students in achieving their transition goals and preparing for gainful employment in their community. Students from Norwich, Waterford, Montville, and Stonington currently participate in our program, and we would be pleased to explore similar opportunities for students here in Groton.

Puffins offers practical training in an active restaurant and bakery, with opportunities in several areas:

- **Kitchen:** Food preparation, ingredient selection, kitchen organization, cleaning, and safe food handling practices.
- **Bakery:** Following recipes, measuring ingredients, preparing baked goods, packaging, and working as part of a team.
- **Front of house:** Greeting and seating customers, taking and serving orders, setting and clearing tables, and maintaining a welcoming dining room.

These experiences also help students practice communication, teamwork, time management, following directions, and completing tasks. With staff guidance and support, students can explore their interests and strengths while developing greater independence in a community setting.

We recognize that each student has unique abilities, needs, and goals. We would welcome collaboration with the district's special education and transition teams to determine appropriate placements, discuss available supports, and explore how vocational experiences at Puffins could complement each student's educational plan and IEP transition goals.

The proposed rate for vocational training is $23 per hour, per student. Some districts provide a paraprofessional to support their students, in which case the vocational training fee is waived. We would welcome the opportunity to discuss district funding arrangements, scheduling, and support needs to establish a clear plan before a student begins participating.

We respectfully request an opportunity to meet with the appropriate district representatives to discuss a path toward renewed student participation. We would also be happy to host a visit to Puffins so that board members, administrators, and educators can see our program firsthand and meet our team.

Thank you for your time and consideration. Seabird Enterprises values its longstanding connection to Groton, and we look forward to the possibility of working together to expand meaningful vocational opportunities for students in our community.

Sincerely,

Joshua Miller
Program Director
Seabird Enterprises

10/24/26

Board of Education Public Comment Statement

Good evening, members of the Board and Superintendent Austin

My name is Ellen Sefransky, and I am a parent in the district. I am here tonight to share some reflections on early childhood investment, insights from a recent state education conference, and a vital reminder about how we view and support our students with different abilities.

1. The Power of Early Investment

First, I want to express my gratitude for the town's continued investment in early childhood education, specifically with the opening of our preschool. Years ago, I watched a documentary by Rob Reiner highlighting the critical importance of the birth-to-three window, and its message has always stuck with me: **if we invest in children upfront, we straighten out their paths before they ever face systemic hurdles.**

I see the profound impact of early exposure and structured learning in my own home. My son, Johnny, was born here and benefited from the birth to 3 framework, the St. Mark's Toddler Playgroup, and the GPS integrated preschool before entering kindergarten. In contrast, my other son—who has distinct and beautiful gifts—did not have access to formal schooling until age 9, when we adopted him from Armenia. Reflecting on their journeys, it is undeniable how much longer and more difficult the road is to reaching one's potential when that early foundation is missing. Early education works, and I thank you for prioritizing it.

2. Insights from the SEEK Conference

This past Friday, I attended the Special Education Equity for Kids of Connecticut (SEEK) Conference at Wesleyan University. We had the privilege of hearing directly from the Commissioner of Education for Connecticut, Charlene Russell-Tucker. Her opening was followed by an in-depth panel discussion regarding funding, which highlighted the systemic financial challenges districts face-and frankly it was discouraging. BUT, it was made very clear throughout the day that a budget will not and cannot dictate the services needed and received by a student.

I then attended two breakout sessions: **Transition to Adulthood (which begins at 14) , and Intellectual Disabilities: Eligibility and Services**. They were eye-opening deep dives

into what our students truly need—and what they are legally entitled to—as they prepare to leave the school system.

3. Critical Gaps in High School Transition Services

The word "transition" gets used a lot in education. Over the summer and at this recent conference, I have paid close attention to the Transition Planning and Services that a school district is required to provide for students receiving Special Education Services between the ages of 14 and 18.

To clarify, I am not talking about the Transition Academy that meets in this building. I am talking about the fluid planning, outlined by the state, that is supposed to be actively taking place at Fitch High School during the high school years. Requirements of Transition Planning are written in **Section 6 of the IEP Manual**

In my research this school year, I have been unable to locate the personnel at Fitch who are equipped to fulfill these specific obligations to families. I am very concerned that the staff closest to our students are entirely unaware of Section 6. I have met with case managers, guidance counselors, and transition coordinators, and I do not get the sense that a systemic process is in place to ensure our students with IEPs receive the future guidance they are legally due.

I'll present one example, on the IEP under transition planning, there is a specific question: *"Were any outside agencies invited to attend the PPT meeting?"* The manual says that "the District must consider whether it is appropriate to invite a representative from any outside participating agency to assist in the transition planning and development of goals." The manual also, says "When appropriate, a students program should include both (school-base activities) and community experiences (community based activities)"

Yet, I have found that very few people at Fitch are aware of what agency would be appropriate to invite, and lead the idea of inviting. Furthermore, there are no agency directories, provider networks, specialized scholarship options, or college lists available from Fitch tailored to our neurodivergent students.

State special education leaders and the Department of Education's own IEP manual place immense weight and importance on Transition Planning. Unfortunately, in my experience, Fitch High School does not treat it with that same level of priority.

4. Shifting the Language and Culture in Our District

The overwhelming message I heard from the Commissioner and state experts throughout the entire day was this: **Public education *is* special education.**

Too often, special education is isolated in line-item budgets. This administrative separation trickles down into our daily culture, causing special education to be discussed as "separate," viewed as "separate," and ultimately making our children with different abilities thought of as separate. It turns human beings into daunting, high-ticket budget items.

I have occasionally heard educators in our district use phrases like *"the ABA kids"* or *"Harry's kids."* While I understand that shorthand is convenient on a busy school day, language matters. It fundamentally shapes how we value our students. They are not a subset or a liability. **They are all Fitch kids—every single one of them.**

5. A Call for Accountability

I am scheduled to meet with Susan and Denise soon to go over the specific findings and gaps I have found. This is a serious structural concern, and it warrants much more than a casual hallway conversation. I'm hoping for a task force and some professional development. I am aware of great training on this topic from CPAC and they even offer Transition Tuesday videos which are available free on You Tube.

We need to do better. Not just for the sake of these individual Fitch students, but because the logic of early childhood education applies directly here as well: **We can choose to pay now to build robust systems, or we will pay a whole lot more later as a community.**

Connecticut State Department of Education

Connecticut IEP Manual

Introduction

Section 1: Demographics, Participants, Amendment Details, Recommendations

Section 2: Special Considerations

Section 3: Present Levels of Academic Achievement and Functional Performance

Section 4: Annual Goals and Short-term Objectives

Section 5: Supplementary Aids and Services

Section 6: Transition Planning

Section 7: Special Education and Related Services

Section 8: Indirect Services

Section 9: Extended School Year (ESY) Services

Section 10: Removal from the General Education Environment

Section 11: District and State Testing

Section 12: Progress Reporting

Section 13: Prior Written Notice

Section 14: Resources/Support

Printable Version (PDF)

FEEDBACK

Section 6: Transition Planning

General Information

Transition planning and services are an integral part of the IEP beginning at the annual review following a student's 13th birthday (in order to be in effect in the first IEP when such student turns 14 years of age), or earlier if determined appropriate by the PPT, and all subsequent IEPs. If the student is below the required transition age of 14 and the PPT determines that transition planning is appropriate, the district must be compliant with all State Performance Plan/Annual Performance Report (SPP/APR) Indicator #13 components, including annually updating secondary transition planning and services.

The IEP shall include (A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills; and (B) the transition services, including courses of study, needed to assist such student in reaching those goals.

When appropriate, a student's program should include both instruction (school-based activities) and community experiences (community-based activities)

Transition Assessments

Transition planning begins with age-appropriate transition assessments, an ongoing process of collecting data, from multiple sources, to ensure the student's interests, preferences, strengths, and needs are addressed as they relate to each transition area: postsecondary education/training, employment, and (where appropriate) independent living skills. The name of each "Transition Assessment" and the "Date" it was administered is recorded in this section. A brief summary of the results from these assessments should be recorded in the "Assessment Data Summary" section. The PPT will use these results to develop (or confirm) appropriate, measurable Postsecondary Outcome Goal Statements, support annual transition goals with short-term objectives, transition services, and agency connections/linkages. Previously administered transition assessments will be listed in the "History of transition assessments" section. Results from age-appropriate transition assessments may also be recorded in the Present Levels of Performance for Transition section. Additional information regarding **Transition Assessments (https://portal.ct.gov/sde/special-education/secondary-transition/documents-forms#ta)** can be found on the CSDE Secondary Transition webpage.

Independent Living Skills

Some students may require specially designed instruction to support independent living skills, which includes community participation. The PPT will need to determine if independent living skills will be addressed as part of the student's transition planning.

Student Participation

For PPT meetings where a purpose of the meeting is transition planning, the District must invite the student with a disability to attend their own PPT meeting. The student's attendance at the meeting will be shown in this section of the IEP. If the student was not in attendance, a summary of the student's preferences and interests is required and will need to be recorded in the "Summary of the student's preferences and interests" section. To ensure the student's preferences/interests are appropriately considered by the PPT, summarize the student's preferences and interests, as they relate to transition planning, and indicate how the student's preferences/interests were determined (for example, personal interviews, comments at meeting, transition assessments, etc.). The PPT should document the activities the student has undertaken, including, but not limited to, career exploration activities, job shadowing, situational assessments, parent interviews, that were used to identify preferences/interests as they related to transition planning.

Agency Participation

When planning for a PPT meeting that includes transition planning, the District must consider whether it is appropriate to invite a representative from any outside participating agency to assist in the transition planning and development of transition goals and services in a student's IEP (for example, postsecondary education, vocational education, integrated employment [including supported employment], continuing and adult education, adult services, independent living, community participation). This will help to ensure that the transition planning is comprehensive and well-coordinated. Written consent from the parent/guardian/adult student is required.

When completing the Notice of PPT Meeting document, the district will indicate if an agency representative was either invited to attend the PPT meeting, not appropriate to be invited, or that the parent/guardian/adult student did not provide written permission to invite an agency representative to assist in transition planning for the student. The information entered when creating the meeting notice will be displayed in the Transition Planning section of the IEP.

The IEP will indicate if any participating agency agreed to provide or pay for services/linkages. If so, the PPT will need to describe the specific services or linkages.

Postsecondary Outcome Goal Statements in the areas of Postsecondary Education or Training, Employment, and if appropriate, Independent Living Skills

This section provides the team with key transition information related to a student's projected postsecondary goals as required by the IDEA (that is, postsecondary education or training, employment and, if determined appropriate by the PPT, independent living skills, which incorporates community participation. In Connecticut's IEP, the "postsecondary goals" required by the IDEA are called "Postsecondary Outcome Goal Statements" (formerly "Post-School Outcome Goal Statements").

Postsecondary Outcome Goal Statements refer to those goals that a student will achieve *after* leaving secondary school (in other words, high school). They must be written as measurable statements that indicate what a student "will" do rather than "plans" or "hopes" to do, and are based upon the student's age-appropriate transition assessments.

For every transition-age student with an IEP, Postsecondary Outcome Goal Statements are required to be developed in the areas of "Postsecondary Education or Training" and "Employment." If the PPT has determined that independent living skills will be addressed as part of the student's transition planning, then a Postsecondary Outcome Goal Statement must be developed in the area of "Independent Living Skills," which incorporates community participation.

The standardized format for IEP Postsecondary Outcome Goal Statements is as follows:

[Sentence Starter], the student will **[Targeted Skill/Behavior]** **[Where/How]**.

Examples of **Postsecondary Outcome Goal Statements (https://portal.ct.gov/sde/special-education/secondary-transition/documents-forms#psogs)** and Sentence Starters are available for reference on the CSDE Secondary Transition webpage.

Course of Study

This section provides information regarding how a student's course of study is related to the student's Postsecondary Outcome Goal Statements. If the student has not completed academic requirements for graduation, the PPT will describe the student's course of study. The course of study is a multi-year description or list of coursework and/or activities needed to assist the student in achieving the student's postsecondary goals, from the student's current year to the anticipated exit year. This could include general education activities needed to assist the student in reaching their transition goals and classes that are contributing credits necessary for the student to obtain a regular high school diploma, with elaboration on the specifics of the course of study as it relates to the student's postsecondary goals, annual transition goals, and related transition services.

If a student has completed all academic requirements for graduation and requires transition-only services (a decision to be made by the student's PPT), this section will state, "No academic course of study is required and the student's IEP includes only transition goals and services." Such students may also have functional academic goals as part of their transition planning.

Anticipated Exit Criteria

Anticipated Exit Criteria applies to every special education student, not just students currently being exited. This field indicates the anticipated criteria to be used in the future, which will determine that the student no longer requires special education services. Three options are available to the PPT and include:

- Graduation with a regular high school diploma,
- Ability to succeed in general education without specially designed instruction, or
- Reaching the maximum age of eligibility.

Transition Present Levels, Goals, and Objectives:

Similar to the goal areas of academic achievement and functional performance, IEPs with transition planning and services will list parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services, as they relate to transition planning (See sections 3 A , 4 A , and 5 A for more specific information). The CT CORE Transition Skills and related resources (https://portal.ct.gov/sde/special-education/secondary-transition/documents-forms#psogs) are available for reference on the CSDE Secondary Transition Webpage.

Current Levels of Performance

For this section of the IEP, the following information will be included:

- Parent and/or Student Input
- Present Level of Performance (results from age-appropriate transition assessments may be recorded here)
- Strengths
- Concerns/Needs
- Impact of student's disability on involvement and progress in the general education curriculum

Annual Transition Goals and Short-Term Objectives

Each IEP that includes transition planning will also have a minimum of one separate annual goal with short-term objectives related to each transition area: "Postsecondary Education/Training" and "Employment," and where appropriate, "Independent Living Skills." Measurable annual transition goals and objectives should align with the present levels of performance and directly relate to the student's Postsecondary Outcome Goal Statement in that transition area and the student's transition services needs. (See sections 3 A , 4 A , and 5 A for more specific information.)

In addition to developing at least one annual goal for each transition area, to highlight a connection among the various components of the student's IEP, the PPT is able to indicate if any academic achievement or functional performance goals "relate to/support" the student's annual transition goals.

Supplementary Aids and Services

Any potential accommodations, modifications, assistive technology, or adult support related to the components of the student's transition program should be considered by the PPT. (See section 5 A for more specific information.)

Transfer of Rights

At least one year prior to reaching the age of 18, students must be informed of their rights under the IDEA that will transfer at age 18. If the student will be 17 or older by the end of the IEP, the PPT will need to indicate if the student has been informed of the transfer of rights, or if the IDEA rights will not transfer to the student. If rights do not transfer to the student, the IEP will include the date for the supporting documentation (for example, assignment of a guardian or conservator by the Probate Court.)

More information on Secondary Transition can be found on the CSDE website. (https://portal.ct.gov/sde/special-education/secondary-transition)

Direct Report To The BOE
#2

- School successes and good news this month

This past week we had a spirit week where almost every student and staff dressed up as the theme and then on Saturday, we had homecoming. Homecoming was extremely fun and exciting for all the students. We hear everyone had a fantastic time. The girls field hockey team had their last game this weekend. The team's goalie did an outstanding job and blocked 45 shots in that one game. We also hosted the CDA debate tournament in which two of our students won first place. Several of our students were honored at the MLK scholars night. Four students were awarded $25,000 in scholarships. This was the 45th annual scholarships awards dinner. Our soccer team finished its season undefeated. At the cross country ECCs championships Fitch had a student win the third place medal. Fitch also had an honors concert, in which students sang and played wind, brass and string instruments. On the week of the 16th we had a tri-M music honor Society introduction, in which many students sang and played instruments. We also had our eighth grade visit and expo night, which both events went perfectly and many of our students helped out and showed school pride. That week we also had a marching band competition and Fitch won first place with the score of 71.5. On the week of the ninth, our Fitch national honor Society introduced new members at the fall ceremony. We also had a blood drive in which we exceeded our goal when we collected 26 units resulting in 78 possible lives saved. That will be all of our fantastic events and accomplishments by our students this month, only made possible by the staff at our school. Thank you for your constant help and encouragement.

- Bathrooms

Previous information shared with the board was flawed, I was unaware about some topics we spoke about and did not communicate properly, I do apologize. Now I know we do have security guards going into the bathrooms and checking them for people smoking, vaping, or any activities they should not be doing. Additionally, we spoke to the administration about your concerns with smoking and vaping detectors, they specifically said, "We are working directly with Central Office, maintenance and IT to address this situation. If the Board asks you about this, please share this response." Kamila Irizarry Boria has done extensive research about many topics including the bathrooms and has found the students have had this to say - The Vintage bathrooms have been having complaints due to their bad aging and uncleanliness, one stall is currently shut down and out of use which eliminates potentially usable stalls. Girls restroom stalls don't have locks (massive issue), one stall gets students stuck in them constantly. Boys restrooms have had consistent complaints about derogatory language on the walls and in stalls,unusable urinals, and overall poor cleanliness conditions Janitors aren't able to clean these restrooms any further since the issues are with the

stalls themselves and the long-lasting stains, potential solutions have been discussed as revamping and more professional help. The students themselves have also been causing issues, students are known to destroy the bathrooms and cause massive amounts of damage to them. Student reps and Administration have discouraged bad behavior and tried to crack down on incidents, but there's only so much we can do.

- Spelling and phonics

We spoke about this at the last meeting, a few questions were asked. What can the BOE do for students who missed phonics? We asked the administration about this, they said, most of what can be done is already happening. In the last 5 years they have added 3 teachers who can specifically help students who need phonics instruction, and have all the outlined students who need this help getting it. They also report most teachers have been getting instruction on how to incorporate the general topic in instruction time. The only thing that may be missing is funding for the English department and other programs to help differently abled, and struggling students. Also, it would help if the students who need this wanted to do it and advocate for it themselves. I know very few students would do that unfortunately.

- Teacher tech education/improvement

We informed the BOE that some teachers were having tech " issues", as some of the board members pointed out, and what I believe is happening to the teacher is, their general lack of knowledge with some technology. In a meeting with the administration we came up with the idea of having us, the BOE reps, make a list of the issues we are seeing and make a google doc with the information of how to fix it, because they are simple issues. For example, a teacher says their computer keeps shutting off in the middle of instruction. This issue is easy and looks worse than it is, the sleep timer on the computer is too low, they can raise it or turn it off with a quick click in the bottom right of the screen. This idea will work well and the school did a very good job coming up with this idea. Alongside that, the administration is using a TLI day for the teachers to review their knowledge on technology and strengthen any weaknesses that may come with it.

- Cash in the lunch waves

The student reps were very happy to hear that cash had been added back to the lunches. The students were worried they may not be able to eat lunch because they were unable to put money in their accounts, but now they can use physical cash. Both us and the administration were happy to see the snack line fill up and so many students had the choice to pick what they would like to eat.

- AI in the schools

The students are upset that AI is being used in schools by teachers, staff, and of course other students. Lots of students are upset that AI posters are being used and not just posters but some teachers have started using ChatGPT to make worksheets for

class. Many students are upset because in these classes the teachers have also told the students if they used AI in any way they would fail that grade. The students deserve to fail if they cheat in any way but the students don't think it's fair or right that the teachers are allowed to make ChatGPT do their work for them. When speaking to my fellow rep Kamila Irizarry Boria she said the main thing she didn't like was the fact the student handbook didn't say anything about AI, it only said any misuse of technology would lead to a consequence of suspension or expulsion. She believes there needs to be a direct example of how or when to use AI and the consequences that may follow if it is broken.

Kamila Irizarry Boria provided this as in insight for the AI topic - As examples for unclear AI policy and teacher rule/discretion of AI being different between each teachers, One student has commented "My teacher had a talk with the class about AI use in the classroom, stating that the students couldn't use AI, but she personally does (Meaning the teacher) because she feels she's experienced enough and has the skill to use it, so she allows AI (She allows the AI to do work, in some capacity, for her)" One teacher Kamila has spoken with has a different perspective, "I don't encourage AI use in the classroom and I don't personally use AI for anything in the classroom, I don't want you using AI if I can prevent it and help educate you on many of the consequences of AI." There have also been student complaints about having to use AI for assignments when those students are against AI, and many don't want to use AI for assignments. These students have conducted research on the dangers of AI, most commonly bringing up the environmental issues of AI and Data Centers and the intellectual issues of AI making a task reduce the use of their abilities to do research. When we spoke to administration about this, they reported back saying they are coming up with a plan to finalize how AI usage would be allowed in school. We believe the BOE could assist our administration by giving their insight on how you (aka the BOE) want AI usage in school, and could also use this knowledge to have other schools in the district finalize an AI policy.

- Old billing in the classrooms - Kamila Irizarry Boria

Departments which are in the older buildings are consistently with less materials for classes than departments in the newer buildings due to lack of funding. Students who have had classes in the older buildings for two years or more have noticed more and more missing materials from classes (broken gym equipment that hadn't been replaced, low quality and hard to use gym equipment, broken/messed up art materials, older art materials that have degrading quality which is on the verge of unusability, etc)

- School fixes needed

The school as a whole needs some renovation. We were told the old building was supposed to be fixed and revamped back in 2005 and it still hasn't. Also, as you know, the side walk out in front and all around the school needs to be fixed. We hear it should be soon but want to make sure it does by bringing it up more. I have heard reports that two people fell in the exact same spot. The last time it happened it was just as school was coming to a close and it was a teacher who is still having trouble because

of the fall. Also, we hear the BOE was told that the plumbing issues the school is having on one side of the building currently was caused by "someone flushing a shirt and vape" down the toilet when this is false. We spoke to the administration and they have not heard anything like that at all. When the BOE said this the school administration checked with their plumber about this and he confirmed that nothing of the sort was found. We discourage these rumors because once they get out they spread like wildfire and are extremely hard to get out in front of. Also, the vintage bathrooms, and the bathrooms in the old part of the building need a renovation immediately. They are all in some sort of decay because they are extremely old and worn by use. In our library, there's something called "the pit" that is not allowed to be used because it does not reach the proper regulations to be open for people to use it. It does not have access for wheelchairs and people who may not be able to go up and downstairs. The school just had a contractor come in and look to put in a lift that'll help with this. A contractor also came and looked about adding a robotics edition onto the school to see what needs and what cost it may be. Students desperately want this and we ask that the board delivers on this if they can. Lastly, students and administration say the locker rooms need to be upgraded and renovated because we don't have enough and the ones we do have are in an extreme state of decay.

- Vaping and smoking

The school reports they are going to all measures to discourage vaping and smoking. One thing that is very good is attacking the problem at the root, mental health. Poor mental health is the root cause of all vaping and smoking, especially at this age. The school is using resources from GASS to have a mental health counselor give social support to the students caught smoking and vaping and any other similar contraband. They also punish the students accordingly to try to discourage these actions (ISS, OSS, threat of expulsion, etc).

El Paso Independent School District Substitute Presentation Information

---

As a way to combat the current disconnect between the central office, students, and teachers, I propose adding a new requirement for all central office employees and take after the current El Paso Independent School District (EPISD).

The EPISD makes all of their central office employees substitute for a total of 8 days in a school year. All "non campuses based salaried employees" (teachers), including leadership like superintendent Dr. Brian Lusk, must take on classroom tasks and do 4 days of subbing each semester. There are approximately 255 central office employees who do this.

To further break down who has to go in a sub in the classrooms, out of the 7,000 staff, all people in the below groups have to sub for 8 days in a school year.

- All leadership positions (definitely needed)
  - Superintendent
  - Assistant Superintendents
  - Department directors
- Administrative support (Not sure if needed)
  - HR
  - Payroll
  - Legal staff
  - Budget analysts
- Curriculum and instructional support (definitely needed)
  - Subject-matter experts
  - Instructional coaches
  - Lesson designs

This change helped the EPISD cut down the budget from $580 Million to $523 Million with about a 9.8% overall cut. They also lowered teacher absences, with 50% work days for the teachers. If teachers have to miss a day for a doctor appointment or any reason they offer an option so they can come in and miss less of the school day. They have reported 2,700 fewer absences.

This can help our schools in so many ways. We went over our sub budget by more than one million dollars last year. That's not the main point of this change but it would definitely help our district. It will also allow the people working in our central office to understand what happens in our schools and to our teachers on a daily basis. The Groton Public School District has about 4,400 students and about 10 full time employees in our central office (I am not sure how accurate this is). Overall we have 500 - 700 employees throughout the district.

I know the district employees are doing their job and they are seeing and talking to the teachers as much as they can, but unfortunately it is not enough. Most teachers still fail to feel

heard by the staff and don't feel they have the proper necessities to be teaching and helping their students. I truly believe that everyone is trying their hardest to support the kids and ensure they have a proper education and give them the best life they can have. So I hope the board and the rest of the district will consider this change and hopefully try it out to see if it's a fit for us.

Connecticut Public Act 23-167

CONNECTICUT'S NEW SCHOOL CLIMATE LAW

Public Act 23-167 | Mandatory district implementation beginning 2025–2026

The law requires districts to build a positive school climate through prevention, consistent responses to challenging behavior, staff training, and school-level improvement plans. Restorative practices are required for nonviolent student conflict or challenging behavior that does not constitute a crime.

WHAT DISTRICTS MUST DO

- **Designate leadership**
  A district school climate coordinator and a school climate specialist in each school.
- **Plan and measure**
  School climate committees, climate surveys, and building-level improvement plans.
- **Train and support staff**
  Provide resources and training on school climate, social-emotional learning, and evidence-based interventions.

ACCOUNTABILITY & RESTORATION

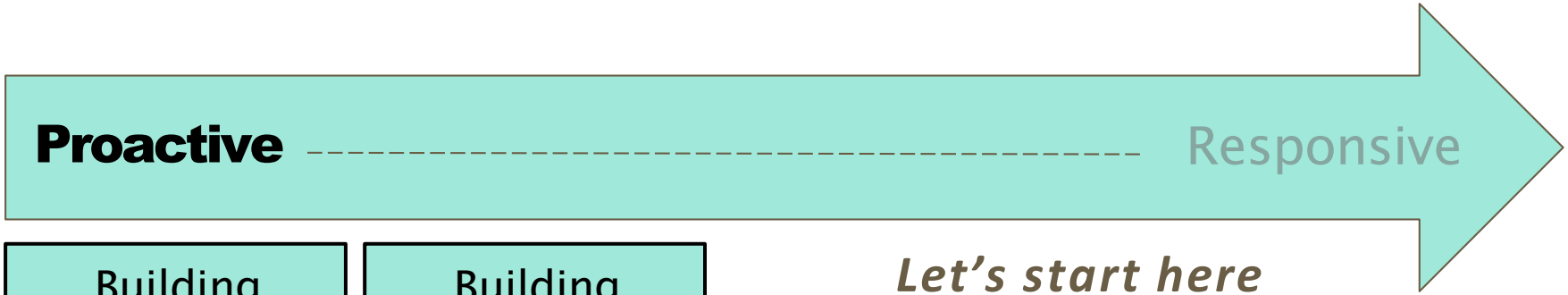
- **Keep students accountable**
  Restorative practices include taking responsibility for behavior and helping repair harm.
- **Repair relationships**
  Use appropriate processes to rebuild trust and support reintegration into the school community.
- **Do not confuse restoration with no consequences**
  The law does not abolish discipline. Apply applicable student codes, due process, and safety requirements.

BOTTOM LINE: Restorative practices are an accountability strategy—not an automatic substitute for all disciplinary consequences.

Sources: CT State Department of Education, Connecticut School Climate Guidance (Apr. 2025), portal.ct.gov/sde/school-climate • Conn. Gen. Stat. §§ 10-222cc–10-222j

What are Restorative Practices?

This year we are focusing on the proactive to get ready for the responsive!



Building positive identities	Building community
Using affective language	Engaging in Robust SEL

Let's start here

What do Restorative Practices Do?

Evidence and research-based system-level practices that focus on

Build high-quality, constructive **relationships** among the school community

Circles
Affective Language

Hold each student **accountable** for any **challenging behavior**

Responsive Statements
Restorative Questions

Ensure each student has a role in **repairing** relationships and **reintegrating** into the school community

Restorative Discipline

4 Main Goals of Restorative Practices



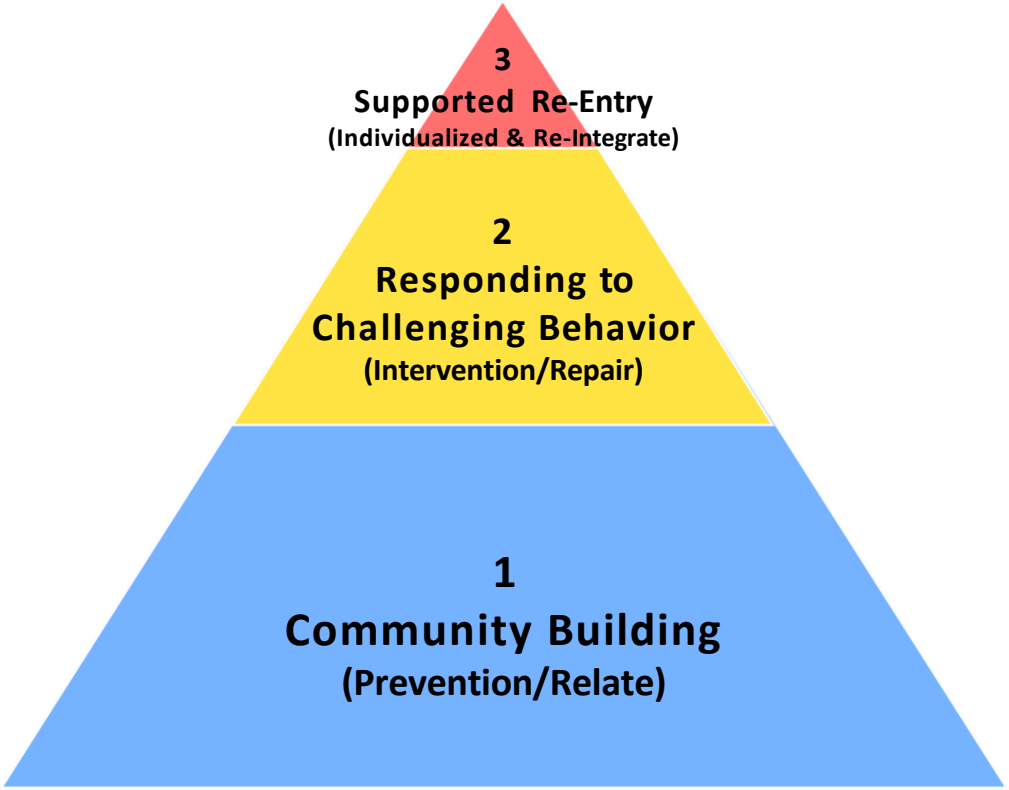
- Create an environment where everyone is safe, welcomed, supported
- Focus on high-quality, constructive relationships among school community members

- Use response strategies that hold each student accountable for challenging behavior

- Use strategies that ensure all students have a role in repairing relationships affected by challenging behavior

- Increase SEL skills of those who have harmed others
- Address underlying factors that lead students to engage in challenging behavior
- Build on student strengths

A Tiered Approach



Formal Conferences
Re-Entry after ISS/OSS

Conflict Mediation
Responsive Statements
Restorative Questions
Targeted SEL Skill Building

Positive Identity Building
Create Shared Values & Guidelines
Proactive Circles
Affective Language Modeling & Practice
Conflict Resolution Modeling & Practice
Teaching Self-Regulation Strategies
SEL Skill Building

Discipline

The definition is IMPORTANT…



To **TEACH**

The original definition of the word meant **TO TEACH**, so what can our students learn from discipline? How can the experience support teaching and learning?

To **PUNISH**

Benefits of Restorative Practices

We talked about why we HAVE to do this work,
now let's talk about why we WANT to do this work…

- ✔ A calmer, more positive classroom climate.
- ✔ Less behavior management, more teaching.
- ✔ Stronger student buy-in and cooperation.
- ✔ More student accountability and ownership.
- ✔ Fewer repeated behavior problems.
- ✔ Tough moments are easier to navigate.

Restorative Practices don't replace accountability -
they make accountability more effective.

Types of Circles

ALL circles are community-building circles!

SHARING

To build relationships, strengthen connections, and help students learn about one another.

CONTENT

To actively engage students in learning while building communication, collaboration, and a sense of community.

RESTORATIVE

To address harm, solve problems, repair relationships, and strengthen the community moving forward.

We're focusing on these now to get students READY for restorative circles.

When we're ready...community must be strong first!

FROM PUNISHMENT ALONE TO SHARED ACCOUNTABILITY

A stronger, more comprehensive approach to school climate

Suspension and expulsion may sometimes be necessary, but by themselves they do not teach skills, repair harm, or rebuild trust. Connecticut's school climate law moves districts toward a more proactive, relationship-centered system that combines appropriate consequences with prevention, intervention, and restorative responses.

STUDENTS

Take responsibility for behavior, understand its impact, and participate in repairing harm when appropriate.

SCHOOLS & STAFF

Apply expectations consistently, respond to behavior fairly, use data to guide interventions, and build safe, supportive relationships.

DISTRICT & COMMUNITY

Provide leadership, training, family engagement, climate monitoring, and follow-through on improvement plans.

THE GOAL: Accountability that changes behavior, restores relationships, and strengthens school safety and belonging.

Restorative practices do not mean "no consequences." They add a structured response focused on responsibility, repairing harm, and preventing recurrence.

FY27 GROTON BoE GENERAL FUND AS OF 10-18-26

MAJOR OBJ	DESCRIPTION	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCES	AVAILABLE BALANCE	% Available
100	Salaries	$ 59,722,587.00	$ 59,702,587.00	$ 9,089,534.60	$ 49,921,001.68	$ 692,050.72	1.16%
200	Benefits	$ 14,619,154.00	$ 14,619,154.00	$ 5,732,147.17	$ 5,050,367.26	$ 3,836,639.57	26.24%
300	Other Professional Services	$ 2,564,976.00	$ 2,591,411.00	$ 527,487.69	$ 1,877,336.12	$ 186,587.19	7.20%
400	Purchased property services	$ 1,141,426.00	$ 1,227,726.00	$ 553,005.02	$ 351,883.68	$ 322,837.30	26.30%
500	Other Purchased Services	$ 13,274,487.00	$ 13,246,393.00	$ 1,679,948.77	$ 3,202,311.69	$ 8,364,132.54	63.14%
600	Supplies	$ 5,469,621.00	$ 5,404,301.00	$ 1,668,062.88	$ 2,605,659.85	$ 1,130,578.27	20.92%
700	Equipment/Property	$ 130,510.00	$ 131,683.00	$ 19,743.08	$ -	$ 111,939.92	85.01%
800	Dues & Fees	$ 103,180.00	$ 102,686.00	$ 85,096.12	$ 1,000.00	$ 16,589.88	16.16%
Grand Total		**$ 97,025,941.00**	**$ 97,025,941.00**	**$ 19,355,025.33**	**$ 63,009,560.28**	**$ 14,661,355.39**	**15.11%**

Major OBJ ***Narrative***

100 Salaries are encumbered via documentation received in the Finance Office by October 16, 2026. Encumbrances are currently being audited. Positions not filled are not encumbered in eFinance. Hourly staff, stipends, substitutes and overtime may not be encumbered. Unpaid leave of absences and workers comp can have an impact on encumbrances/expenses.

200 Employee Benefits are not fully encumbered, e.g., FICA, Employer H SA contributions and Other Postemployment Benefits (OPEB).

300 Contracted professional services have not been encumbered for full year.

400 All service contracts have not been encumbered for full year.

500 All tuition, transportation and field trips have not been encumbered and awaiting contracts.

600 Supplies including computer software, instructional and non-instructional are not fully encumbered.

700 Equipment and property have not been fully encumbered.

800 Memberships, fees and dues.

FY27 GROTON BoE GENERAL FUND AS OF 10-18-26

ACCT	MJR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
101	100	CLASSROOM TEACHERS	$ 27,208,078.00	$ 27,208,078.00	$ 3,011,612.47	$ 22,782,257.73	$ 1,414,207.80	94.80%	
102	100	SPECIAL EDUCATION C	$ 9,004,531.00	$ 9,004,531.00	$ 1,056,404.33	$ 7,994,038.96	$ (45,912.29)	100.51%	
103	100	MEDIA SPECIALIST	$ 682,136.00	$ 682,136.00	$ 73,904.43	$ 570,149.57	$ 38,082.00	94.42%	
104	100	GUIIDANCE	$ 1,305,591.00	$ 1,305,591.00	$ 150,893.43	$ 1,159,505.37	$ (4,807.80)	100.37%	
105	100	ADMINISTRATION	$ 1,406,747.00	$ 1,406,747.00	$ 369,107.51	$ 1,028,486.17	$ 9,153.32	99.35%	
106	100	PRINCIPALS	$ 1,262,129.00	$ 1,262,129.00	$ 382,668.96	$ 873,290.04	$ 6,170.00	99.51%	
107	100	ASST PRINCIPALS/SCH	$ 2,552,799.00	$ 2,552,799.00	$ 790,612.39	$ 1,772,757.09	$ (10,570.48)	100.41%	
108	100	DEAN/COORDINATOR	$ 76,212.00	$ 76,212.00	$ 23,670.80	$ 53,259.20	$ (718.00)	100.94%	
109	100	ATHLETIC DIRECTOR/O	$ 162,636.00	$ 162,636.00	$ 50,041.52	$ 112,593.48	$ 1.00	100.00%	
110	100	REGULAR TEACHER AID	$ -	$ -	$ 6,202.95	$ 72,299.98	$ (78,502.93)	0.00%	Will research
111	100	SPEC EDUCATION AID	$ 787,561.00	$ 787,561.00	$ 19,577.77	$ 157,440.40	$ 610,542.83	22.48%	
112	100	CLERICAL, SPECIAL E	$ 189,197.00	$ 189,197.00	$ 49,324.55	$ 139,190.22	$ 682.23	99.64%	
113	100	CLERICAL, SCHOOL	$ 863,866.00	$ 863,866.00	$ 179,020.89	$ 648,584.41	$ 36,260.70	95.80%	
114	100	CLERICAL, ADMINISTR	$ 1,223,371.00	$ 1,223,371.00	$ 322,537.25	$ 889,753.04	$ 11,080.71	99.09%	
117	100	CUSTODIAL	$ 1,863,106.00	$ 1,863,106.00	$ 477,104.00	$ 1,517,258.02	$ (131,256.02)	107.05%	
118	100	MAINTENANCE	$ 777,078.00	$ 777,078.00	$ 196,780.44	$ 581,225.24	$ (927.68)	100.12%	
119	100	BEHAVIOR ANALYST/ATHLETIC TRAINER	$ 1,103,427.00	$ 1,083,427.00	$ 93,089.79	$ 791,734.82	$ 198,602.39	81.67%	
120	100	REGULAR SUBSTITUTE	$ 1,241,700.00	$ 1,241,700.00	$ 367,006.27	$ 1,842,273.28	$ (967,579.55)	177.92%	
123	100	SUMMER SCHOOL	$ 149,350.00	$ 149,350.00	$ 182,985.16	$ 180,342.73	$ (213,977.89)	243.27%	
124	100	ADULT EDUC/H. S. CO	$ 34,015.00	$ 34,015.00	$ 2,315.07	$ -	$ 31,699.93	6.81%	
125	100	HOMEBOUND	$ 1,250,946.00	$ 1,250,946.00	$ 171,304.24	$ 1,131,899.77	$ (52,258.01)	104.18%	
126	100	COACHING STIPENDS	$ 358,864.00	$ 358,864.00	$ 1,428.00	$ -	$ 357,436.00	0.40%	
127	100	OTHER STUDENT ACTIV	$ 146,376.00	$ 146,376.00	$ 2,205.30	$ -	$ 144,170.70	1.51%	
128	100	SCHOOL SECURITY	$ 234,720.00	$ 234,720.00	$ 32,847.50	$ 378,493.27	$ (176,620.77)	175.25%	Checking Encumbrance
129	100	OTHER (COMPUTER TECHS, ETC.)	$ -	$ -	$ 166,395.79	$ -	$ (166,395.79)	0.00%	Move expenses to 119?
130	100	LIBRARY TECH ASSTS	$ 343,246.00	$ 343,246.00	$ 48,943.31	$ 391,425.22	$ (97,122.53)	128.30%	
131	100	PARA II & RBTS	$ 3,734,987.00	$ 3,734,987.00	$ 489,642.38	$ 3,133,218.23	$ 112,126.39	97.00%	
133	100	CLERICAL, SCHO	$ 5,281.00	$ 5,281.00	$ 4,583.00	$ 19,400.00	$ (18,702.00)	454.14%	
134	100	CLERICAL, ADMI	$ 36,727.00	$ 36,727.00	$ 4,376.71	$ -	$ 32,350.29	11.92%	

ACCT	MJR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
136	100	SCHOOL BUS AID	$ 282,789.00	$ 282,789.00	$ 76,097.16	$ 528,384.65	$ (321,692.81)	213.76%	Will research
137	100	TEMP CUSTODIAL PART	$ 233,712.00	$ 233,712.00	$ 43,856.40	$ 232,815.36	$ (42,959.76)	118.38%	
139	100	TEMP SALARIES OTHER	$ 12,500.00	$ 12,500.00	$ 20,623.79	$ 21,783.47	$ (29,907.26)	339.26%	
144	100	CLERICAL,ADMINISTRA	$ 32,194.00	$ 32,194.00	$ 15,139.38	$ -	$ 17,054.62	47.03%	
147	100	CUSTODIAL OVERTIME	$ 29,832.00	$ 29,832.00	$ 19,179.87	$ -	$ 10,652.13	64.29%	
148	100	MAINTENANCE OVERTIM	$ 52,569.00	$ 52,569.00	$ 17,130.51	$ -	$ 35,438.49	32.59%	
149	100	COMPUTER SUPPORT OT	$ 12,855.00	$ 12,855.00	$ 13,982.90	$ -	$ (1,127.90)	108.77%	
151	100	RESIDENT TEACHER	$ -	$ -	$ 5,393.19	$ 41,347.81	$ (46,741.00)	0.00%	Will research
153	100	NURSES	$ 816,680.00	$ 816,680.00	$ 90,475.06	$ 636,565.25	$ 89,639.69	89.02%	
154	100	HEALTH AIDES	$ 244,779.00	$ 244,779.00	$ 42,170.02	$ 239,228.90	$ (36,619.92)	114.96%	
160	100	PD/EXTRA HOURS	$ -	$ -	$ 11,981.26	$ -	$ (11,981.26)	0.00%	
161	100	CURRICULUM WRITING	$ -	$ -	$ 1,052.10	$ -	$ (1,052.10)	0.00%	
162	100	EXTRA SCHOOL HOURS	$ -	$ -	$ 5,866.75	$ -	$ (5,866.75)	0.00%	
201	200	GROUP INSURANCE, ACTIVE	$ 8,832,122.00	$ 8,811,455.00	$ 2,500,000.00	$ 5,000,000.00	$ 1,311,455.00	85.12%	
202	200	GROUP INSURANCE, OPEB	$ 1,000,000.00	$ 1,000,000.00	$ 1,000,000.00	$ -	$ -	100.00%	
203	200	LIFE INSURANCE	$ 49,333.00	$ 70,000.00	$ 22,850.99	$ 47,149.01	$ -	100.00%	
211	200	WORKMAN'S COMPENSAT	$ 551,864.00	$ 551,864.00	$ 551,864.00	$ -	$ -	100.00%	
212	200	SOCIAL SECURITY	$ 1,409,632.00	$ 1,409,632.00	$ 201,297.28	$ -	$ 1,208,334.72	14.28%	
213	200	TOWN RETIREMENT	$ 915,000.00	$ 915,000.00	$ 915,200.00	$ -	$ (200.00)	100.02%	
214	200	MEDICARE	$ 864,662.00	$ 864,662.00	$ 130,649.64	$ -	$ 734,012.36	15.11%	
222	200	RETIREMENT AWARD	$ 200,000.00	$ 200,000.00	$ -	$ -	$ 200,000.00	0.00%	
223	200	UNEMPLOYMENT COMPEN	$ 60,000.00	$ 60,000.00	$ -	$ -	$ 60,000.00	0.00%	
224	200	GRADUATE CREDIT COU	$ 100,000.00	$ 100,000.00	$ 12,994.50	$ -	$ 87,005.50	12.99%	
228	200	FRINGE BENEFITS	$ 636,541.00	$ 636,541.00	$ 397,290.76	$ 3,218.25	$ 236,031.99	62.92%	
321	300	INSTRUCTIONAL SERVI	$ 94,589.00	$ 1,006,322.00	$ 84,857.01	$ 428,707.30	$ 492,757.69	51.03%	
322	300	INSTR. IMPROVEMENT	$ 130,645.00	$ 149,595.00	$ 37,610.09	$ 23,803.80	$ 88,181.11	41.05%	
331	300	PROFESSIONAL SERVIC	$ 376,676.00	$ 480,081.00	$ 217,056.73	$ 101,641.74	$ 161,382.53	66.38%	
332	300	OTHER PROFESSIONAL	$ 715,827.00	$ 352,313.00	$ 25,421.98	$ 221,972.16	$ 104,918.86	70.22%	
333	300	OT AND PT SERVICES	$ 799,139.00	$ 75,000.00	$ 624.00	$ 936,352.80	$ (861,976.80)	1249.30%	
334	300	LEGAL SERVICES	$ 125,000.00	$ 125,000.00	$ 40,442.00	$ 61,459.00	$ 23,099.00	81.52%	
335	300	EVALUATION SERVICES	$ -	$ 100,000.00	$ 8,075.00	$ 24,832.00	$ 67,093.00	32.91%	
341	300	ATHLETICS OFFICIALS	$ 80,100.00	$ 80,100.00	$ 26,698.75	$ (0.00)	$ 53,401.25	33.33%	

FY27 GROTON BoE GENERAL FUND AS OF 10-18-26

ACCT	MJR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
342	300	OTHER SERVICES/ATHL	$ 20,000.00	$ 20,000.00	$ 3,600.00	$ -	$ 16,400.00	18.00%	
343	300	COMPUTER NETWORK SE	$ 223,000.00	$ 203,000.00	$ 83,102.13	$ 78,567.32	$ 41,330.55	79.64%	
410	400	WATER	$ 78,653.00	$ 77,302.00	$ 17,288.28	$ 59,656.72	$ 357.00	99.54%	
411	400	SEWERAGE	$ 52,116.00	$ 52,146.00	$ 11,924.16	$ 33,895.84	$ 6,326.00	87.87%	
421	400	GARBAGE REMOVAL	$ 114,718.00	$ 120,914.00	$ 37,297.44	$ 83,026.56	$ 590.00	99.51%	
422	400	SNOW REMOVAL	$ 35,000.00	$ 35,000.00	$ -	$ -	$ 35,000.00	0.00%	
430	400	REPAIR OF EQUIPMENT	$ 113,759.00	$ 96,759.00	$ 6,372.35	$ 3,620.00	$ 86,766.65	10.33%	
431	400	REPAIRS TO GROUNDS	$ 271,300.00	$ 271,300.00	$ 185,458.75	$ -	$ 85,841.25	68.36%	
432	400	GENERAL BUILDING RE	$ 51,551.00	$ 258,123.00	$ 192,290.40	$ 40,703.14	$ 25,129.46	90.26%	
433	400	PAINTING	$ 4,950.00	$ -	$ -	$ -	$ -	0.00%	
434	400	HEAT & PLUMBING REP	$ 112,363.00	$ -	$ -	$ -	$ -	0.00%	
435	400	ELECTRICAL REPAIRS	$ 12,334.00	$ -	$ -	$ -	$ -	0.00%	
441	400	RENTALS, OTHER	$ 153,425.00	$ 169,925.00	$ 41,025.05	$ 85,623.80	$ 43,276.15	74.53%	
490	400	EXTERMINATING SERVI	$ 19,107.00	$ -	$ -	$ -	$ -	0.00%	
491	400	BUILDING PROTECTION	$ 67,699.00	$ 1,000.00	$ -	$ -	$ 1,000.00	0.00%	
499	400	OTHER PURCHASED SER	$ 54,451.00	$ 145,257.00	$ 61,348.59	$ 45,357.62	$ 38,550.79	73.46%	
510	500	REGULAR PUPIL TRANS	$ 4,015,053.00	$ 4,015,053.00	$ 49,310.56	$ -	$ 3,965,742.44	1.23%	
511	500	SPEC ED TRANSPORT C	$ 1,691,628.00	$ 1,691,628.00	$ 143,414.32	$ -	$ 1,548,213.68	8.48%	
512	500	SPECIAL EDUCATION O	$ 1,218,677.00	$ 1,218,677.00	$ 82,590.00	$ -	$ 1,136,087.00	6.78%	
519	500	PUPIL TRANSPORTATION HOMELESS	$ 50,000.00	$ 50,000.00	$ 5,436.00	$ -	$ 44,564.00	10.87%	
522	500	LIABILITY INSURANCE	$ 812,407.00	$ 781,407.00	$ 725,661.50	$ -	$ 55,745.50	92.87%	
525	500	STUDENT ACCIDENT IN	$ 14,500.00	$ 14,500.00	$ 12,660.00	$ -	$ 1,840.00	87.31%	
530	500	TELEPHONE	$ 275,600.00	$ 275,600.00	$ 70,098.55	$ 192,431.76	$ 13,069.69	95.26%	
531	500	POSTAGE	$ 11,000.00	$ 16,000.00	$ 7,500.00	$ -	$ 8,500.00	46.88%	
540	500	ADVERTISING	$ 9,800.00	$ 9,800.00	$ 1,558.70	$ -	$ 8,241.30	15.91%	
550	500	PRINTING, ADMINISTR	$ 4,000.00	$ 4,000.00	$ -	$ -	$ 4,000.00	0.00%	
551	500	SCHOOL PUBLICATIONS	$ 4,125.00	$ 4,150.00	$ 550.00	$ -	$ 3,600.00	13.25%	
555	500	COPIES	$ 72,500.00	$ 72,500.00	$ 18,715.49	$ 53,784.51	$ -	100.00%	
561	500	SPED VOCATIONAL/VOA	$ 343,826.00	$ 343,826.00	$ 15,490.00	$ -	$ 328,336.00	4.51%	
562	500	SPED BOARD PLACEMEN	$ 1,705,983.00	$ 1,705,983.00	$ 230,440.54	$ 2,127,842.83	$ (652,300.37)	138.24%	
563	500	SPED, STATE AGENCY	$ 306,117.00	$ 306,117.00	$ 18,616.32	$ 145,177.48	$ 142,323.20	53.51%	
564	500	ADULT EDUCATION	$ 207,000.00	$ 207,000.00	$ 207,000.00	$ -	$ -	100.00%	
566	500	MAGNET SCHOOL TUITI	$ 653,000.00	$ 653,000.00	$ 4,080.00	$ 677,832.00	$ (28,912.00)	104.43%	
567	500	VOAG REG ED TUITION	$ -	$ -	$ 79,140.00	$ -	$ (79,140.00)	0.00%	

ACCT	MJR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
568	500	SPED MEGNET CHOICE	$ 1,536,000.00	$ 1,536,000.00	$ 4,080.00	$ -	$ 1,531,920.00	0.27%	Will research (parent placed option)
581	500	TRAVEL FOR SPEC EDU	$ 5,985.00	$ 6,366.00	$ 295.99	$ -	$ 6,070.01	4.65%	
582	500	TRAVEL FOR ADMN SCH	$ 9,950.00	$ 9,950.00	$ 219.34	$ -	$ 9,730.66	2.20%	
583	500	TRAVEL FOR MAINTENA	$ 100.00	$ 100.00	$ -	$ -	$ 100.00	0.00%	
584	500	TRAVEL FOR WORKSH &	$ 46,121.00	$ 44,221.00	$ 366.28	$ -	$ 43,854.72	0.83%	
587	500	TRAVEL FOR ATHLETIC	$ 130,600.00	$ 130,600.00	$ -	$ 1,365.86	$ 129,234.14	1.05%	
588	500	FIELD TRIPS	$ 94,200.00	$ 93,600.00	$ (449.82)	$ 3,665.25	$ 90,384.57	3.44%	
591	500	ENTRY FEES	$ 16,425.00	$ 16,425.00	$ 3,175.00	$ -	$ 13,250.00	19.33%	
592	500	GREEN FEES	$ 1,200.00	$ 1,200.00	$ -	$ -	$ 1,200.00	0.00%	
595	500	ADMISSION FEES	$ 38,690.00	$ 38,690.00	$ -	$ 212.00	$ 38,478.00	0.55%	
601	600	GENERAL CLASSROOM U	$ 560,035.00	$ 515,665.00	$ 126,999.67	$ 254,218.36	$ 134,446.97	73.93%	
602	600	SCIENCE	$ 27,000.00	$ 27,000.00	$ 5,361.98	$ 4,821.42	$ 16,816.60	37.72%	
603	600	ARTS & CRAFTS	$ 26,280.00	$ 25,730.00	$ 16,539.54	$ 5,117.26	$ 4,073.20	84.17%	
604	600	PHYSICAL EDUCATION	$ 9,990.00	$ 10,090.00	$ 2,158.32	$ 1,810.04	$ 6,121.64	39.33%	
605	600	MUSIC	$ 13,725.00	$ 15,625.00	$ 6,197.41	$ 4,374.86	$ 5,052.73	67.66%	
606	600	KINDERGARTEN	$ 2,655.00	$ 2,430.00	$ 88.92	$ -	$ 2,341.08	3.66%	
607	600	PUPIL TESTS	$ 123,623.00	$ 123,623.00	$ 23,564.57	$ 8,515.19	$ 91,543.24	25.95%	
609	600	TECHNOLOGY EDUCATIO	$ 8,550.00	$ 7,877.00	$ 2,592.96	$ (0.00)	$ 5,284.04	32.92%	
610	600	COMPUTER SUPPLIES	$ 30,420.00	$ 28,620.00	$ 3,918.53	$ 2,624.00	$ 22,077.47	22.86%	
612	600	COMPUTER SOFTWARE	$ 806,470.00	$ 859,478.00	$ 741,063.71	$ 42,156.60	$ 76,257.69	91.13%	
613	600	HOME ECONOMICS	$ 18,000.00	$ 18,000.00	$ 4,685.78	$ 13,281.95	$ 32.27	99.82%	
615	600	SPECIAL EDUCATION	$ 32,400.00	$ 33,900.00	$ 3,600.47	$ 2,697.58	$ 27,601.95	18.58%	
616	600	ATHLETIC SUPPLIES	$ 56,700.00	$ 56,700.00	$ 7,487.78	$ 7,082.27	$ 42,129.95	25.70%	
617	600	MATHEMATIC SUPPLIES	$ 12,015.00	$ 11,015.00	$ 923.80	$ 90.56	$ 10,000.64	9.21%	
618	600	HEALTH SUPPLIES	$ 900.00	$ 900.00	$ 72.56	$ -	$ 827.44	8.06%	
619	600	OTHER SUPPLIES	$ 21,425.00	$ 21,425.00	$ 444.10	$ 1,296.75	$ 19,684.15	8.13%	
621	600	SUPPORT SERV GUID I	$ 22,200.00	$ 22,200.00	$ 4,442.34	$ 647.09	$ 17,110.57	22.93%	
622	600	HEALTH SERVICES PAT	$ 6,015.00	$ 6,080.00	$ 2,245.37	$ 889.89	$ 2,944.74	51.57%	
623	600	SCHOOL LIBRARY SUPP	$ 6,255.00	$ 6,255.00	$ 592.54	$ 795.90	$ 4,866.56	22.20%	
624	600	AUDIO VISUAL	$ 4,500.00	$ 4,500.00	$ 4,067.00	$ 23.98	$ 409.02	90.91%	
626	600	GENRAL ADMINISTRATI	$ 19,840.00	$ 21,990.00	$ 4,578.94	$ 1,922.12	$ 15,488.94	29.56%	
627	600	SCHOOL ADMINISTRATI	$ 13,095.00	$ 13,095.00	$ 1,901.82	$ 198.00	$ 10,995.18	16.04%	

ACCT	MJR OBJ	TITLE	ORIGINAL BUDGET	CURRENT BUDGET	YEAR TO DATE EXP	ENCUMBRANCE	AVAILABLE BALANCE	YTD/ BUD	NOTES
628	600	FOOD, DRINK, SNACKS	$ 12,100.00	$ 13,400.00	$ 4,039.60	$ 1,003.91	$ 8,356.49	37.64%	
631	600	ELECTRICITY	$ 1,809,670.00	$ 1,809,670.00	$ 433,533.09	$ 1,183,626.91	$ 192,510.00	89.36%	
632	600	GAS	$ 523,669.00	$ 526,169.00	$ 74,715.76	$ 632,784.13	$ (181,330.89)	134.46%	
633	600	FUEL OIL	$ 301,858.00	$ 301,858.00	$ 34,851.24	$ 322,148.76	$ (55,142.00)	118.27%	
634	600	GASOLINE FOR SCH BU	$ 360,000.00	$ 360,000.00	$ 5,649.16	$ 94,350.84	$ 260,000.00	27.78%	
640	600	TEXTBOOKS	$ 21,150.00	$ 21,125.00	$ 1,111.95	$ 292.51	$ 19,720.54	6.65%	
641	600	WORKBOOKS	$ 13,410.00	$ 13,410.00	$ 6,904.16	$ -	$ 6,505.84	51.49%	
645	600	LIBRARY BOOKS	$ 22,905.00	$ 22,905.00	$ 2,624.77	$ 2,101.80	$ 18,178.43	20.64%	
647	600	PERIODICALS FOR PUP	$ 1,890.00	$ 1,890.00	$ 442.00	$ -	$ 1,448.00	23.39%	
650	600	REPAIR OF EQUIPMENT	$ 40,215.00	$ 40,215.00	$ 14,253.99	$ 562.58	$ 25,398.43	36.84%	
651	600	GROUNDS	$ 35,021.00	$ 35,021.00	$ -	$ -	$ 35,021.00	0.00%	
652	600	GENERAL BUILDING RE	$ 73,823.00	$ -	$ -	$ -	$ -	0.00%	
653	600	PAINTING	$ 24,711.00	$ -	$ -	$ -	$ -	0.00%	
654	600	HEAT & PLUMBING	$ 102,695.00	$ -	$ -	$ -	$ -	0.00%	
655	600	ELECTRICAL	$ 23,355.00	$ 1,000.00	$ -	$ -	$ 1,000.00	0.00%	
656	600	GASOLINE FOR MAINT	$ 58,516.00	$ 58,516.00	$ 5,856.35	$ -	$ 52,659.65	10.01%	
657	600	CLOTHING ALLOWANCE	$ 10,300.00	$ -	$ -	$ -	$ -	0.00%	
658	600	CUSTODIAL SUPPLIES	$ 182,620.00	$ 336,154.00	$ 120,297.23	$ 14,712.54	$ 201,144.23	40.16%	
659	600	SAFETY SUPPLIES	$ 13,950.00	$ 13,950.00	$ -	$ -	$ 13,950.00	0.00%	
690	600	PROFESSIONAL MATERI	$ 15,670.00	$ 16,820.00	$ 255.47	$ 1,512.05	$ 15,052.48	10.51%	
730	700	REPL INSTRUCTNL EQU	$ 19,750.00	$ 19,750.00	$ 1,424.99	$ -	$ 18,325.01	7.22%	
731	700	REPL NON-INST EQUIP	$ 43,400.00	$ 43,400.00	$ 14,164.05	$ -	$ 29,235.95	32.64%	
735	700	ADD INSTRUCTIONAL E	$ 36,500.00	$ 31,673.00	$ -	$ -	$ 31,673.00	0.00%	
736	700	ADD NON-INSTRUCTNL EQUIP	$ 30,860.00	$ 36,860.00	$ 4,154.04	$ -	$ 32,705.96	11.27%	
810	800	DUES/BOARD OF EDUCA	$ 24,000.00	$ 24,300.00	$ 24,215.00	$ -	$ 85.00	99.65%	
811	800	DUES/GENERAL ADMINI	$ 27,650.00	$ 27,650.00	$ 19,827.12	$ 1,000.00	$ 6,822.88	75.32%	
812	800	DUES/SCHOOL ADMINIS	$ 41,250.00	$ 40,937.00	$ 37,099.00	$ -	$ 3,838.00	90.62%	
819	800	OTHER DUES	$ 10,280.00	$ 9,799.00	$ 3,955.00	$ -	$ 5,844.00	40.36%	
		GRAND TOTAL	**$ 97,025,941.00**	**$ 97,025,941.00**	**$ 19,355,025.33**	**$ 63,009,560.28**	**$ 14,661,355.39**	**84.89%**	

SELECTION CRITERIA: orgn.fund='1'
ACCOUNTING PERIOD: 4/27

FUND - 1 - GENERAL TOWN FUND

FUNCTION	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1091	MILITARY SCIENCE	19,000.00	.00	1,547.53	.00	17,452.47	8.14
1101	ELEMENTARY	12,828,724.00	574,382.35	11,915,760.07	1,803,077.12	-890,113.19	106.94
1102	ART	558,641.00	26,711.67	519,799.69	77,243.28	-38,401.97	106.87
1103	COMPUTER EDUCATION	.00	.00	.00	.00	.00	.00
1104	LANGUAGE ARTS	2,218,193.00	81,990.16	1,960,480.86	289,024.90	-31,312.76	101.41
1105	WORLD LANGUAGES	1,185,917.00	42,566.19	914,985.96	124,120.36	146,810.68	87.62
1106	CONSUMER SCIENCE	160,392.00	7,842.64	137,651.81	21,708.29	1,031.90	99.36
1107	TECHNOLOGY EDUCATION	713,891.00	25,996.80	595,700.26	96,355.89	21,834.85	96.94
1108	MATHEMATICS	2,092,933.00	74,358.01	1,701,031.07	218,233.99	173,667.94	91.70
1109	MUSIC	661,208.00	23,742.15	497,356.21	74,746.63	89,105.16	86.52
1110	PHYSICAL EDUCATION	663,437.00	28,401.28	613,813.51	79,539.72	-29,916.23	104.51
1111	SCIENCE	1,933,666.00	130,192.65	1,534,218.49	268,756.24	130,691.27	93.24
1112	SOCIAL STUDIES	1,769,312.00	68,069.33	1,545,460.81	206,295.15	17,556.04	99.01
1113	MYP	21,337.00	.00	.00	11,812.00	9,525.00	55.36
1114	HEALTH EDUCATION	534,098.00	18,443.21	377,852.55	52,312.80	103,932.65	80.54
1115	MAGNET SCHOOLS	.00	.00	.00	.00	.00	.00
1116	CO-OPERATIVE WORK EXPERI	.00	.00	.00	.00	.00	.00
1117	INTERN. BACCALAUREATE	48,125.00	119.98	1,415.98	12,521.42	34,187.60	28.96
1118	IB CAREER PROGRAM	5,800.00	.00	.00	1,660.00	4,140.00	28.62
1119	UNCLASSIFIED	1,322,300.00	56,288.83	340,701.79	148,434.10	833,164.11	36.99
1120	VOCATIONAL EDUCATION	10,000.00	.00	.00	10,000.00	.00	100.00
1121	BUSINESS EDUCATION	173,969.00	7,240.43	152,612.98	21,507.77	-151.75	100.09
1123	DISTRIBUTIVE EDUCATION	.00	.00	.00	.00	.00	.00
1124	HEALTH OCCUPATION	100,447.00	3,160.44	71,807.18	9,538.32	19,101.50	80.98
1126	FOOD SERVICES	.00	.00	.00	.00	.00	.00
1205	PRESCHOOL 3-5	779,899.00	52,343.54	1,154,528.96	154,596.65	-529,226.61	167.86

SELECTION CRITERIA: orgn.fund='1'
ACCOUNTING PERIOD: 4/27

FUND - 1 - GENERAL TOWN FUND

FUNCTION	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1210	SPED SUMMER SCHOOL	88,505.00	.00	119,966.88	166,569.02	-198,030.90	323.75
1220	OTHER SPECIAL INSTRUCTIO	1,559,752.00	82,708.17	1,380,443.12	221,723.11	-42,414.23	102.72
1230	SPECIAL EDUCATION	10,433,363.00	419,260.04	8,223,118.27	1,192,523.20	1,017,721.53	90.25
1240	LEARNING SKILLS	.00	.00	.00	.00	.00	.00
1250	BLIND	.00	.00	.00	.00	.00	.00
1260	AFTER SCHOOL ENRICHMENT	39,980.00	.00	.00	.00	39,980.00	.00
1270	REMEDIAL INSTRUCTION	2,964,858.00	109,566.93	2,461,390.09	341,390.77	162,077.14	94.53
1280	HEARING IMPAIRED	112,670.00	4,926.14	96,156.81	13,888.84	2,624.35	97.67
1310	HIGH SCHOOL COMPLETION	62,762.00	2,431.06	16,380.00	4,688.19	41,693.81	33.57
1320	ADULT EDUCATION	207,000.00	.00	.00	207,000.00	.00	100.00
1411	REGULAR SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
1412	SUMMER SCH HIGH SC CREDI	41,200.00	.00	36,556.36	44,156.17	-39,512.53	195.90
1413	MIDDLE SCHOOL SUMMER SCH	20,600.00	.00	48,040.62	28,845.41	-56,286.03	373.23
1501	BASEBALL	29,110.00	.00	.00	.00	29,110.00	.00
1503	BASKETBALL,MEN	44,532.00	.00	1,800.00	.00	42,732.00	4.04
1504	BASKETBALL,WOMEN	45,001.00	.00	.00	.00	45,001.00	.00
1505	CROSS COUNTRY, MEN	16,123.00	.00	428.00	1,825.00	13,870.00	13.97
1506	CROSS COUNTRY, WOMEN	16,123.00	.00	.00	1,825.00	14,298.00	11.32
1507	FOOTBALL	66,131.00	.00	.00	14,392.09	51,738.91	21.76
1508	GOLF	11,948.00	.00	.00	.00	11,948.00	.00
1509	FIELD HOCKEY, GIRLS	18,339.00	.00	1,452.97	3,900.00	12,986.03	29.19
1510	GYMNASTICS	4,114.00	.00	.00	.00	4,114.00	.00
1511	SOCCER, MEN	32,861.00	.00	427.00	6,599.60	25,834.40	21.38
1512	SOCCER, WOMEN	32,661.00	.00	1,260.59	7,244.32	24,156.09	26.04
1513	SOFTBALL, WOMEN	36,322.00	.00	.00	.00	36,322.00	.00

SELECTION CRITERIA: orgn.fund='1'
ACCOUNTING PERIOD: 4/27

FUND - 1 - GENERAL TOWN FUND

FUNCTION	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1514	SWIMMING	32,384.00	.00	.00	.00	32,384.00	.00
1515	TENNIS,MEN	8,223.00	.00	.00	.00	8,223.00	.00
1516	TENNIS,WOMEN	8,223.00	.00	.00	.00	8,223.00	.00
1517	TRACK,OUTDOOR,MEN	33,357.00	.00	.00	.00	33,357.00	.00
1518	TRACK,OUTDOOR,WOMEN	33,357.00	.00	.00	.00	33,357.00	.00
1519	WRESTLING	27,016.00	.00	.00	.00	27,016.00	.00
1520	INTRAMURAL SPORTS, MEN	15,225.00	.00	.00	.00	15,225.00	.00
1522	CHEERLEADING	17,375.00	.00	2,265.31	365.00	14,744.69	15.14
1524	VOLLEYBALL	24,035.00	1,799.99	.00	6,399.54	17,635.46	26.63
1525	TRACK, INDOOR	24,155.00	.00	.00	.00	24,155.00	.00
1526	LACROSSE-MEN	20,893.00	.00	.00	.00	20,893.00	.00
1527	LACROSSE - WOMEN	20,393.00	.00	.00	.00	20,393.00	.00
1528	SWIMMING, WOMEN	31,720.00	1,400.00	.00	3,950.00	27,770.00	12.45
1529	FENCING	18,116.00	.00	.00	.00	18,116.00	.00
1530	UNIFIED SPORTS	11,696.00	.00	.00	.00	11,696.00	.00
1549	OTHER EXPENSES, SPORTS	283,342.00	9,678.39	221,265.86	94,448.67	-32,372.53	111.43
1550	SCHOOL NEWSPAPERS	3,254.00	.00	.00	550.00	2,704.00	16.90
1551	AMPHORA	6,738.00	.00	.00	.00	6,738.00	.00
1552	YEARBOOKS	3,359.00	.00	.00	.00	3,359.00	.00
1555	OTHER ACTIVITIES	105,620.00	.00	1,500.00	.00	104,120.00	1.42
1700	DISTRICT WIDE SERVICE	.00	.00	.00	.00	.00	.00
2000	SUPPORTING SERVICES	.00	3,281.69	.00	6,055.83	-6,055.83	.00
2101	SUPPORT SERVICES	988,548.00	38,833.86	683,873.71	278,512.55	26,161.74	97.35
2110	SOCIAL WORK SERVICES	518,270.00	9,622.81	287,193.43	28,956.36	202,120.21	61.00
2120	GUIDANCE SERVICES	1,487,426.00	56,451.73	1,244,897.48	183,747.16	58,781.36	96.05
2130	HEALTH SERVICES	1,072,277.00	48,959.73	882,604.04	160,810.75	28,862.21	97.31

SELECTION CRITERIA: orgn.fund='1'
ACCOUNTING PERIOD: 4/27

FUND - 1 - GENERAL TOWN FUND

FUNCTION	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
2140	PSYCHOLOGICAL SERVICES	1,255,281.00	39,816.39	943,941.53	140,890.74	170,448.73	86.42
2150	SPEECH & HEARING SERVICE	1,509,526.00	47,501.39	1,047,152.56	135,342.36	327,031.08	78.34
2160	OT/PT SERVICES	95,000.00	326.25	936,352.80	624.00	-841,976.80	986.29
2201	SUPPORTING SERVICES	401,357.00	16,453.63	294,307.10	111,887.22	-4,837.32	101.21
2202	DIVERSITY,EQUITY,INCLUSI	.00	.00	.00	.00	.00	.00
2210	IMPROVEMENT OF INSTRUCTI	183,632.00	17,462.54	19,442.65	93,904.61	70,284.74	61.73
2220	EDUCATIONAL MEDIA SERVIC	914,307.00	39,620.03	717,992.95	145,823.95	50,490.10	94.48
2311	BOARD OF EDUCATION SERVI	28,000.00	515.35	94.50	26,414.35	1,491.15	94.67
2312	SUPERINTENDENT OFFICE SE	739,925.00	31,470.46	530,729.12	226,837.49	-17,641.61	102.38
2313	BUSINESS OFFICE	717,949.00	31,517.00	318,199.66	164,768.93	234,980.41	67.27
2314	HUMAN RESOURCES	488,328.00	20,101.02	345,737.84	135,436.23	7,153.93	98.54
2399	DISTRICTWIDE SERVICES	15,543,461.00	650,501.96	5,112,289.66	6,051,181.82	4,379,989.52	71.82
2410	SCHOOL ADMINSTRATION	4,572,389.00	355,702.88	3,272,630.66	1,453,960.49	-154,202.15	103.37
2510	OPERATION AND MAINTENANC	7,388,878.00	543,420.72	4,914,762.94	2,067,479.80	406,635.26	94.50
2520	PUPIL TRANSPORTATION	778,304.00	31,717.27	718,683.12	129,281.56	-69,660.68	108.95
2530	FOOD SERVICES	.00	.00	.00	.00	.00	.00
2540	COMPUTER SUPPORT SERVICE	2,410,074.00	140,546.48	1,138,644.63	1,136,742.83	134,686.54	94.41
2560	HEALTH SERVICES STAFF	.00	.00	.00	.00	.00	.00
2700	STUDENT TRANPORTATION	3,863,834.44	.00	.00	162.00	3,863,672.44	.00
2701	OOD MAGNET TRANSPORTATIO	.00	.00	.00	.00	.00	.00
2702	SPED TRANSPORTATION	2,691,162.68	.00	.00	6,862.00	2,684,300.68	.25
2703	OOD NON-MAGNET TRANSPORT	.00	.00	.00	.00	.00	.00
2704	TRANSPORT OTHER THAN HOM	.00	.00	.00	.00	.00	.00
2710	SUMMER STUDENT TRANSPORT	273,726.88	.00	.00	273,726.88	.00	100.00
3310	CIVIC ACTIVITIES	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: orgn.fund='1'
ACCOUNTING PERIOD: 4/27

FUND - 1 - GENERAL TOWN FUND

FUNCTION	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
3710	NONPUB PUPIL TRANSPORT.	145,634.00	.00	.00	.00	145,634.00	.00
4110	TUITION - VOAG SCHOOL	.00	79,140.00	.00	79,140.00	-79,140.00	.00
4111	TUITION - PUBLIC SCHOOL	653,000.00	4,080.00	677,832.00	4,080.00	-28,912.00	104.43
4121	TUITION SE PUBLIC SCHOOL	2,152,556.00	61,690.00	1,282,303.70	67,263.32	802,988.98	62.70
4122	TUITION SE NONPUB SCHOOL	1,739,370.00	133,530.88	990,716.61	201,363.54	547,289.85	68.54
8888	HOLDING ACCOUNT	.00	.00	.00	.00	.00	.00
9999	EXPENDITURE TRANSFER ACC	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL TOWN FUND	97,025,941.00	4,255,884.45	63,009,560.28	19,355,025.33	14,661,355.39	84.89
TOTAL REPORT		97,025,941.00	4,255,884.45	63,009,560.28	19,355,025.33	14,661,355.39	84.89

BoE Budget Transfers--101626

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
07/06/2026	1	1239900	ADMINISTRATION	531	DISTRICTWIDE SERVICES POSTAGE	REALLOCATE FUNDS	$ 5,000.00
07/06/2026	1	1239900	ADMINISTRATION	522	DISTRICTWIDE SERVICES LIABILITY INSURANCE	REALLOCATE FUNDS	$ (5,000.00)
						TOTAL	**$ 5,000.00**
07/07/2026	1	1110137	CHARLES BARNUM	603	ELEMENTARY ARTS & CRAFTS	REALLOCATE FUNDS	$ (600.00)
07/07/2026	1	1110137	CHARLES BARNUM	604	ELEMENTARY PHYSICAL EDUCATION	REALLOCATE FUNDS	$ 100.00
07/07/2026	1	1110137	CHARLES BARNUM	605	ELEMENTARY MUSIC	REALLOCATE FUNDS	$ 500.00
07/07/2026	1	1110137	CHARLES BARNUM	606	ELEMENTARY KINDERGARTEN	REALLOCATE FUNDS	$ (225.00)
07/07/2026	1	1110137	CHARLES BARNUM	617	ELEMENTARY MATHEMATIC SUPPLIES	REALLOCATE FUNDS	$ (1,000.00)
07/07/2026	1	1110137	CHARLES BARNUM	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE FUNDS	$ 1,225.00
						TOTAL	**$ 1,825.00**
07/09/2026	1	1110132	THAMES RIVER MAGNET	601	ELEMENTARY GENERAL CLASSROOM USE	TRANSFER TO SOFTWARE	$ (246.00)
07/09/2026	1	1110132	THAMES RIVER MAGNET	612	ELEMENTARY COMPUTER SOFTWARE	TRANSFER TO COMPUTER SW	$ 246.00
						TOTAL	**$ 246.00**
07/10/2026	1	1110424	GROTON MIDDLE SCHOOL	612	LANGUAGE ARTS COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (600.00)
07/10/2026	1	1110424	GROTON MIDDLE SCHOOL	690	LANGUAGE ARTS PROFESSIONAL MATERIALS	REALLOCATE FUNDS	$ 600.00
						TOTAL	**$ 600.00**
07/17/2026	1	1251043	CATHERINE KOLNASKI	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (32,960.00)
07/17/2026	1	1251044	NORTHEAST ACADEMY	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (17,510.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (4,350.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (1,210.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (4,350.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (6,930.00)
07/17/2026	1	1251037	CHARLES BARNUM	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (3,230.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (1,785.00)
07/17/2026	1	1251044	NORTHEAST ACADEMY	655	OPERATION AND MAINTENANCE ELECTRICAL	ELECTRICAL	$ (500.00)
07/17/2026	1	1251000	ADMINISTRATION	656	OPERATION AND MAINTENANCE GASOLINE FOR MAINT VEHICL	GASOLINE FOR MAINT VEHICL	$ 40,600.00
07/17/2026	1	1251009	ALL SCHOOLS	656	OPERATION AND MAINTENANCE GASOLINE FOR MAINT VEHICL	GASOLINE FOR MAINT VEHICL	$ (40,600.00)
07/17/2026	1	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	CUSTODIAL & MAINT SUPPLIE	$ 223,584.00
07/17/2026	1	1251009	ALL SCHOOLS	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	CUSTODIAL SUPPLIES	$ 100.00
07/17/2026	1	1251009	ALL SCHOOLS	690	OPERATION AND MAINTENANCE PROFESSIONAL MATERIALS	PROFESSIONAL MATERIALS	$ (100.00)
07/17/2026	1	1251009	ALL SCHOOLS	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (7,711.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (7,500.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (500.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (500.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (1,000.00)
07/17/2026	1	1251035	MARY MORRISSON	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (2,500.00)
07/17/2026	1	1251037	CHARLES BARNUM	653	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (5,000.00)
07/17/2026	1	1251000	ADMINISTRATION	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (5,500.00)

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
07/17/2026	1	1251009	ALL SCHOOLS	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (25,525.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (200.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (5,000.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (4,500.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (5,000.00)
07/17/2026	1	1251035	MARY MORRISSON	654	OPERATION AND MAINTENANCE HEAT & PLUMBING	HEAT & PLUMBING	$ (6,500.00)
07/17/2026	1	1251009	ALL SCHOOLS	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	PROFESSIONAL SERVICES	$ 18,725.00
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	PROFESSIONAL SERVICES	$ 3,500.00
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	PROFESSIONAL SERVICES	$ (1,500.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	PROFESSIONAL SERVICES	$ 500.00
07/17/2026	1	1251037	CHARLES BARNUM	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	PROFESSIONAL SERVICES	$ (4,000.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	PROFESSIONAL SERVICES	$ (9,300.00)
07/17/2026	1	1251009	ALL SCHOOLS	332	OPERATION AND MAINTENANCE OTHER PROFESSIONAL SERV.	OTHER PROFESSIONAL SERV.	$ (425.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	332	OPERATION AND MAINTENANCE OTHER PROFESSIONAL SERV.	OTHER PROFESSIONAL SERV.	$ (7,500.00)
07/17/2026	1	1251000	ADMINISTRATION	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ 44,139.00
07/17/2026	1	1251009	ALL SCHOOLS	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (20,250.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (5,854.00)
07/17/2026	1	1251023	CUTLER MIDDLE	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (1,722.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (7,500.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (2,000.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (4,152.00)
07/17/2026	1	1251044	NORTHEAST ACADEMY	430	OPERATION AND MAINTENANCE REPAIR OF EQUIP/VEHICLES	REPAIR OF EQUIPMENT/VEHIC	$ (2,661.00)
07/17/2026	1	1251009	ALL SCHOOLS	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	CONTRACTED BUILDING REPAI	$ 129,647.00
07/17/2026	1	1251000	ADMINISTRATION	433	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (750.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	433	OPERATION AND MAINTENANCE PAINTING	PAINTING	$ (4,200.00)
07/17/2026	1	1251000	ADMINISTRATION	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	HEAT & PLUMBING REPAIRS	$ (20,000.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	HEAT & PLUMBING REPAIRS	$ (13,643.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	HEAT & PLUMBING REPAIRS	$ (32,650.00)
07/17/2026	1	1251037	CHARLES BARNUM	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	HEAT & PLUMBING REPAIRS	$ (1,500.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	HEAT & PLUMBING REPAIRS	$ (19,570.00)
07/17/2026	1	1251044	NORTHEAST ACADEMY	434	OPERATION AND MAINTENANCE HEAT & PLUMBING REPAIRS	HEAT & PLUMBING REPAIRS	$ (25,000.00)
07/17/2026	1	1251000	ADMINISTRATION	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	ELECTRICAL REPAIRS	$ (350.00)
07/17/2026	1	1251009	ALL SCHOOLS	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	ELECTRICAL REPAIRS	$ (452.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	ELECTRICAL REPAIRS	$ (1,330.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	ELECTRICAL REPAIRS	$ (4,977.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	435	OPERATION AND MAINTENANCE ELECTRICAL REPAIRS	ELECTRICAL REPAIRS	$ (5,225.00)
07/17/2026	1	1251000	ADMINISTRATION	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,718.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,718.00)

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (2,369.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,946.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (2,500.00)
07/17/2026	1	1251035	MARY MORRISSON	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,500.00)
07/17/2026	1	1251037	CHARLES BARNUM	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (2,500.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,652.00)
07/17/2026	1	1251044	NORTHEAST ACADEMY	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,804.00)
07/17/2026	1	1251048	WILLIAM SEELY	490	OPERATION AND MAINTENANCE EXTERMINATING SERVICE	EXTERMINATING SERVICE	$ (1,400.00)
07/17/2026	1	1251009	ALL SCHOOLS	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (20,667.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (9,000.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (8,500.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (6,090.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (5,171.00)
07/17/2026	1	1251035	MARY MORRISSON	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (1,835.00)
07/17/2026	1	1251037	CHARLES BARNUM	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (1,500.00)
07/17/2026	1	1251039	PLEASANT VALLEY	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (1,000.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (7,786.00)
07/17/2026	1	1251044	NORTHEAST ACADEMY	491	OPERATION AND MAINTENANCE BUILDING PROTECTION FIRE	BUILDING PROTECTION FIRE	$ (5,150.00)
07/17/2026	1	1251000	ADMINISTRATION	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 1,718.00
07/17/2026	1	1251009	ALL SCHOOLS	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 21,667.00
07/17/2026	1	1251011	FITCH SENIOR HIGH	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 10,718.00
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 10,869.00
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 8,036.00
07/17/2026	1	1251032	THAMES RIVER MAGNET	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 7,671.00
07/17/2026	1	1251035	MARY MORRISSON	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 3,335.00
07/17/2026	1	1251037	CHARLES BARNUM	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 4,000.00
07/17/2026	1	1251043	CATHERINE KOLNASKI	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 9,438.00
07/17/2026	1	1251044	NORTHEAST ACADEMY	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 6,954.00
07/17/2026	1	1251048	WILLIAM SEELY	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	OTHER PURCHASED SERVICES	$ 1,400.00
07/17/2026	1	1251000	ADMINISTRATION	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (1,000.00)
07/17/2026	1	1251009	ALL SCHOOLS	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (23,650.00)
07/17/2026	1	1251011	FITCH SENIOR HIGH	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (21,800.00)
07/17/2026	1	1251024	GROTON MIDDLE SCHOOL	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (7,500.00)
07/17/2026	1	1251031	MYSTIC RIVER MAGNET	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (3,500.00)
07/17/2026	1	1251032	THAMES RIVER MAGNET	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (1,500.00)
07/17/2026	1	1251035	MARY MORRISSON	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (4,500.00)
07/17/2026	1	1251037	CHARLES BARNUM	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (3,500.00)
07/17/2026	1	1251043	CATHERINE KOLNASKI	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (1,873.00)

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
07/17/2026	1	1251044	NORTHEAST ACADEMY	652	OPERATION AND MAINTENANCE GENERAL BUILDING REPAIRS	GENERAL BUILDING REPAIRS	$ (5,000.00)
						TOTAL	**$ 546,601.00**
07/22/2026	1	1128065	PUPIL SERVICES	607	HEARING IMPAIRED PUPIL TESTS	REALLOCATE FUND	$ 120.00
07/22/2026	1	1214060	PUPIL SERVICES	607	PSYCHOLOGICAL SERVICES PUPIL TESTS	REALLOCATE FUND	$ (120.00)
						TOTAL	**$ 120.00**
07/22/2026	1	1110809	ASTSUPT	601	MATHEMATICS GENERAL CLASSROOM USE	MOVE TO CORR DEPART	$ 200,000.00
07/22/2026	1	1110820	ASTSUPT	601	MATHEMATICS GENERAL CLASSROOM USE	MOVE TO CORR DEPART	$ (200,000.00)
						TOTAL	**$ 200,000.00**
07/22/2026	1	1239900	FINANCE	203	DISTRICTWIDE SERVICES LIFE INSURANCE	ADD LIFE INSURANCE COST	$ 20,667.00
07/22/2026	1	1239900	FINANCE	201	DISTRICTWIDE SERVICES GROUP INSURANCE, PROF.	ADD LIFE INSURANCE COST	$ (20,667.00)
						TOTAL	**$ 20,667.00**
07/22/2026	1	1215065	PUPIL SERVICES	581	SPEECH & HEARING SERVICES TRAVEL FOR SPEC EDUCATION	REALLOCATE FUND	$ 331.00
07/22/2026	1	1210160	PUPIL SERVICES	584	SUPPORT SERVICES TRAVEL FOR WORKSH & CONV	REALLOCATE FUND	$ 100.00
07/22/2026	1	1215065	PUPIL SERVICES	819	SPEECH & HEARING SERVICES OTHER DUES/FEES	REALLOCATE FUND	$ (481.00)
07/22/2026	1	1213000	PUPIL SERVICES	332	HEALTH SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUND	$ 1,290.00
07/22/2026	1	1213060	PUPIL SERVICES	332	HEALTH SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUND	$ (1,290.00)
07/22/2026	1	1128065	PUPIL SERVICES	581	HEARING IMPAIRED TRAVEL FOR SPEC EDUCATION	REALLOCATE FUND	$ 550.00
07/22/2026	1	1210160	PUPIL SERVICES	581	SUPPORT SERVICES TRAVEL FOR SPEC EDUCATION	REALLOCATE FUND	$ (500.00)
						TOTAL	**$ 2,271.00**
07/23/2026	1	1251011	FITCH SENIOR HIGH	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 4,369.00
07/23/2026	1	1251024	GROTON MIDDLE SCHOOL	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 1,539.00
07/23/2026	1	1251031	MYSTIC RIVER MAGNET	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 725.00
07/23/2026	1	1251032	THAMES RIVER MAGNET	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 3,468.00
07/23/2026	1	1251035	MARY MORRISSON	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 1,410.00
07/23/2026	1	1251037	CHARLES BARNUM	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 7,409.00
07/23/2026	1	1251043	CATHERINE KOLNASKI	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 1,876.00
07/23/2026	1	1251044	NORTHEAST ACADEMY	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ 9,523.00
07/23/2026	1	1251009	ALL SCHOOLS	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (2,500.00)
07/23/2026	1	1251011	FITCH SENIOR HIGH	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (600.00)
07/23/2026	1	1251024	GROTON MIDDLE SCHOOL	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (700.00)
07/23/2026	1	1251031	MYSTIC RIVER MAGNET	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (500.00)
07/23/2026	1	1251032	THAMES RIVER MAGNET	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (1,000.00)
07/23/2026	1	1251037	CHARLES BARNUM	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (1,000.00)
07/23/2026	1	1251043	CATHERINE KOLNASKI	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (1,000.00)
07/23/2026	1	1251044	NORTHEAST ACADEMY	657	OPERATION AND MAINTENANCE CLOTHING ALLOWANCE	REALLOCATE FUND IN FACILI	$ (3,000.00)
07/23/2026	1	1251000	ADMINISTRATION	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ (2,497.00)
07/23/2026	1	1251031	MYSTIC RIVER MAGNET	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ (4,338.00)
07/23/2026	1	1251032	THAMES RIVER MAGNET	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ (2,341.00)

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
07/23/2026	1	1251039	PLEASANT VALLEY	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ (5,111.00)
07/23/2026	1	1251044	NORTHEAST ACADEMY	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ (1,553.00)
07/23/2026	1	1251039	PLEASANT VALLEY	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ (3,360.00)
07/23/2026	1	1251048	WILLIAM SEELY	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ (1,914.00)
07/23/2026	1	1251009	ALL SCHOOLS	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUND IN FACILI	$ (23,894.00)
07/23/2026	1	1251011	FITCH SENIOR HIGH	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ 4,107.00
07/23/2026	1	1251024	GROTON MIDDLE SCHOOL	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ 1,600.00
07/23/2026	1	1251035	MARY MORRISSON	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ 7,752.00
07/23/2026	1	1251043	CATHERINE KOLNASKI	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUND IN FACILI	$ 30.00
07/23/2026	1	1251035	MARY MORRISSON	411	OPERATION AND MAINTENANCE SEWERAGE	REALLOCATE FUND IN FACILI	$ 30.00
07/23/2026	1	1251011	FITCH SENIOR HIGH	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 2,460.00
07/23/2026	1	1251024	GROTON MIDDLE SCHOOL	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 1,674.00
07/23/2026	1	1251031	MYSTIC RIVER MAGNET	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 1,114.00
07/23/2026	1	1251032	THAMES RIVER MAGNET	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 1,110.00
07/23/2026	1	1251035	MARY MORRISSON	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 915.00
07/23/2026	1	1251037	CHARLES BARNUM	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 786.00
07/23/2026	1	1251043	CATHERINE KOLNASKI	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 1,602.00
07/23/2026	1	1251044	NORTHEAST ACADEMY	421	OPERATION AND MAINTENANCE GARBAGE REMOVAL	REALLOCATE FUND IN FACILI	$ 1,809.00
07/23/2026	1	1251011	FITCH SENIOR HIGH	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 18,000.00
07/23/2026	1	1251009	ALL SCHOOLS	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ (18,000.00)
						TOTAL	**$ 73,308.00**
08/04/2026	1	1251032	THAMES RIVER MAGNET	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 3,500.00
08/04/2026	1	1251024	GROTON MIDDLE SCHOOL	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 5,000.00
08/04/2026	1	1251009	ALL SCHOOLS	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ (8,500.00)
						TOTAL	**$ 8,500.00**
08/03/2026	2	1251000	ADMINISTRATION	626	OPERATION AND MAINTENANCE GENRAL ADMINISTRATION	REALLOCATE FUNDS	$ 150.00
08/03/2026	2	1251009	ALL SCHOOLS	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (150.00)
08/03/2026	2	1251032	THAMES RIVER MAGNET	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 3,500.00
08/03/2026	2	1251009	ALL SCHOOLS	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ (3,500.00)
						TOTAL	**$ 3,650.00**
08/06/2026	2	1251044	NORTHEAST ACADEMY	410	OPERATION AND MAINTENANCE WATER	REALLOCATE FUNDS	$ 1,000.00
08/06/2026	2	1251044	NORTHEAST ACADEMY	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 1,000.00
08/06/2026	2	1251031	MYSTIC RIVER MAGNET	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 1,000.00
08/06/2026	2	1251000	ADMINISTRATION	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ (3,000.00)
						TOTAL	**$ 3,000.00**
08/06/2026	2	1254000	ADMINISTRATION	612	COMPUTER SUPPORT SERVICES COMPUTER SOFTWARE	REALLOCATE FUNDS	$ 20,000.00
08/06/2026	2	1254000	ADMINISTRATION	430	COMPUTER SUPPORT SERVICES REPAIR OF EQUIP/VEHICLES	REALLOCATE FUNDS	$ (17,000.00)
08/06/2026	2	1254000	ADMINISTRATION	441	COMPUTER SUPPORT SERVICES RENTALS, OTHER	REALLOCATE FUNDS	$ 17,000.00

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
08/06/2026	2	1254000	ADMINISTRATION	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ (20,000.00)
						TOTAL	**$ 37,000.00**
08/10/2026	2	1110420	ASTSUPT	322	LANGUAGE ARTS INSTR. IMPROVEMENT SERV.	PD FOR ELA CURRICULAM	$ 11,700.00
08/10/2026	2	1110420	ASTSUPT	612	LANGUAGE ARTS COMPUTER SOFTWARE	SOFTWARE NEW MATH	$ 9,532.00
08/10/2026	2	1110420	ASTSUPT	601	LANGUAGE ARTS GENERAL CLASSROOM USE	SUPPLIES	$ (17,643.00)
08/10/2026	2	1110100	ASTSUPT	601	ELEMENTARY GENERAL CLASSROOM USE	SUPPLIES	$ (3,589.00)
						TOTAL	**$ 21,232.00**
08/13/2026	2	1251032	THAMES RIVER MAGNET	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 1,500.00
08/13/2026	2	1251011	FITCH SENIOR HIGH	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ (1,500.00)
08/13/2026	2	1251031	MYSTIC RIVER MAGNET	499	OPERATION AND MAINTENANCE OTHER PURCHASED SERVICES	REALLOCATE FUNDS	$ 5,000.00
08/13/2026	2	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (5,000.00)
						TOTAL	**$ 6,500.00**
08/17/2026	2	1251009	ALL SCHOOLS	530	OPERATION AND MAINTENANCE TELEPHONE	REALLOCATE FUNDS	$ 600.00
08/17/2026	2	1251000	ADMINISTRATION	530	OPERATION AND MAINTENANCE TELEPHONE	REALLOCATE FUNDS	$ (600.00)
						TOTAL	**$ 600.00**
08/18/2026	2	1110130	ALL ELEMENTARY SCH	612	ELEMENTARY COMPUTER SOFTWARE	REALLOCATE FUNDS	$ 27,000.00
08/18/2026	2	1221009	ALL SCHOOLS	612	IMPROVEMENT OF INSTRUCTIO COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (27,000.00)
08/18/2026	2	1110420	ALL MIDDLE SCHOOLS	612	LANGUAGE ARTS COMPUTER SOFTWARE	REALLOCATE FUNDS	$ 3,200.00
08/18/2026	2	1221009	ALL SCHOOLS	612	IMPROVEMENT OF INSTRUCTIO COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (3,200.00)
08/18/2026	2	1110137	CHARLES BARNUM	610	ELEMENTARY COMPUTER SUPPLIES	REALLOCATE FUNDS	$ (1,800.00)
08/18/2026	2	1110137	CHARLES BARNUM	612	ELEMENTARY COMPUTER SOFTWARE	REALLOCATE FUNDS	$ 800.00
08/18/2026	2	1241037	CHARLES BARNUM	628	SCHOOL ADMINISTRATION FOOD, DRINK, SNACKS	REALLOCATE FUNDS	$ 1,000.00
08/18/2026	2	1110131	MYSTIC RIVER MAGNET	735	ELEMENTARY ADD INSTRUCTIONAL EQUIP	REALLOCATE FUNDS	$ 4,000.00
08/18/2026	2	1221031	MYSTIC RIVER MAGNET	322	IMPROVEMENT OF INSTRUCTIO INSTR. IMPROVEMENT SERV.	REALLOCATE FUNDS	$ (4,000.00)
						TOTAL	**$ 36,000.00**
09/11/2026	2	1112010	ASTSUPT	612	VOCATIONAL EDUCATION COMPUTER SOFTWARE	EDMENTUM STUD LICENCES	$ 10,000.00
09/11/2026	2	1221009	ASTSUPT	612	IMPROVEMENT OF INSTRUCTIO COMPUTER SOFTWARE	EDMENTUM STUD LICENCES	$ (10,000.00)
						TOTAL	**$ 10,000.00**
09/02/2026	3	1110131	MYSTIC RIVER MAGNET	735	ELEMENTARY ADD INSTRUCTIONAL EQUIP	REALLOCATE FUND REVERSAL	$ (4,000.00)
09/02/2026	3	1221031	MYSTIC RIVER MAGNET	322	IMPROVEMENT OF INSTRUCTIO INSTR. IMPROVEMENT SERV.	REALLOCATE FUND REVERSAL	$ 4,000.00
09/02/2026	3	1110131	MYSTIC RIVER MAGNET	735	ELEMENTARY ADD INSTRUCTIONAL EQUIP	REALLOCATE FUND CORRCTIN	$ (4,000.00)
09/02/2026	3	1221031	MYSTIC RIVER MAGNET	322	IMPROVEMENT OF INSTRUCTIO INSTR. IMPROVEMENT SERV.	REALLOCATE FUND CORRECTI	$ 4,000.00
						TOTAL	**$ 8,000.00**
09/04/2026	3	1251044	NORTHEAST ACADEMY	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 11,000.00
09/04/2026	3	1251048	WILLIAM SEELY	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (11,000.00)
						TOTAL	**$ 11,000.00**
09/08/2026	3	1251009	ALL SCHOOLS	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ 100,000.00
09/08/2026	3	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (100,000.00)

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
09/08/2026	3	1231200	ADMINISTRATION	584	SUPERINTENDENT OFFICE SER TRAVEL FOR WORKSH & CONV	REALLOCATE FUNDS	$ (2,000.00)
09/08/2026	3	1231200	ADMINISTRATION	626	SUPERINTENDENT OFFICE SER GENRAL ADMINISTRATION	REALLOCATE FUNDS	$ 2,000.00
						TOTAL	**$ 102,000.00**
09/11/2026	3	1128065	PUPIL SERVICES	735	HEARING IMPAIRED ADD INSTRUCTIONAL EQUIP	REALLOCATE FUNDS	$ (1,500.00)
09/11/2026	3	1128065	PUPIL SERVICES	615	HEARING IMPAIRED SPECIAL EDUCATION	REALLOCATE FUNDS	$ 1,500.00
09/11/2026	3	1123060	PUPIL SERVICES	322	SPECIAL EDUCATION INSTR. IMPROVEMENT SERV.	REALLOCATE FUND	$ (300.00)
09/11/2026	3	1213000	ADMINISTRATION	332	HEALTH SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUND	$ 300.00
09/11/2026	3	1123060	PUPIL SERVICES	321	SPECIAL EDUCATION INSTRUCTIONAL SERVICES	REALLOCATE FUNDS	$ 925,371.00
09/11/2026	3	1123060	PUPIL SERVICES	331	SPECIAL EDUCATION PROFESSIONAL SERVICES	REALLOCATE FUNDS	$ 55,180.00
09/11/2026	3	1214067	PUPIL SERVICES	335	PSYCHOLOGICAL SERVICES EVALUATION SERVICES	REALLOCATE FUNDS	$ 40,000.00
09/11/2026	3	1215065	PUPIL SERVICES	335	SPEECH & HEARING SERVICES EVALUATION SERVICES	REALLOCATE FUNDS	$ 40,000.00
09/11/2026	3	1216060	PUPIL SERVICES	335	OT/PT SERVICES SPED EVALUATION SERVICES	REALLOCATE FUNDS	$ 20,000.00
09/11/2026	3	1215065	PUPIL SERVICES	332	SPEECH & HEARING SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUNDS	$ 250,000.00
09/11/2026	3	1214067	PUPIL SERVICES	332	PSYCHOLOGICAL SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUNDS	$ 62,000.00
09/11/2026	3	1216060	PUPIL SERVICES	333	OT/PT SERVICES SPED OT AND PT SERVICES	REALLOCATE FUNDS	$ 75,000.00
09/11/2026	3	1213060	PUPIL SERVICES	332	HEALTH SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUNDS	$ (668,412.00)
09/11/2026	3	1213060	PUPIL SERVICES	333	HEALTH SERVICES OT AND PT SERVICES	REALLOCATE FUNDS	$ (799,139.00)
						TOTAL	**$ 1,469,351.00**
09/11/2026	3	1231100	ADMINISTRATION	331	BOARD OF EDUCATION SERVIC PROFESSIONAL SERVICES	CUBE MEMBERSHIP DUES	$ (300.00)
09/11/2026	3	1231100	ADMINISTRATION	810	BOARD OF EDUCATION SERVIC DUES/BOARD OF EDUCATION	CUBE MEMBERSHIP DUES	$ 300.00
						TOTAL	**$ 300.00**
09/11/2026	3	1110411	FITCH SENIOR HIGH	640	LANGUAGE ARTS TEXTBOOKS	REALLOCATE FUNDS	$ (25.00)
09/11/2026	3	1155011	FITCH SENIOR HIGH	551	SCHOOL NEWSPAPERS SCHOOL PUBLICATIONS	REALLOCATE FUNDS	$ 25.00
09/11/2026	3	1111311	FITCH SENIOR HIGH	812	MYP DUES/SCHOOL ADMINISTRATIO	REALLOCATE FUNDS	$ (313.00)
09/11/2026	3	1111311	FITCH SENIOR HIGH	588	MYP FIELD TRIPS	REALLOCATE FUNDS	$ (600.00)
09/11/2026	3	1110411	FITCH SENIOR HIGH	601	LANGUAGE ARTS GENERAL CLASSROOM USE	REALLOCATE FUNDS	$ 913.00
						TOTAL	**$ 938.00**
09/13/2026	3	1110424	GROTON MIDDLE SCHOOL	612	LANGUAGE ARTS COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (300.00)
09/13/2026	3	1110424	GROTON MIDDLE SCHOOL	601	LANGUAGE ARTS GENERAL CLASSROOM USE	REALLOCATE FUNDS	$ 300.00
09/13/2026	3	1110424	GROTON MIDDLE SCHOOL	612	LANGUAGE ARTS COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (550.00)
09/13/2026	3	1110424	GROTON MIDDLE SCHOOL	690	LANGUAGE ARTS PROFESSIONAL MATERIALS	REALLOCATE FUNDS	$ 550.00
						TOTAL	**$ 850.00**
09/15/2026	3	1231300	ADMINISTRATION	331	BUSINESS OFFICE PROFESSIONAL SERVICES	TEMPS FOR OPEN POSITION	$ 40,000.00
09/15/2026	3	1231300	ADMINISTRATION	736	BUSINESS OFFICE ADD NON-INSTRUCTNL EQUIP	LAPTOPS NEEDED FR FINANC	$ 6,000.00
09/15/2026	3	1231300	ADMINISTRATION	119	BUSINESS OFFICE OTHER	SALARY SAVINGS	$ (20,000.00)
09/15/2026	3	1239900	ADMINISTRATION	522	DISTRICTWIDE SERVICES LIABILITY INSURANCE	INSURANCE SAVINGS	$ (26,000.00)
09/15/2026	3	1110100	ADMINISTRATION	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE FUNDS	$ (24,980.00)
09/15/2026	3	1110130	ALL ELEMENTARY SCH	612	ELEMENTARY COMPUTER SOFTWARE	REALLOCATE FUNDS	$ 24,980.00

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
09/15/2026	3	1110144	NORTHEAST ACADEMY	605	ELEMENTARY MUSIC	REALLOCATE FUNDS	$ 1,100.00
09/15/2026	3	1110144	NORTHEAST ACADEMY	612	ELEMENTARY COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (1,100.00)
						TOTAL	**$ 72,080.00**
09/17/2026	3	1251043	CATHERINE KOLNASKI	632	OPERATION AND MAINTENANCE GAS	REALLOCATE FUNDS	$ 2,500.00
09/17/2026	3	1251044	NORTHEAST ACADEMY	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 6,000.00
09/17/2026	3	1251000	ADMINISTRATION	331	OPERATION AND MAINTENANCE PROFESSIONAL SERVICES	REALLOCATE FUNDS	$ (8,500.00)
09/17/2026	3	1110137	CHARLES BARNUM	603	ELEMENTARY ARTS & CRAFTS	REALLOCATE FUNDS	$ (300.00)
09/17/2026	3	1110137	CHARLES BARNUM	605	ELEMENTARY MUSIC	REALLOCATE FUNDS	$ 300.00
						TOTAL	**$ 8,800.00**
09/20/2026	3	1251043	CATHERINE KOLNASKI	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ 3,000.00
09/20/2026	3	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (3,000.00)
09/20/2026	3	1252000	ADMINISTRATION	510	PUPIL TRANSPORTATION REGULAR PUPIL TRANSPORT	REALLOCATE FUNDS	$(3,868,419.00)
09/20/2026	3	1271009	ALL SCHOOLS	510	SUMMER STUDENT TRANSPORT REGULAR PUPIL TRANSPORT	REALLOCATE FUNDS	$ 49,310.56
09/20/2026	3	1270009	ALL SCHOOLS	510	STUDENT TRANPORTATION REGULAR PUPIL TRANSPORT	REALLOCATE FUNDS	$ 3,819,108.44
09/20/2026	3	1252060	PUPIL SERVICES	511	PUPIL TRANSPORTATION SPEC ED TRANSPORT CONTRAC	REALLOCATE FUNDS	$(1,691,628.00)
09/20/2026	3	1271009	ALL SCHOOLS	511	SUMMER STUDENT TRANSPORT SPEC ED TRANSPORT CONTRAC	REALLOCATE FUNDS	$ 136,552.32
09/20/2026	3	1270209	ALL SCHOOLS	511	SPED TRANSPORTATION SPEC ED TRANSPORT CONTRAC	REALLOCATE FUNDS	$ 1,555,075.68
09/20/2026	3	1252060	PUPIL SERVICES	512	PUPIL TRANSPORTATION SPECIAL EDUCATION OTHER	REALLOCATE FUNDS	$(1,218,677.00)
09/20/2026	3	1271009	ALL SCHOOLS	512	SUMMER STUDENT TRANSPORT SPECIAL EDUCATION OTHER	REALLOCATE FUNDS	$ 82,590.00
09/20/2026	3	1270209	ALL SCHOOLS	512	SPED TRANSPORTATION SPECIAL EDUCATION OTHER	REALLOCATE FUNDS	$ 1,136,087.00
09/20/2026	3	1252000	ADMINISTRATION	519	PUPIL TRANSPORTATION HOMELESS TRANS	REALLOCATE FUNDS	$ (50,000.00)
09/20/2026	3	1271009	ALL SCHOOLS	519	SUMMER STUDENT TRANSPORT HOMELESS TRANS	REALLOCATE FUNDS	$ 5,274.00
09/20/2026	3	1270009	ALL SCHOOLS	519	STUDENT TRANPORTATION HOMELESS TRANS	REALLOCATE FUNDS	$ 44,726.00
						TOTAL	**$ 6,831,724.00**
09/24/2026	3	1213000	ADMINISTRATION	332	HEALTH SERVICES OTHER PROFESSIONAL SERV.	OTHER PRF SERV	$ (65.00)
09/24/2026	3	1213060	PUPIL SERVICES	622	HEALTH SERVICES HEALTH SERVICES PATHOGEN	SUPPLIES	$ 65.00
09/24/2026	3	1123060	PUPIL SERVICES	321	SPECIAL EDUCATION INSTRUCTIONAL SERVICES	REALLOCATE FUNDS	$ (850.00)
09/24/2026	3	1123060	PUPIL SERVICES	322	SPECIAL EDUCATION INSTR. IMPROVEMENT SERV.	IMPROV INSTRUCT	$ 850.00
09/24/2026	3	1110144	NORTHEAST ACADEMY	603	ELEMENTARY ARTS & CRAFTS	REALLOCATE FUNDS	$ 350.00
09/24/2026	3	1110144	NORTHEAST ACADEMY	601	ELEMENTARY GENERAL CLASSROOM USE	REALLOCATE FUNDS	$ (350.00)
						TOTAL	**$ 1,265.00**
09/28/2026	3	1231100	ADMINISTRATION	331	BOARD OF EDUCATION SERVIC PROFESSIONAL SERVICES	REALLOCATE FUNDS	$ (100.00)
09/28/2026	3	1231100	ADMINISTRATION	690	BOARD OF EDUCATION SERVIC PROFESSIONAL MATERIALS	REALLOCATE FUNDS	$ 100.00
						TOTAL	**$ 100.00**
09/29/2026	3	1123060	PUPIL SERVICES	321	SPECIAL EDUCATION INSTRUCTIONAL SERVICES	REALLOCATE FUNDS	$ (9,500.00)
09/29/2026	3	1123060	PUPIL SERVICES	331	SPECIAL EDUCATION PROFESSIONAL SERVICES	REALLOCATE FUNDS	$ 9,500.00
						TOTAL	**$ 9,500.00**
09/30/2026	3	1254043	CATHERINE KOLNASKI	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
09/30/2026	3	1254044	NORTHEAST ACADEMY	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00
09/30/2026	3	1254000	ADMINISTRATION	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ (32,760.00)
09/30/2026	3	1254011	FITCH SENIOR HIGH	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 42,000.00
09/30/2026	3	1254024	GROTON MIDDLE SCHOOL	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 34,800.00
09/30/2026	3	1254031	MYSTIC RIVER MAGNET	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 19,800.00
09/30/2026	3	1254032	THAMES RIVER MAGNET	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 18,600.00
09/30/2026	3	1254037	CHARLES BARNUM	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 10,800.00
09/30/2026	3	1254043	CATHERINE KOLNASKI	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 15,600.00
09/30/2026	3	1254044	NORTHEAST ACADEMY	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ 12,000.00
09/30/2026	3	1254000	ADMINISTRATION	530	COMPUTER SUPPORT SERVICES TELEPHONE	REALLOCATE FUNDS	$ (153,600.00)
09/30/2026	3	1254011	FITCH SENIOR HIGH	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00
09/30/2026	3	1254024	GROTON MIDDLE SCHOOL	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00
09/30/2026	3	1254031	MYSTIC RIVER MAGNET	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00
09/30/2026	3	1254032	THAMES RIVER MAGNET	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00
09/30/2026	3	1254037	CHARLES BARNUM	343	COMPUTER SUPPORT SERVICES COMPUTER NETWORK SERVICES	REALLOCATE FUNDS	$ 4,680.00
						TOTAL	**$ 186,360.00**
10/07/2026	4	1110711	FITCH SENIOR HIGH	609	TECHNOLOGY EDUCATION TECHNOLOGY EDUCATION	REALLOCATE FUNDS	$ (673.00)
10/07/2026	4	1110711	FITCH SENIOR HIGH	735	TECHNOLOGY EDUCATION ADD INSTRUCTIONAL EQUIP	REALLOCATE FUNDS	$ 673.00
10/07/2026	4	1231100	ADMINISTRATION	331	BOARD OF EDUCATION SERVIC PROFESSIONAL SERVICES	REALLOCATE FUNDS	$ (100.00)
10/07/2026	4	1231100	ADMINISTRATION	628	BOARD OF EDUCATION SERVIC FOOD, DRINK, SNACKS	REALLOCATE FUNDS	$ 100.00
						TOTAL	**$ 773.00**
10/09/2026	4	1251009	ALL SCHOOLS	441	OPERATION AND MAINTENANCE RENTALS, OTHER	REALLOCATE FUNDS	$ 1,000.00
10/09/2026	4	1251043	CATHERINE KOLNASKI	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 5,000.00
10/09/2026	4	1251000	ADMINISTRATION	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 12,000.00
10/09/2026	4	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (18,000.00)
						TOTAL	**$ 18,000.00**
10/13/2026	4	1251024	GROTON MIDDLE SCHOOL	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 3,000.00
10/13/2026	4	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (3,000.00)
10/13/2026	4	1251024	GROTON MIDDLE SCHOOL	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 25,000.00
10/13/2026	4	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (25,000.00)
10/13/2026	4	1231100	ADMINISTRATION	331	BOARD OF EDUCATION SERVIC PROFESSIONAL SERVICES	REALLOCATE FUNDS	$ (200.00)
10/13/2026	4	1231100	ADMINISTRATION	628	BOARD OF EDUCATION SERVIC FOOD, DRINK, SNACKS	REALLOCATE FUNDS	$ 200.00
						TOTAL	**$ 28,200.00**
10/14/2026	4	1110100	ADMINISTRATION	612	ELEMENTARY COMPUTER SOFTWARE	REALLOCATE FUNDS	$ 2,358.00
10/14/2026	4	1221009	ALL SCHOOLS	612	IMPROVEMENT OF INSTRUCTIO COMPUTER SOFTWARE	REALLOCATE FUNDS	$ (2,358.00)
						TOTAL	**$ 2,358.00**
10/15/2026	4	1251035	MARY MORRISSON	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 1,500.00
10/15/2026	4	1251035	MARY MORRISSON	441	OPERATION AND MAINTENANCE RENTALS, OTHER	REALLOCATE FUNDS	$ (1,500.00)

TRANSACTION DATE	ACCTG PERIOD	BUDGET LINE	DEPT/SCHL DESCRIPTION	Account	TITLE	Description	Amount
10/15/2026	4	1251024	GROTON MIDDLE SCHOOL	432	OPERATION AND MAINTENANCE CONTRACTED BLDING REPAIRS	REALLOCATE FUNDS	$ 8,000.00
10/15/2026	4	1251000	ADMINISTRATION	658	OPERATION AND MAINTENANCE CUSTODIAL &MAINT SUPPLIES	REALLOCATE FUNDS	$ (8,000.00)
						TOTAL	**$ 9,500.00**
10/16/2026	4	1123060	PUPIL SERVICES	321	SPECIAL EDUCATION INSTRUCTIONAL SERVICES	REALLOCATE FUNDS	$ (3,288.00)
10/16/2026	4	1123060	PUPIL SERVICES	322	SPECIAL EDUCATION INSTR. IMPROVEMENT SERV.	REALLOCATE FUNDS	$ 2,700.00
10/16/2026	4	1213000	ADMINISTRATION	332	HEALTH SERVICES OTHER PROFESSIONAL SERV.	REALLOCATE FUNDS	$ 588.00
						TOTAL	**$ 3,288.00**
						F&F 10/20/2026 TOTAL TRANSFERS	**$ 9,741,507.00**
						YTD TOTAL BUDGET TRANSFERS	**$ 9,741,507.00**

MDG
BENEFIT SOLUTIONS

Groton Town and Board of Education

MDG Underwriting Monthly Update – Data through August 2026

Total cost for the month for the Town ran at 76.5% of budget and BOE ran at 104.6% of Anthem's expected. Overall, the combined group ran at 94.8% of total expected costs in August. Here are some trends for the current 12-month period versus the prior 12-month period:

- Total enrollment has decreased -1% from the prior period
- Day to day claims under $50,000 increased 17% for the Town and increased 9% for the BOE
- Claims between $50,000-$200,000 decreased by -2% for the Town and increased by 27% for the BOE
- Total Medical and RX claims per employee per month excluding claims over $200,000 increased by 8% for the Town and increased by 18% for the BOE
- The Town has 9 large claimants over $200,000 and BOE has 9 large claimants over $200,000

There are 18 large claimants over $200,000 in the most recent 12 months compared to 6 large claimants in the prior 12-month period. The amount paid for large claims has increased by 200% compared to the prior period. The amount paid for large claims over $200,000 increased by $370,310 between July and August. Claims paid between $50,000 - $200,000 increased by 15% with 78 claims in the current period vs. 79 claims in the prior period. Net medical claims per employee per month excluding large claims have increased by 14% over the prior period.

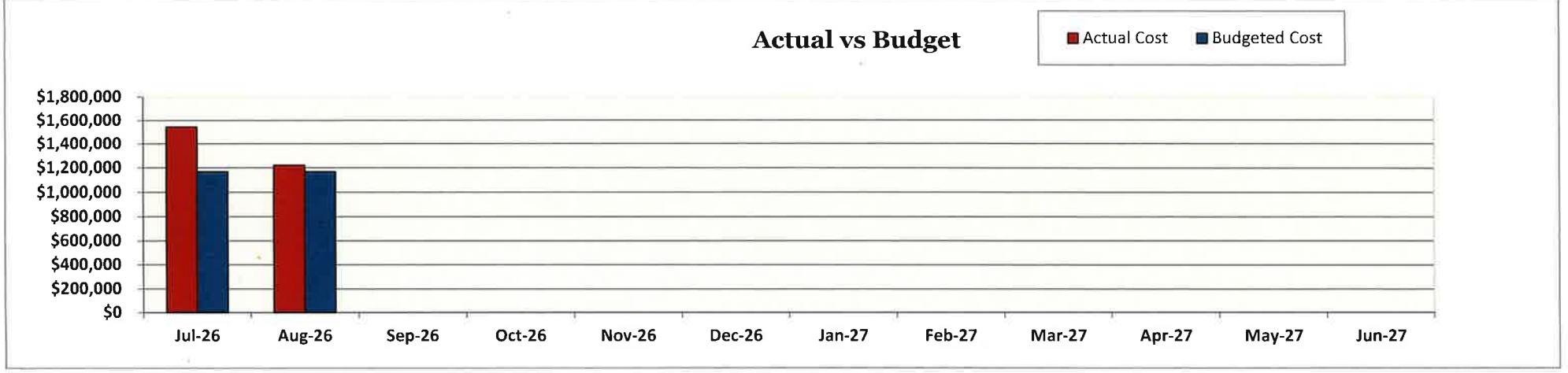
Total costs for the plan year paid July through August 2026 are running 103.8% of expected which is unfavorable by $137,726.

Cost vs Budget Dashboard - data through August 2026 **BOE Groups Active & Retired**

Self Insured - All Coverages
All Enrollees

		Claim/Admin. Cost								
Date	Lives	Net Medical Paid Claims	Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Total Fixed Costs	Total Cost	Anthem Renewal Monthly	Variance - Total Cost vs BOE Anthem Renewal	Actual/Estimated BOE Anthem Renewal
Jul-26	469	$1,142,070	$233,559	$26,075	$1,401,704	$141,044	$1,542,748	$1,166,630	$376,118	132.2%
Aug-26	469	$829,635	$222,766	$27,066	$1,079,466	$141,044	$1,220,511	$1,166,630	$53,881	104.6%
Sep-26										
Oct-26										
Nov-26										
Dec-26										
Jan-27										
Feb-27										
Mar-27										
Apr-27										
May-27										
Jun-27										
YTD	**938**	**$1,971,705**	**$456,325**	**$53,140**	**$2,481,170**	**$282,089**	**$2,763,259**	**$2,333,259**	**$430,000**	**118.4%**
PEPY		**$25,224**	**$5,838**	**$680**	**$31,742**	**$3,609**	**$35,351**			

Budget vs. Actual Cost



Total fixed costs is taken from Anthem Renewal dated 3/5/26 plus Network Access Fees of $200,336
**BOE monthly renewal based on non-weighted Anthem segmented renewal dated 4/6/26*

Updated: 9/17/26

Groton Public Schools
Curriculum Map

INTRODUCTION

Course Title: **UConn ECE MATH 1030Q Elementary Discrete Mathematics**
Curriculum Area and Grade: Math // 11th & 12th

**Syllabus subject to change based on approval from UConn

Course Purpose:
This course is created to give students a background in discrete mathematics with emphasis on patterns, structures, and applications. Students will explore introductory units on Set Theory, Graph Theory, Cryptography, and Scheduling. Set Theory will establish the language students will need throughout the course, including a heavy focus on notation. Graph Theory will move the students from notation to more visual and structural representations. Cryptography will give an applied context for discrete reasoning in the real world. Finally, Scheduling will combine several different discrete ideas practiced in the previous units to continue refining applications. Aligning this course with UConn MATH 1030Q, the course will develop students' ability to recognize patterns and structures, reason logically, and apply new mathematical strategies to problems and real-world situations. Discrete math provides students an opportunity to step into a world of reasoning rather than the procedural math they have been exposed to thus far. This course is designed to give students a clearer understanding of this side of mathematics and to encourage curiosity towards studies in not only mathematics, but other fields such as computer science, data science, engineering, etc.

Major Learning Goals and Understandings:
SE1: Students will persist through challenging mathematical problems and scenarios by using a variety of strategies and approaches. They will use each problem as an opportunity to attempt, revise, and revisit in an effective loop. SE2: Students will use mathematical structures and representations to find creative solutions to problems. SE3: Students will analyze problems in an effort to understand systems that are already in place and apply what they know and what they learn to improve systems in the real-world. SE4: Students will work together to communicate, collaborate, and develop new ideas to solve complicated problems. SE5: Students will be able to approach complex problems by breaking them down into approachable mathematical structures. SE6: Students will be open to multiple approaches and solutions to the same problem while seeing mathematics as a way to represent the world and all that happens within it.

Units/Theme/Concept and # of Weeks Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. **Set Theory** (9 weeks)	2. **Graph Theory** (9 weeks)
3. **Cryptography** (9 weeks)	4. **Scheduling** (9 weeks)

Mappers/Authors:
Date Approved:
Revised:

Part 1 - Unit/Theme/Concept Unit 1: Set Theory			
Grade: 11th & 12th	**Subject:** Math	**Course:** UConn ECE MATH 1030Q Elementary Discrete Mathematics	**Length of Unit:** 9 weeks

Supporting Standards
Under construction – Waiting on example syllabus from UConn

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. The students will know that a set is used to classify items into groups. 2. The students will know how sets overlap each other. 3. The students will know that sets help to determine relationships between groups. 4. The students will know that any collection of items can form a set.	The students will be able to: 1. The students will be able to create a set given objects. 2. The students will be able to identify how sets overlap each other by observing similarities and analyzing characteristics of sets. 3. The students will be able to write the most concise version of a set by not repeating elements and remembering that order is unimportant.	All levels will be used throughout this unit in various ways to support content acquisition and retention.

5. The students will know that objects in a set are called elements. 6. The students will know that a set is defined by listing the elements in curly brackets or in set-builder notation. 7. The students will know that the order and/or repetition of elements is unimportant in a set. 8. The students will know that the symbol means "is an element of." 9. The students will know that the empty set contains no elements, is unique, and can be notated as or . 10. The students will know that a subset of a set is another set that contains only elements from the original set, but may not contain all the elements of the original set. 11. The students will know that a proper subset is not identical to the original set and will have fewer elements. 12. The students will know that all sets are subsets of themselves. 13. The students will know that the empty set is a subset of any set. 14. The students will know that a union of two sets contains all the elements contained in either or both sets. 15. The students will know that the intersection of two sets contains only the elements that are in both sets. 16. The students will know that the complement of a set contains everything that is not in the original set. 17. The students will know that the universal set is a set that contains all the elements we are interested in.	4. The students will be able to identify if an object is an element of a set. 5. The students will be able to list the elements of a set within curly brackets. 6. The students will be able to list the elements of a set using set-builder notation. 7. The students will be able to determine if a set is a subset or proper subset of a set. 8. The students will be able to identify a union of sets by listing elements of all original sets. 9. The students will be able to identify an intersection of sets by listing shared elements of all original sets. 10. The students will be able to identify the complement of a set by listing elements that are not in the original set. 11. The students will be able to identify a universal set and solve problems when the universal set is already established. 12. The students will be able to create Venn Diagrams by creating a box that represents the universal set and circles representing each set and their intersections. 13. The students will be able to state the cardinality of a set by determining how many elements are in the set. 14. The students will be able to use the appropriate Cardinality Properties to solve problems.	

18. The students will know that a Venn Diagram represents two or more sets by overlapping circles inside of a box representing the universal set. 19. 19. The students will know that the number of elements in a set is the cardinality of that set. 20. The students will know the Cardinality Properties.		

Big Idea and Essential Questions

- **Big Ideas**
  - Sets are mathematical tools used to organize, classify, and compare collections of objects.
  - Relationships between sets can be described using subsets, unions, intersections, and complements.
  - Sets can be represented by listing, set-builder notation, or Venn Diagrams.
  - Rules and notation are a vital step to understanding and writing sets.

- **Essential Questions**
  - How can sets be used to organize objects and describe relationships between groups?
  - How can we use set-builder notation to represent a set?
  - How can organizing sets in Venn Diagrams show intersections and commonalities amongst sets?
  - Why is understanding the relationships between sets important for mathematical problem solving?

Part 3 – Common Unit Assessments

Students will have unit quizzes, an end of unit test, and a unit project. These assessments will formally gauge student mastery of topics. Technology will be incorporated where appropriate. Unit projects will be graded based on a pre-determined rubric.

Part 4 – Common/Assured Learning Experiences

Students will actively participate in a guided note taking process during new content introduction lessons. Group activities such as movement circuits and gamified summative assessments will be utilized for active hands-on learning. Unit projects will engage students in purposeful use of content learned and resources gathered. Students will support each other as learners by working together to present a collective summary of the unit.

Part 1 - Unit/Theme/Concept Unit 2: Graph Theory			
Grade: 11th & 12th	**Subject:** Math	**Course:** UConn ECE MATH 1030Q Elementary Discrete Mathematics	**Length of Unit:** 9 weeks

Supporting Standards
Under construction – Waiting on example syllabus from UConn

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Students will know that a graph consists of a set of vertices and a set of edges. 2. Students will know that the elements of the vertex set are called vertices and the elements of the edge set are called edges. 3. Students will know that an edge joins or connects two vertices. 4. Students will know that an edge is incident to each of its vertices. 5. Students will know that two edges incident to the same vertex are called adjacent edges. 6. Students will know that a vertex is incident to an edge when the vertex is one of the endpoints of the edge. 7. Students will know that edges cannot exist without two vertices. 8. Students will know that edge crossings and sharp corners are not taken as vertices unless indicated. 9. Students will know that two graphs are equal if they have equal vertex sets and equal edge sets.	The students will be able to: 1. Students will be able to identify the vertices and edges of a graph. 2. Students will be able to determine whether a vertex is incident to an edge. 3. Students will be able to determine whether two edges are adjacent. 4. Students will be able to identify the endpoints of an edge. 5. Students will be able to determine whether two graphs are equal based on their vertex sets and edge sets. 6. Students will be able to identify graphs with loops, multiple edges, or directed edges. 7. Students will be able to distinguish between a simple graph, multigraph, pseudograph, hypergraph, and digraph. 8. Students will be able to identify the vertex set V(G) and edge set E(G) of a graph. 9. Students will be able to determine the order and size of a graph.	All levels will be used throughout this unit in various ways to support content acquisition and retention.

10. Students will know that graph theory began with Leonhard Euler's 1736 solution to the Königsberg Bridge Problem. 11. Students will know that a digraph is a graph in which the edges are ordered pairs of vertices and arrows indicate direction. 12. Students will know that a multigraph allows repeated elements in the edge set. 13. Students will know that a pseudograph allows loops. 14. Students will know that a hypergraph allows edges to be subsets of vertices rather than just pairs of vertices. 15. Students will know that a simple graph has no loops or multiple edges. 16. Students will know that a graph can have infinitely many vertices or edges. 17. Students will know that the vertex set of a graph is denoted by V(G) and the edge set by E(G). 18. Students will know that the order of a graph is the cardinality of its vertex set. 19. Students will know that the size of a graph is the cardinality of its edge set. 20. Students will know that the neighborhood N(v) of a vertex is the set of vertices adjacent to v. 21. Students will know that the closed neighborhood N[v] of a vertex includes the vertex and its neighbors. 22. Students will know that the degree d(v) of a vertex is the number of edges incident to the vertex. 23. Students will know that the maximum degree of a graph is the largest vertex degree. 24. Students will know that the minimum degree of a graph is the smallest vertex degree. 25. Students will know that the degree sequence lists the vertex degrees in descending order. 26. Students will know that the sum of the degrees of the vertices of a graph is twice the number of edges.	10. Students will be able to determine the neighborhood N(v) of a vertex. 11. Students will be able to determine the closed neighborhood N[v] of a vertex. 12. Students will be able to determine the degree of a vertex. 13. Students will be able to determine the maximum and minimum degree of a graph. 14. Students will be able to write the degree sequence of a graph. 15. Students will be able to use the sum of the degrees of the vertices to determine the number of edges. 16. Students will be able to determine whether the number of odd-degree vertices is even. 17. Students will be able to identify a walk, path, trail, closed path, and closed trail in a graph.	

27. Students will know that the number of vertices with odd degree is even. 28. Students will know that a walk is a sequence of vertices in which consecutive vertices are connected by an edge. 29. Students will know that a walk in which all vertices are distinct is called a path. 30. Students will know that a walk in which all edges are distinct is called a trail. 31. Students will know that a closed path or cycle begins and ends at the same vertex. 32. Students will know that a trail that begins and ends at the same vertex is called a closed trail or circuit.		

Big Idea and Essential Questions

- **Big Ideas**
  - Graphs are used to represent relationships between edges and vertices.
  - Vertices and edges have relationships amongst each other including possibilities for being adjacent, incident, and/or endpoints.
  - Graphs that do not have loops or multiple edges are considered simple. There are also more complex graphs called multigraphs, pseudographs, hypergraphs, and digraphs.
  - Graphs have many numerical properties including order, size, degree, maximum degree, minimum degree, and degree sequence.
  - Graphs and their characteristics can be analyzed to solve real-world problems such as the Konigsberg Bridge Problem, the Four Color Map Conjecture, and many more.
- **Essential Questions**
  - How can graphs be used to represent relationships between objects?
  - How are vertices and edges related within a graph?
  - How are different types of graphs classified and
  - distinguished?
  - How can we describe a graph using order, size, degree,
  - and degree sequence?
  - How can we use graphs to represent and analyze a real world problem?

Part 3 – Common Unit Assessments

Students will have unit quizzes, an end of unit test, and a unit project. These assessments will formally gauge student mastery of topics. Technology will be incorporated where appropriate. Unit projects will be graded based on a pre-determined rubric.

Part 4 – Common/Assured Learning Experiences

Students will actively participate in a guided note taking process during new content introduction lessons. Group activities such as movement circuits and gamified summative assessments will be utilized for active hands-on learning. Unit projects will engage students in purposeful use of content learned and resources gathered. Students will support each other as learners by working together to present a collective summary of the unit.

Part 1 - Unit/Theme/Concept **Unit 3: Cryptography**			
Grade: 11^{th} & 12^{th}	**Subject:** Math	**Course:** UConn ECE MATH 1030Q Elementary Discrete Mathematics	**Length of Unit:** 9 weeks

Supporting Standards
Under construction – Waiting on example syllabus from UConn

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Students will know that cryptography is used to secretly store or communicate messages. 2. Students will know that encryption obscures a message and decryption recovers the original message. 3. Students will know that a substitution cipher replaces each letter with a different letter according to an established mapping.	The students will be able to: 1. Students will be able to explain the purpose of cryptography. 2. Students will be able to distinguish between encryption and decryption. 3. Students will be able to use a substitution cipher to both encrypt and decrypt a message.	All levels will be used throughout this unit in various ways to support content acquisition and retention.

4. Students will know that a Caesar cipher replaces each letter with a letter a fixed number of positions later in the alphabet. 5. Students will know what to look for to break a cipher such as word length. 6. Students will know that an Alberti cipher disk uses a rotating inner wheel to change the cipher shift 7. Students will know that cryptography security depends on the security of the encryption key and less on the encryption method. 8. Students will know that a brute force attack tries all possible solutions to break an encryption. 9. Students will know that frequency analysis uses how often letters appear to help break a cipher. 10. Students will know that a transposition cipher changes the order of characters to obscure a message. 11. Students will know that substitutions and transpositions are called shared symmetric-key methods. 12. Students will know that shared symmetric-key methods must be agreed upon by sender and receiver ahead of time. 13. Students will know that the Enigma encryption machine was used during World War II by the Germans. 14. Students will know that the code breaking used during WWII helped lead to the development of early computers. 15. Students will know that the Data Encryption Standard (DES) was an algorithm used for encrypting government data. 16. Students will know that the Advanced Encryption Standard (AES) replaced DES with higher bit keys. 17. Students will know that modular arithmetic works with remainders after division.	4. Students will be able to use a Caesar cipher to encrypt and decrypt messages. 5. Students will be able to use word length and letter patterns as clues when working with ciphers. 6. Students will be able to group letters into equal-sized blocks when encrypting a message. 7. Students will be able to use an Alberti cipher disk. 8. Students will be able to explain the importance of keeping an encryption key secure. 9. Students will be able to describe and carry out a brute force attack to break an encryption. 10. Students will be able to use frequency analysis to identify possible letter mappings in a cipher. 11. Students will be able to use a transposition cipher to encrypt and decrypt a message. 12. Students will be able to explain how shared symmetric-key methods work. 13. Students will be able to describe how the Enigma machine used rotating wheels and helped the Germans during WWII. 14. Students will be able to explain the purpose of DES and AES. 15. Students will be able to explain why larger encryption keys are more difficult to break by brute force. 16. Students will be able to find a modulus as a remainder after division. 17. Students will be able to use modular arithmetic. 18. Students will be able to use the modular exponentiation rule for key exchange. 19. Students will be able to give examples of and create examples of steganography.	

18. Students will know that the modular exponentiation rule can be used for key exchanges. 19. Students will know that steganography hides the existence of a message altogether by the use of invisible ink, watermarks, etc.		

Big Idea and Essential Questions

- **Big Ideas**
  - Cryptography protects information through encryption.
  - Ciphers use patterns, keys, and algorithms to secure messages.
  - Frequency analysis can reveal patterns in encrypted messages, making it simpler to decrypt.
  - Stronger encryption, sometimes by incorporating modular arithmetic, makes messages more secure.
- **Essential Questions**
  - How can we utilize cryptography to keep information secure?
  - How can patterns help us break ciphers or codes?
  - What makes an encryption method secure and how do we carry it out?
  - How did early cryptography help with the advancement of modern technology?
  - How is mathematics used in modern cryptography?

Part 3 – Common Unit Assessments

Students will have unit quizzes, an end of unit test, and a unit project. These assessments will formally gauge student mastery of topics. Technology will be incorporated where appropriate. Unit projects will be graded based on a pre-determined rubric.

Part 4 – Common/Assured Learning Experiences

Students will actively participate in a guided note taking process during new content introduction lessons. Group activities such as movement circuits and gamified summative assessments will be utilized for active hands-on learning. Unit projects will engage students in purposeful use of content learned and resources gathered. Students will support each other as learners by working together to present a collective summary of the unit.

Part 1 - Unit/Theme/Concept Unit 4: Scheduling			
Grade: 11th & 12th	**Subject:** Math	**Course:** UConn ECE MATH 1030Q Elementary Discrete Mathematics	**Length of Unit:** 9 weeks

Supporting Standards
Under construction – Waiting on example syllabus from UConn

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Students will know that scheduling is universal and involves deciding what tasks are completed, in what order, and by whom. 2. Students will know that a digraph can be used to represent a set of tasks and the ordering between tasks. 3. Students will know that vertices in a scheduling digraph represent tasks. 4. Students will know that arrows between vertices show the ordering of tasks. 5. Students will know that processors are the workers completing the tasks. 6. Students will know that finishing time depends on the number of processors and the specific schedule. 7. Students will know that idle time is the time in a schedule when there are no tasks available for a processor to work on. 8. Students will know that critical time is the absolute minimum time needed to complete a job, regardless of the number of processors.	The students will be able to: 1. Students will be able to represent a set of tasks using a digraph. 2. Students will be able to identify the tasks represented by vertices in a scheduling digraph. 3. Students will be able to use arrows in a digraph to show the ordering of tasks. 4. Students will be able to identify the processors used to complete tasks. 5. Students will be able to determine the finishing time of a schedule. 6. Students will be able to identify idle time in a schedule. 7. Students will be able to determine the critical time of a job. 8. Students will be able to find the longest sequence of tasks in a digraph. 9. Students will be able to identify the critical path in a digraph. 10. Students will be able to create a priority list for a schedule.	All levels will be used throughout this unit in various ways to support content acquisition and retention.

9. Students will know that critical time can be determined by finding the longest sequence of tasks in a digraph, called the critical path. 10. Students will know that a priority list gives the order in which tasks will be completed. 11. Students will know that the List Processing Algorithm uses a priority list in a schedule. 12. Students will know that a schedule is good or bad based on its critical time. 13. Students will know that a sequence of tasks in a digraph is called a path. 14. Students will know that the critical path algorithm can be used to find a critical path based on critical times. 15. Students will know that the Backflow Algorithm can be used to create a critical path priority list.	11. Students will be able to use the List Processing Algorithm to create a schedule. 12. Students will be able to compare schedules based on their critical time. 13. Students will be able to use the critical path algorithm to find a critical path. 14. Students will be able to use the Backflow Algorithm to create a critical path priority list.	

Big Idea and Essential Questions

- **Big Ideas**
  - Scheduling involves determining the order in which tasks are completed and who completes them.
  - Digraphs can represent tasks and the ordering between tasks.
  - The number of processors and the schedule affect the finishing time of a job.
  - Idle time occurs when processors have no available tasks to complete.
  - Critical time is determined by the longest sequence of tasks, called the critical path.
  - Priority lists and scheduling algorithms can be used to create and evaluate schedules, which can be used to make real-world processes more effective.
- **Essential Questions**
  - How can digraphs be used to represent and organize tasks?
  - How does the number of processors affect the finishing time of a schedule?
  - How can we determine the critical time of a job?
  - How can we find the critical path in a scheduling digraph?
  - How can priority lists and scheduling algorithms be used to create a good schedule?

Part 3 – Common Unit Assessments

Students will have unit quizzes, an end of unit test, and a unit project. These assessments will formally gauge student mastery of topics. Technology will be incorporated where appropriate. Unit projects will be graded based on a pre-determined rubric.

Part 4 – Common/Assured Learning Experiences

Students will actively participate in a guided note taking process during new content introduction lessons. Group activities such as movement circuits and gamified summative assessments will be utilized for active hands-on learning. Unit projects will engage students in purposeful use of content learned and resources gathered. Students will support each other as learners by working together to present a collective summary of the unit.

Groton Public Schools
Curriculum Map

INTRODUCTION

Course Title: IB Language A
Curriculum Area and Grade: 11 and 12

Course Purpose:
IB Language A: Language and Literature is a two-year course that develops students' ability to analyze, interpret, and evaluate a wide range of literary and non-literary texts through the lens of authorial choices, context, audience, and purpose. Students will engage with texts from different time periods, cultures, and media forms, building strong reading, writing, speaking, and critical-thinking skills while exploring how language shapes meaning and influences perspective. This course directly supports the Fitch High School Vision of the Graduate by helping students grow as resilient, innovative, socially aware, and engaged communicators. Through challenging reading, writing, discussion, and analysis, students learn to persist through complex tasks, revise their thinking, and build confidence as independent learners. As they examine texts from diverse cultures, perspectives, and media, they develop critical thinking, creativity, and a deeper awareness of social issues and human experiences. At the same time, students strengthen their ability to communicate clearly, purposefully, and thoughtfully in both academic and collaborative settings. During 11th grade, students complete Units 1–4 alongside UConn Engl 1004, strengthening their abilities in close reading, analytical writing, and textual interpretation. During 12th grade, students complete Units 5–8 alongside UConn Engl 1007, deepening their skills in comparative analysis, synthesis, and academic writing while preparing for IB assessments and college-level expectations. Across both years, students will study literature, film, speeches, visual texts, and other forms of communication to examine identity, power, justice, memory, culture, and connection. **The Learner Portfolio:** The Learner Portfolio is a mandatory, student-driven collection of work compiled throughout the two-year Language A: Language and Literature course. It serves as an individual record of discovery, reflection, and skill development. Rather than acting as a rigid notebook, the portfolio functions as a working lab where students explore literary and non-literary texts, connect their learning to the three Areas of Exploration and seven central concepts, and experiment with critical and creative responses. Additionally, it acts as the primary workbench where students plan, outline, and refine their work for formal assessment components (including the Individual Oral, Paper 1, Paper 2, and the Higher Level Essay). **IB Mandated Requirements** While the portfolio is not directly graded or moderated by the IB, adhering to the following structural and administrative requirements is mandatory:

- **Individual & Student-Owned:** The portfolio must be an individual body of work created and maintained by the student across both years of the course.
- **Diversity of Form & Media:** It must include a mix of formal and informal responses using a variety of critical, creative, visual, written, or audio formats.
- **Coverage:** It must document student engagement with:
    - Literary works and non-literary bodies of work.
    - The three Areas of Exploration (*Readers, Writers, and Texts*; *Time and Space*; *Intertextuality: Connecting Texts*).
    - Connections between texts, cultural contexts, global issues, and central concepts.

Format & Storage (Digital or Physical)

The portfolio may be kept in either a physical format (e.g., a dedicated binder **or notebook**) **or a digital format** (e.g., Google Drive, a website/blog, etc.).

> **Important Administrative Note:** Although the portfolio is not submitted for external marking, the IB reserves the right to request student portfolios to verify academic integrity or course authenticity. Therefore, all student portfolios **must be collected and retained at the conclusion of the course for at least six (6) months** following the final examination session senior year.

IB Documents

- **Language and Literature Guide.pdf**
- **Language A Teacher Support Material.pdf**
- **Language A Frequently Asked Questions.pdf**

Major Learning Goals and Understandings:

FHS Vision of the Graduate

R- Resilient Individual

The Fitch graduate demonstrates continuous commitment to personal growth and wellness by independently accepting challenges, engaging in hard work, and developing resilience to thrive as an individual.

I - Innovative Learner

The Fitch graduate demonstrates continuous commitment to intellectual growth in critical thinking, problem solving, creativity, and knowledge across the disciplines.

S - Socially Aware Citizen

The Fitch graduate demonstrates continuous commitment to cultural understanding and interaction by actively promoting social awareness, civic responsibility, and dedication to the local and global community.

E - Engaged Communicator The Fitch graduate demonstrates continuous commitment to effective and purposeful communication that exhibits open-mindedness, respectful collaboration, empathetic listening, and a clear, comprehensive presentation of ideas.

Units/Theme/Concept and # of Weeks Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Breaking Barriers Through Time	**2. Carrying Truth Across Texts**
3. Honor, Ritual, and Consequence	**4. Love, Language, and Misunderstanding**
5. Voices in Revolution	**6. Generations in Conversation**
7. From Analysis to Performance	**8. Justice in Dialogue**

Mappers/Authors: Laurel Donovan, Jessica Dunican, and Christopher Morth
Date Approved:

Quarter 1- Breaking Barriers Through Time

This unit explores how individuals and texts challenge power, resist limitation, and reshape identity across different time periods and media. Using *Kindred* by Octavia Butler as the anchor text, students will examine how history, oppression, survival, and human agency are represented in literature, film, music, visual art, speeches, and nonfiction. The unit emphasizes time and space, revolutionary voices, and the ways texts connect across culture and genre.

In the summer leading up to 11th grade, students will read *Kindred* and complete Summer Reading - IB 11 Language and Literature (Kindred) .

Grade:	**Subject:**	**Course:**	**Length of Unit:**
11	English	IB UConn English 11 (Language A: Language and Literature HL)	9 Weeks

Part 2- Standards

Common Core and CT State Standards

Students will demonstrate proficiency in the following standards throughout this unit:

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

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

RL.11-12.6: Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings and evidence.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

IB Language A: Language and Literature Criteria

Student work will also be assessed using the IB Language A: Language and Literature criteria:

Criterion A: Knowledge, understanding, and interpretation
Students demonstrate accurate knowledge of texts and contexts, show understanding of how meaning is constructed, and interpret texts in relation to ideas, issues, and authorial choices. Strong responses show thoughtful engagement with literary and non-literary texts, precise references to evidence, and insight into the global issue or line of inquiry.

Criterion B: Analysis and evaluation
Students analyze how authorial choices such as structure, language, imagery, tone, symbolism, and form create meaning and shape reader response. They evaluate how effectively texts communicate ideas and compare the effects of different texts, genres, or media when appropriate.

Criterion C: Focus and organization
Students maintain a clear line of inquiry, sustain focus on the task, and organize ideas logically and coherently. Strong responses use purposeful paragraphing, transitions, and a clear structure that develops analysis rather than summarizing.

Criterion D: Language
Students use precise, academic, and purposeful language that is appropriate to the audience and task. Strong responses demonstrate control of syntax, vocabulary, and stylistic choices, with attention to clarity, fluency, and correctness in both oral and written communication.

Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. How historical context shapes literary and non-literary texts. 2. The relationship between power, resistance, identity, and representation. 3. How authors, artists, and speakers use language, structure, and form to communicate ideas. 4. Vocabulary connected to IB analysis, including context, audience, purpose, structure, tone, and intertextuality.	The students will be able to: 1. Annotate and analyze complex texts independently. 2. Make meaningful connections between Kindred and supplemental texts. 3. Construct analytical paragraphs and multi-paragraph essays. 4. Participate in academic discussion using evidence and precise language. 5. Synthesize information from literary, visual, and historical sources.	**Analyzing, Evaluating, and Creating will be emphasized**, students begin by remembering and understanding key ideas and context, then move into applying those ideas in annotations and discussion, analyzing texts and media for meaning, evaluating perspectives and techniques, and finally creating polished written and oral responses.

Big Idea and Essential Questions

Big Ideas

- Time and space shape experience. The time period and setting of a text influence what people believe, how they act, and what they must endure.
- People break barriers in different ways. Resistance can look like protest, survival, truth-telling, or refusing to accept injustice.
- Writers and artists can be revolutionaries. Through their choices, they can challenge unfair systems and help people see the world differently.
- Identity is shaped by voice and experience. Who people are is connected to what they live through and how they are heard or silenced.
- Power and resistance are connected. Texts often show how systems of power create struggle, but also how people push back.

- Historical memory matters. Learning about the past helps us understand the present and the effects of injustice over time.
- Texts speak to each other. Comparing different texts helps us see shared ideas, patterns, and new meanings.

Essential Questions

- How do texts show people breaking barriers within their historical and social contexts?
- In what ways do writers and artists become revolutionaries through their choices?
- How do time and place shape identity, resistance, and survival?
- How can comparing diverse texts deepen our understanding of justice and human dignity?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes:** Knowledge and the Knower, Knowledge and Language, History
- **Knowledge and Language:** To what extent does the language available to us in a specific era limit or expand our ability to recognize injustice?
- **History:** How do personal narratives and historical fiction alter or enhance our understanding of historical truth compared to official historical records?

Part 3 – Common Unit Assessments

Summer Reading Assignment:

- Summer Reading - IB 11 Language and Literature (Kindred)

Authentic and Formative Assessments:

- Concept maps connecting Kindred to supplemental texts and themes.
- Portfolio of annotations, quickwrites, and discussion reflections.
- Self-assessment and peer assessment checkpoints.
- Comparative response tasks using literature and non-literary texts.
- Reading checks and short quizzes.
- Annotation spot-checks.
- Exit tickets responding to theme, context, or authorial choice.
- Small-group discussion observations.
- Short analytical paragraphs.

Summative Unit Assessments:

- Mini IO: Oppression and Agency (Quarter 1- Breaking Barriers Through Time)
- Literary Analysis Essay- Voice, Power, and Resistance (Quarter 1- Breaking Barriers Through Time)
- Barrier Breakers Research Project

Part 4 – Common/Assured Learning Experiences

Students will:

Read and annotate selected passages from Kindred.

Analyze historical and contemporary supplemental texts related to women's rights, civil rights, rescue narratives, and artistic resistance.

Examine how film, music, comics, speeches, and visual texts communicate meaning differently.

Participate in structured academic discussions and collaborative analysis tasks.

Complete short writing workshops focused on thesis development, evidence, commentary, and revision.

Use digital tools for annotation, collaboration, drafting, and reflection.

Part 5-Teacher Notes

Instructional strategies:
Close reading and annotation.
Comparative analysis.
Think-pair-share and small-group discussion.
Writing workshop and revision.
Multimedia analysis.
Explicit modeling of IB and UConn-style responses.

Essential Resources:

Kindred by Octavia Butler.

Quick Writes/Journal Prompts for (Quarter 1- Breaking Barriers Through Time)

Blank Lens to discuss the author's perspective with any of the authors or artists, but required to complete at the start of the unit about Octavia Butler

"Interview Power Moves" (Quarter 1- Breaking Barriers Through Time)

Historical resistance gallery walk (Quarter 1- Breaking Barriers Through Time)

How different texts represent resistance, identity, and power (Quarter 1- Breaking Barriers Thr…

Frankenstein Viewing Guide (Quarter 1- Breaking Barriers Through Time)

Quarter 2- Carrying Truth Across Texts

This interdisciplinary unit explores how creators across literature, film, visual art, music, speeches, television, and advertising communicate truth through their unique artistic choices. Using *The Things They Carried* as the anchor text, students investigate the relationship between factual and emotional truth while analyzing how memory, identity, perspective, and storytelling shape human experience. Through comparative analysis of literary and non-literary works, students develop the critical thinking, communication, and analytical skills central to IB Language & Literature.

Grade:	**Subject:**	**Course:**	**Length of Unit:**
11	English	IB UConn English 11 (Language A: Language and Literature HL)	(# of weeks) 9 Weeks

CT and Common Core State Standards

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

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant.

RI.11-12.2 – Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.6 – Determine an author's point of view or purpose in a text and analyze how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.

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

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

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues.

SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems.

SL.11-12.4 – Present information, findings, and supporting evidence clearly, concisely, and logically.

SL.11-12.5 – Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.

L.11-12.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

IB Language A: Language and Literature Criteria

Student work will also be assessed using the IB Language A: Language and Literature criteria:

Criterion A: Knowledge, understanding, and interpretation
Students demonstrate accurate knowledge of texts and contexts, show understanding of how meaning is constructed, and interpret texts in relation to ideas, issues, and authorial choices. Strong responses show thoughtful engagement with literary and non-literary texts, precise references to evidence, and insight into the global issue or line of inquiry.

Criterion B: Analysis and evaluation
Students analyze how authorial choices such as structure, language, imagery, tone, symbolism, and form create meaning and shape reader response. They evaluate how effectively texts communicate ideas and compare the effects of different texts, genres, or media when appropriate.

Criterion C: Focus and organization

Students maintain a clear line of inquiry, sustain focus on the task, and organize ideas logically and coherently. Strong responses use purposeful paragraphing, transitions, and a clear structure that develops analysis rather than summarizing. Criterion D: Language Students use precise, academic, and purposeful language that is appropriate to the audience and task. Strong responses demonstrate control of syntax, vocabulary, and stylistic choices, with attention to clarity, fluency, and correctness in both oral and written communication.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. The difference between factual truth, emotional truth, and constructed truth. 2. How authors and creators use deliberate choices to communicate meaning across different mediums. 3. That memory, perspective, and identity influence how stories and experiences are represented. 4. The role of literary, visual, cinematic, musical, and rhetorical techniques in shaping audience interpretation. 5. How symbols and motifs communicate complex emotional and thematic ideas. 6. That audience, purpose, and context influence both the creation and interpretation of texts. 7. How different forms of media represent similar ideas in unique ways.	The students will be able to: 1. Analyze how authorial choices create meaning in literary and non-literary texts. 2. Compare how multiple creators communicate similar ideas through different mediums. 3. Evaluate how perspective, memory, and representation influence the construction of truth. 4. Analyze the effectiveness of literary, visual, cinematic, musical, and rhetorical techniques. 5. Interpret symbols, motifs, structure, and stylistic choices to support thematic analysis. 6. Construct analytical arguments supported by relevant textual and visual evidence. 7. Make meaningful connections among texts, global issues, and personal experiences.	Students begin by remembering and understanding key ideas and context, then move into applying those ideas in annotations and discussion, analyzing texts and media for meaning, evaluating perspectives and techniques, and finally creating polished written and oral responses.

8. That storytelling can reveal, preserve, challenge, or reshape personal and cultural truths. 9. The conventions of literary and non-literary texts studied throughout the unit. 10. The analytical expectations of IB Language & Literature, including the evaluation of authorial choices and their effects.	8. Participate in thoughtful discussions by defending interpretations with evidence while considering multiple perspectives. 9. Produce clear, organized analytical writing and oral presentations appropriate for IB assessments. 10. Apply critical thinking to evaluate how texts shape, challenge, and influence audiences.	

Big Idea and Essential Questions

- **Big Ideas**
  - Truth is constructed through authorial choices.
  - Emotional truth does not always depend on factual accuracy.
  - Form and medium influence how truth is communicated and received.
  - Memory and perspective shape representations of reality.
  - People use storytelling to carry, preserve, and process experience.
  - Audiences participate in creating meaning.
  - Representation can reveal truth, but it can also manipulate perception.

- **Essential Questions**
  - Is emotional truth more powerful than factual truth?
  - How does form change meaning?
  - Can fiction reveal more truth than nonfiction?
  - Why do humans tell stories?
  - How does symbolism communicate what words cannot?
  - How do different mediums influence audiences?
  - What responsibility do creators have when representing truth?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes:** Knowledge and Technology, Knowledge and Language, Human Sciences
- **Knowledge and the Knower:** Is "emotional truth" a valid form of knowledge, or does knowledge require objective, verifiable facts?
- **Knowledge and Technology:** How do different media (film, photography, music, print) shape, distort, or filter our perception of reality?

Part 3 – Common Unit Assessments

The Museum of Truth: Curator Project
Mock Individual Oral (IO) Assessment
Paper 2 Practice: Literary Analysis

Part 4 – Common/Assured Learning Experiences

1. Story-Truth vs. Happening-Truth
1. Analyzing Narrative Discrepancies
2. Distorted Realities and Surrealism
2. Cross-Media Comparative Analysis: Distorted Realities
2.5. Art and Trauma Analysis: Presentation Prep
3. The Sound of Trauma and Isolation
3. Deconstructing the Sound
3.5. The Sound of Trauma: Independent Music Analysis
4. The Canvas of Identity and Pain
4. Symbolism Mapping Exercise: O'Brien & Kahlo
5. Mass Production & The Commercial Truth
5. Mass Production Simulation
6. Chaos, Order, and Abstract Landscapes
6. Comparative Iconography Analysis
6.5 Comparing Narrative and Artistic Structures
7. Nested Realities and the Architecture of Memory
7. Mapping Narrative Fragmentation
7.5. Inception & The Architecture of Memory: Viewing Guide
8. The Unreliable Observer and Satirical Truth

8. Viewing Guide: The Mask of Lemony Snicket
9. Rhetoric, Persuasion, and Public Truth
9. Deconstructing Manufactured Truths
9.5 ⚖️ Analyzing Conflicting Truths
10. The Twilight of Truth
10. The Twilight Zone: Viewing & Synthesis Guide

Part 5-Teacher Notes

Teacher discretion on how they want to divide the chapters of *The Things They Carried.*
Teachers are also encouraged to design their own activities based on the following slideshows and guided worksheets.
Reflection questions for journals included in slideshows.

Quarter 3- Honor, Ritual, and Consequence

In this unit, students will explore how concepts of honor, ritual, gender, purity, and consequence are shaped by culture, history, and perspective. Using *Chronicle of a Death Foretold* as the anchor text, students will compare literary and non-literary works—including religious texts, *Mulan*, true crime media, news stories, and psychological research—to investigate how societies construct ideas of truth, justice, and morality. Through close analysis and comparative inquiry, students will examine how context, time, and space influence the ways individuals and communities interpret responsibility, memory, and identity while developing the analytical and communication skills central to the IB Language and Literature curriculum.

Grade:	**Subject:**	**Course:**	**Length of Unit:**
11	English	IB UConn English 11 (Language A: Language and Literature HL)	(# of weeks) 9 Weeks

CT and Common Core State Standards

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another.

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

RL.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze the impact of specific word choices on meaning and tone.

RL.11-12.6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is implied.

RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of informational texts.

RI.11-12.2 – Determine two or more central ideas of an informational text and analyze their development.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how individuals, ideas, or events interact throughout a text.

RI.11-12.6 – Determine an author's point of view or purpose and analyze how style and content contribute to the effectiveness of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media and formats to address a question or solve a problem.

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

W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

W.11-12.4 – Produce clear and coherent writing appropriate to task, purpose, and audience.

W.11-12.9 – Draw evidence from literary and informational texts to support analysis, reflection, and research.

SL.11-12.1 – Initiate and participate effectively in collaborative discussions with diverse partners.

SL.11-12.4 – Present information, findings, and supporting evidence clearly and persuasively.

SL.11-12.5 – Make strategic use of digital media in presentations to enhance understanding.

L.11-12.3 – Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning and style.

IB Language A: Language and Literature Criteria

Student work will also be assessed using the IB Language A: Language and Literature criteria:

Criterion A: Knowledge, understanding, and interpretation
Students demonstrate accurate knowledge of texts and contexts, show understanding of how meaning is constructed, and interpret texts in relation to ideas, issues, and authorial choices. Strong responses show thoughtful engagement with literary and non-literary texts, precise references to evidence, and insight into the global issue or line of inquiry.

Criterion B: Analysis and evaluation
Students analyze how authorial choices such as structure, language, imagery, tone, symbolism, and form create meaning and shape reader response. They evaluate how effectively texts communicate ideas and compare the effects of different texts, genres, or media when appropriate.

Criterion C: Focus and organization
Students maintain a clear line of inquiry, sustain focus on the task, and organize ideas logically and coherently. Strong responses use purposeful paragraphing, transitions, and a clear structure that develops analysis rather than summarizing.

Criterion D: Language
Students use precise, academic, and purposeful language that is appropriate to the audience and task. Strong responses demonstrate control of syntax, vocabulary, and stylistic choices, with attention to clarity, fluency, and correctness in both oral and written communication.

Part 2 – Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying,

		Understanding and Remembering
The students will know: 1. Concepts of honor, purity, and justice are shaped by cultural, historical, and religious contexts. 2. Authors and creators make intentional choices to influence audience interpretation and meaning. 3. Different text types communicate ideas through unique conventions, structures, and rhetorical strategies. 4. Personal memory and collective memory can be unreliable and influence	The students will be able to: 1. Analyze how authors and creators develop themes related to honor, purity, gender, and consequence. 2. Compare literary and non-literary texts across different cultures, time periods, and media. 3. Evaluate how context influences the meaning and interpretation of texts. 4. Interpret the effects of language, structure, style, and literary or rhetorical devices. 5. Support analytical claims using relevant textual evidence and reasoned argument. 6. Examine multiple perspectives on truth, justice, morality, and memory. 7. Participate in collaborative discussions that build on the ideas of others while supporting their own interpretations. 8. Create oral and written analyses that connect a global issue across multiple texts. 9. Synthesize information from literature, media, psychology, religion, and current events to deepen understanding of complex issues. 10. Reflect on how texts challenge, reinforce, or reshape their own perspectives about culture, identity, and society.	1.Students begin by remembering and understanding key ideas and context, then move into applying those ideas in annotations and discussion, analyzing texts and media for meaning, evaluating perspectives and techniques, and finally creating polished written and oral responses.

perceptions of truth. 5. Gender roles and societal expectations shape individual identity and decision-making. 6. Rituals and traditions reinforce cultural values and social norms. 7. Perspective and bias influence how events are represented and understood. 8. Global issues can be explored across literary and non-literary texts through comparison. 9. Context (time, place, and culture) affects both the creation and interpretation of texts. 10. Effective literary analysis requires evidence,		

interpretation, and evaluation of authorial choices.		

Big Idea and Essential Questions

Big Ideas

- Honor is a social construct that is shaped by culture, history, and tradition.
- Ideas of purity influence identity, power, and belonging.
- Truth is influenced by perspective, memory, and representation.
- Rituals preserve cultural values while reinforcing social expectations.
- Gender roles influence identity, responsibility, and opportunity.
- Individual actions can have lasting consequences for entire communities.
- Comparing texts across time and space reveals both universal human experiences and cultural differences.

Essential Questions

- How do different societies define honor, and why do those definitions matter?
- Who determines what is considered pure, moral, or just?
- How do culture, religion, and tradition influence the choices individuals make?
- Can truth ever be fully objective, or is it always shaped by perspective and memory?
- How do gender expectations influence identity, power, and responsibility?
- To what extent are individuals responsible for the consequences of their actions, and when does responsibility belong to a community?
- How does studying texts from different cultures, historical periods, and media deepen our understanding of human behavior and global issues?

Possible TOK Connections:

- **Primary TOK Themes:** Knowledge and the Knower, Ethics, Human Sciences
- **Ethics / Knowledge and the Knower:** To what extent are moral concepts such as "honor" and "purity" culturally relative, and can individual ethical obligations override collective social expectations?
- **Human Sciences / History:** How do collective memory, witness bias, and societal passivity distort or limit our ability to reconstruct objective truth about past events?

Part 3 – Common Unit Assessments

- Multimodal Project Planner: The Trial of Honor
- IB Paper 2: Comparative Literary Analysis
- Individual Oral Preparation: Bridging Texts

Part 4 – Common/Assured Learning Experiences

- 1. Foundations of Honor and Ritualized Society
- 1. Institutional Responsibility Analysis Matrix
- 2. Sacred Codes and Secular Justice
- 2. Ritual vs. Scripture Analysis
- 3. Gendered Expectations and Cultural Identity
- 3. Comparative Honor Frameworks
- 4. The Public Ritual of the Murder
- 4. Performance and Pacing Analysis
- 5. Investigative Journalism and the Nature of Truth
- 5. Deconstructing Cultural Bias
- 5.5 ⚖️ Analyzing Witness Reliability
- 6. Memory, Testimony, and the Fraying of Facts
- 6. Investigative Podcast Script Analysis
- 7. Media Narratives of Guilt and Innocence
- 7. Witness Testimony Reliability Review
- 7.5 Law & Order: Episode Viewing Guide
- 8. The Weight of Consequence and Redemption
- 8. Comparative Study: Exile and Cancellation

Part 5-Teacher Notes

Chronicle of a Death Foretold by Gabriel García Márquez
Mulan (Disney animated or live-action adaptation)
Law & Order: SVU ("Forty-One Witnesses" episode)
Serial Podcast
"How One Stupid Tweet Blew Up Justine Sacco's Life" (NY Times Article)

Quarter 4- Love, Language, and Misunderstanding

This unit explores how language shapes relationships, identity, and meaning across literary, dramatic, visual, and media texts. Using Much Ado About Nothing as the anchor text, students will examine how authors and artists use wit, miscommunication, performance, and intertextual references to represent love, loyalty, conflict, and reconciliation. The unit connects Shakespeare to modern romantic comedies, popular music, public speeches, and contemporary media to help students analyze how texts speak to one another across time and genre.

Grade:	Subject:	Course:	Length of Unit:
11	English	IB UConn English 11 (Language A: Language and Literature HL)	9 Weeks

Part 2 Standards

Common Core / CT State Standards

Students will engage with the following Connecticut Core/Common Core standards throughout this unit:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of literary texts.

RL.11-12.2 Determine two or more themes or central ideas and analyze their development.

RL.11-12.3 Analyze the impact of the author's choices regarding character, setting, structure, and plot.

RL.11-12.6 Analyze perspective and infer meaning beyond what is directly stated.

RI.11-12.1 Cite strong and thorough textual evidence in informational texts.

RI.11-12.6 Determine an author's point of view or purpose and analyze rhetoric.

RI.11-12.7 Integrate and evaluate multiple sources across media and formats.

W.11-12.1 Write arguments to support claims using relevant evidence and reasoning.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas.

W.11-12.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W.11-12.9 Draw evidence from literary and informational texts to support analysis and reflection.

SL.11-12.1 Participate effectively in collaborative discussions.

SL.11-12.4 Present information and supporting evidence clearly and persuasively.

SL.11-12.5 Use digital media strategically to enhance presentations.

L.11-12.1 Demonstrate command of standard English grammar and usage.

L.11-12.2 Demonstrate command of standard English conventions.

IB Language A: Language and Literature Criteria

Criterion A: Knowledge, understanding, and interpretation
Students demonstrate accurate knowledge of Much Ado About Nothing and supplemental texts, show understanding of how meaning is shaped by context and form, and interpret ideas about love, loyalty, communication, and misunderstanding across literary and non-literary texts.

Criterion B: Analysis and evaluation
Students analyze how Shakespeare and other creators use language, tone, structure, imagery, performance, and form to construct meaning. Students evaluate how effectively texts portray relationships, conflict, irony, and public/private identity.

Criterion C: Focus and organization
Students sustain a clear line of inquiry, maintain focus on the task, and organize ideas logically in oral and written work. Strong responses use purposeful transitions, paragraphing, and development of ideas.

Criterion D: Language
Students use precise, academic, and purposeful language suited to the task and audience. Students demonstrate control of vocabulary, syntax, and style in both analytical writing and oral communication.

Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. How Shakespeare develops themes of love, loyalty, misunderstanding, and reconciliation in Much Ado About Nothing.	The students will be able to: 1. Read, annotate, and analyze Much Ado About Nothing and related texts for theme, character, and authorial choice.	Understanding — Students will interpret dialogue, lyrics, and speeches to grasp meaning, tone, and context.

2. How intertextuality works and how texts can connect across time, genre, and media. 3. How authorial choices such as diction, tone, structure, characterization, imagery, irony, and performance shape meaning. 4. How modern romantic comedies, television, music, speeches, and visual texts reflect or reimagine similar ideas found in Shakespeare. 5. How relationships, communication, and conflict are shaped by cultural expectations, gender roles, and historical context. 6. The vocabulary and concepts needed for IB literary analysis, including theme, perspective, purpose, audience, form, context, and global issue. 7. The expectations of IB assessment criteria A, B, C, and D and how those criteria apply to oral and written responses. 8. The expectations of college-level analytical reading and writing, including clear claims, textual evidence, commentary, and revision.	2. Compare literary and non-literary texts to explain how love, loyalty, and misunderstanding are represented differently across media. 3. Support interpretations with strong textual evidence from drama, film, music, speeches, images, and other sources. 4. Write analytical paragraphs and essays with clear claims, organized structure, and precise commentary. 5. Participate in academic discussions and seminars using evidence-based speaking and active listening. 6. Evaluate how modern texts and media reinterpret Shakespearean ideas for contemporary audiences. 7. Create intertextual connections between Much Ado About Nothing, Romeo and Juliet, modern rom-coms, Friends, Paula Abdul, Taylor Swift, and Michelle Obama's speech. 8. Demonstrate growth in IB-style oral and written communication that reflects Criteria A, B, C, and D. 9. Apply college-preparatory reading and writing skills through drafting, revising, and presenting polished analytical work. 10. Communicate thoughtfully and purposefully in ways that reflect the FHS Vision of the Graduate.	Applying — Students will apply rhetorical and dramatic terminology to analyze scenes, lyrics, and media examples. Analyzing — Students will break down Shakespearean scenes and modern texts to identify irony, miscommunication strategies, characterization, and structure. Evaluating — Students will judge the effectiveness of different media choices (performance, staging, lyricism, editing, delivery) in shaping meaning and audience response. Creating — Students will produce intertextual projects (scripted scenes, multimedia presentations, creative rewrites) that synthesize Shakespeare with contemporary media.

Big Idea and Essential Questions

Big Ideas

- Language shapes relationships; the way people speak, write, and perform affects trust, loyalty, misunderstanding, and reconciliation.
- Love is complicated by context; social expectations, gender roles, and public reputation influence how love is expressed and interpreted.
- Texts speak to each other across time; Shakespeare, modern rom-coms, television, music, and speeches often revisit the same relationship patterns in different forms.

- Misunderstanding can create both conflict and meaning; confusion, irony, and misread intentions can reveal character, deepen theme, and move plot.
- Performance changes interpretation; tone, staging, delivery, and medium shape how audiences understand a text.

Essential Questions

- How does language create, strengthen, or damage relationships?
- In what ways do love and loyalty depend on context, communication, and trust?
- How do writers and artists use misunderstanding to build conflict and meaning?
- How does Much Ado About Nothing connect to modern stories, songs, speeches, and media?
- How do performance choices change the way an audience interprets a text?
- What can intertextual connections help us understand about love, identity, and human behavior?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes**: Knowledge and Language, The Arts
- **Knowledge and Language:** How can language be used simultaneously to reveal truth and to manipulate or conceal it?
- **The Arts:** Does interpreting a performance require knowledge of the author's original intent, or does meaning reside entirely with the audience?

Part 3 – Common Unit Assessments

Authentic assessment
Concept maps connecting Shakespeare to modern media, music, and speeches.

Comparative analysis of love, loyalty, and misunderstanding across texts.

Interactive intertextuality project using quotations, images, and media examples.

Reflection on how communication changes across historical and cultural contexts.

Formative assessments
Annotation checks and close reading responses.

Exit tickets on theme, tone, irony, and authorial choice.

Quickwrites comparing Shakespearean and modern dialogue.

Seminar preparation sheets and discussion reflections.

Short analytical paragraphs using evidence and commentary.

Partner and group response activities.

Summative assessments
Oral presentations/rubric: Mini IO-style presentation connecting a global issue to Much Ado About Nothing and a modern text.

Written report/rubric: Comparative analytical essay on Shakespeare and a contemporary text.

Performance assessment/rubric: Timed analytical response or seminar discussion.

Case study/seminar/mathematical thinking/rubric: Comparative exploration of intertextuality, loyalty, or miscommunication across texts.

Part 4 – Common/Assured Learning Experiences

Students will:

- Read and annotate selected scenes from *Much Ado About Nothing*.
- Analyze key moments from *Romeo and Juliet* to compare love, conflict, and miscommunication.
- View selected scenes from a modern romantic comedy or *Friends* episode and analyze how humor and misunderstanding shape relationships.
- Study music and lyric texts such as "Opposites Attract" by Paula Abdul and select Taylor Swift lyrics.
- Examine Michelle Obama's speech as a model of public communication, partnership, and rhetorical purpose.
- Explore visual texts, advertisements, memes, and social media examples that demonstrate modern forms of miscommunication.
- Participate in structured seminars, collaborative analysis, and writing workshops.
- Use digital tools for annotation, comparison, drafting, and presentation.

Part 5-Teacher Notes

- Anticipation Guide (Quarter 4- Love, Language, and Misunderstanding)
- 10-Day Quick Write/ Journal Calendar (Quarter 4- Love, Language, and Misunderstanding)
- Michelle Obama's Speech at the opening of the Obama Presidential Center: Language and Relationships (Quarter 4- Love, Langua...
- Music Video Analysis Partner Activity (Quarter 4- Love, Language, and Misunderstanding)
- Much Ado About Nothing, Directed by Kenneth Branagh - Viewing Guide (Quarter 4- Love, Language, and Misunderstanding)
- Much Ado About Nothing Close Reading & Performance Worksheet (Quarter 4- Love, Language, and Misunderstanding)
- Much Ado About Nothing Tone Challenge (Quarter 4- Love, Language, and Misunderstanding)
- Love, Language, and Performance Stations (Romeo and Juliet Films vs Much Ado About Nothing Films- Quarter 4- Love, Languag...
- Much Ado About Nothing- Scene Modernization
- Much Ado About Nothing Literary Devices Quiz
- Close Reading of Much Ado About Nothing (Quarter 4- Love, Language, and Misunderstanding)
- Socratic Seminar Preparation Guide (Quarter 4: Love, Language, and Misunderstanding)
- Much Ado About Nothing Literary Analysis Essay Choice Board (Quarter 4- Love, Language, and Misunderstanding)
- Peer Revision: Much Ado About Nothing Analysis (Quarter 4- Love, Language, and Misunderstanding)

Quarter 5- Voices in Revolution

This unit explores how graphic narratives and multimodal texts construct personal and political truths amidst revolution, war, and displacement. Using Marjane Satrapi's *Persepolis* alongside Scott McCloud's *Understanding Comics*, students analyze how visual grammar (panels, gutters, encapsulation, framing, and black-and-white iconicity) works intertextually with text to represent trauma, identity, and memory. Students will compare the graphic novel with a film to examine how the language of visual mediums go about telling difficult stories. Designed as the launch of senior year, this unit also embeds a dedicated college application essay workshop series.

In the summer leading up to 12th grade, students will read *Persepolis* as well as a novel of their choosing in order to complete Summer Reading – IB 12 (Persepolis) .

Grade:	**Subject:**	**Course:**	**Length of Unit:**
12	English	IB UConn English 12 (Language A: Language and Literature HL)	(# of weeks) 9 Weeks

Common Core and Connecticut State Standards

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to power, persuasiveness, or beauty.

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words.

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

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners.

SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. The foundational mechanics of visual storytelling (*Understanding Comics* by Scott McCloud: panel transitions, gutters, closure, encapsulation, iconicity, bleeding, speech act design). 2. How historical/political context (1979 Iranian Revolution, Iran-Iraq War, Islamic regime policies, Western perception of the Middle East) shape narratives. 3. How medium specificity works: comparing graphic novels (printed sequential art) to film (cinematic movement, diegetic/non-diegetic audio, voiceover). 4. Intertextual concepts: How texts borrow, adapt, challenge, and dialogue with one another across time and media forms.	The students will be able to: 1. Apply McCloud's visual terminology to perform close-readings of graphic novel panels and pages. 2. Compare and discuss how visual creators make use of the tools of their mediums to tell stories. 3. Feel comfortable using visual texts in the IB Higher Level Essay, Paper 1, and Individual Oral components. 4. Write, workshop, and polish a personal narrative/college application essay for real-world submission.	**Creating** – Draft and polish original college application essays; create comparative visual-literary analysis layouts. **Evaluating** – Judge the effectiveness of adaptation choices when converting static sequential art to film. **Analyzing** – Deconstruct panel transitions, gutter mechanics, black-and-white contrast, framing, and cinematic montage. **Applying** – Apply Scott McCloud's visual grammar to *Persepolis* and evaluate non-literary media. **Understanding** – Comprehend the impact of the Iranian Revolution on individual identity and family dynamics.

5. The rhetorical structures, voice, and narrative strategies of effective college application essays.		

Big Idea and Essential Questions

- **Big Ideas**

- Visual grammar is a language: Comics and graphic novels rely on a sophisticated system of visual syntax (gutters, closures, encapsulation) where what is omitted is as meaningful as what is drawn.
- Intertextuality across media: Changing a story's medium (graphic novel to animation or live-action film) reshapes how an audience experiences trauma, humor, and political commentary.
- Personal voice within political history: Micro-histories (individual coming-of-age memoirs) can demystify and challenge monolithic macro-histories (national political revolutions).
- Storytelling as self-definition: Crafting one's narrative—whether in a graphic memoir or a senior college essay—requires intentional selection, pacing, and framing of identity.

- **Essential Questions**

- How do visual artists use non-verbal grammar (gutters, line weight, framing, negative space) to communicate complex human trauma and emotion?
- How does changing the medium from print sequential art to film alter the audience's emotional and intellectual connection to a narrative?
- In what ways do personal memoirs challenge or complement official historical narratives?
- How can a writer frame their personal history and authentic voice to communicate who they are to an external audience (e.g., college admissions, global readers)?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes:** Knowledge and Politics, Knowledge and Technology, The Arts
- **The Arts/History:** How do visual art and graphic narratives challenge or subvert dominant political narratives and macro-histories?
- **Knowledge and Technology:** How does the structural grammar of a medium (e.g., panels/gutters in comics vs. camera framing in film) dictate what can be known or felt by the reader?

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
Concept maps
Formative assessments
Portfolio / rubric
Self-assessment
Peer assessment

Summative assessments
Oral presentations/rubric
Written report/rubric
Performance assessment/rubric
Case study/ seminar/ mathematical thinking/ rubric

Formative Assessments:

- Visual Literacy Annotation Spot Checks
- Daily Journals (Samples)
  - Journal 01 - Welcome Back.pptx
  - Journal 02 - Middle East.pptx
  - Journal 03 - College Preparation.pptx
  - Journal 04 - American Prejudices.pptx
  - Journal 05 - Cost of College.pptx
  - Journal 06 - Revolution.pptx
  - Journal 07 - Paying for College.pptx
  - Journal 08 - Violence.pptx
  - Journal 09 - Coming of Age.pptx
  - Journal 10 - Outsider.pptx
  - Journal 11 - Globalization.pptx
  - Journal 12 - Persepolis Film.pptx
- College Essay Drafts and Peer Reviews
- Adaptation Graphic Organizer
- Practice Paper 1 Mini-Outlines
- Summer Reading – IB 12 (Persepolis)

Summative Assessments:

- College Application Essay
  - College Essay Samples and Advice
  - In Pursuit of the Sublime - Sample College Ess…
  - Growing Strawberries in a High School Locker …
  - From Yonkers to Accra - Sample College Essay…
  - On and Off - Sample College Essay 3.docx
  - Essence Objects.docx
  - Montage Essay Samples
- Analytical Essay (final Higher Level Essay practice)
  - Higher Level (HL) Essay #5
- Multimodal Project
  - Reframing Revolution

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

College Essays - Each student will have completed the drafting process of their college essay and have a complete, polished essay ready to submit by the early application deadlines.

Higher Level Essay - This will be the fifth and final HLE that students will write as a part of the course. This will give them five options to choose from when it comes time to select an HLE for final redrafting and submission to IB.

Multimodal Project - All students will have the opportunity to apply the various skills they've developed over the past 5 units in a visual medium and become creators in their own right.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.
This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Includes a description of essential print and non-print resources, grouping arrangements and other instructional strategies.

When selecting resources, teachers should consider:

- Check alignment to the unit
- Vary selections according to age, skill level, readiness and learning styles of learners
- Include varied readability levels
- Include varied culturally relevant resources that have been reviewed for bias
- Include appropriate technologies
- Explain purposeful use of resources
- Collaborate with the library/media specialist regarding Internet sources and information

Persepolis by Marjane Satrapi
Film version of *Persepolis*
Film version of *The Kite Runner*
Johns Hopkins' "Essays that Worked"
"Letter from a Birmingham Jail" - Dr. Martin Luther King Jr
"The Ballot or the Bullet" - Malcolm X
"I Am Prepared to Die" - Nelson Mandela
V for Vendetta by Alan Moore

Quarter 6 - Generations in Conversation

This unit explores how memory, culture, and communication evolve across generations, and how small, fragmented moments construct larger human truths. Using *The Joy Luck Club* by Amy Tan as an anchor text, students examine intergenerational and intercultural relationships, linguistic translation gaps, and shifting cultural landscapes. Alongside literary analysis, students investigate the decline of the shared "monoculture" into fragmented, digital subcultures and its impact on familial connection. Students will synthesize field research, primary source oral histories, and visual literacy to produce a creative non-fiction vignette for UConn 1007 while executing final revisions and submissions for their IB Higher Level Essay.

Grade:	**Subject:**	**Course:**	**Length of Unit:**
12	English	IB UConn English 12 (Language A: Language and Literature HL)	10 weeks

Common Core State and Connecticut State Standards

1. Reading Literature (RL.11-12)

Focus: Analyzing character relationships, structure, and linguistic nuances in The Joy Luck Club.

- **CCSS.ELA-LITERACY.RL.11-12.3 (Character & Narrative Interaction):** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
    - *Unit Application:* Analyzing how Amy Tan constructs the mothers' and daughters' separate but overlapping vignettes, and how setting (pre-revolutionary China vs. 1980s San Francisco) drives the intergenerational conflict.
- **CCSS.ELA-LITERACY.RL.11-12.4 (Connotation & Figured Language):** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
    - *Unit Application:* Unpacking Tan's use of figurative language and how translation gaps can visually represent the emotional distance between generations.

2. Reading Informational Text (RI.11-12)

Focus: Unpacking the cultural transition from a shared monoculture to fragmented, digital subcultures.

- **CCSS.ELA-LITERACY.RI.11-12.2 (Central Ideas & Development):** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.

    - *Unit Application:* Evaluating complex cultural essays regarding the decline of broadcast television, shared consumer markets, and the rise of algorithmic isolation.
- **CCSS.ELA-LITERACY.RI.11-12.7 (Multimodal Evaluation):** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
    - *Unit Application:* Comparing written arguments about the monoculture with physical artifacts (vintage print advertisements, television ratings charts, and visual media) that document the generational divide.

3. Writing (W.11-12)

Focus: Drafting the UConn Creative Non-Fiction Vignette and polishing/submitting the IB HL Essay.

- **CCSS.ELA-LITERACY.W.11-12.3 (Narrative & Creative Non-Fiction):** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    - *Unit Application:* Writing the UConn 1007 creative non-fiction vignette based on the family member interview, employing pacing, sensory imagery, and distinct narrative voices.
- **CCSS.ELA-LITERACY.W.11-12.5 (The Revision Process):** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
    - *Unit Application:* Polishing and executing final revisions on the formal IB HL Essay based on peer and teacher feedback before official upload.

4. Speaking and Listening (SL.11-12)

Focus: Conducting field interviews and presenting UConn Studio projects.

- **CCSS.ELA-LITERACY.SL.11-12.1 (Collaborative & Evaluative Inquiry):** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
    - *Unit Application:* Conducting the structured family member interview; participating in peer-critique circles during the "UConn Studio" design sessions.
- **CCSS.ELA-LITERACY.SL.11-12.5 (Strategic Media):** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
    - *Unit Application:* Designing and showcasing the multimodal accompaniment (audio clip, digital photo archive, or visual collage) to the creative non-fiction vignette.

5. Language (L.11-12)

Focus: Intentionally manipulating syntax and examining language as a cultural, changing force.

- **CCSS.ELA-LITERACY.L.11-12.1.A (Usage Conventions Over Time):** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
    - *Unit Application:* Exploring "intergenerational linguistic drift" (slang, digital shorthand, and shifting idioms) and how these linguistic divides isolate parents and children.
- **CCSS.ELA-LITERACY.L.11-12.3.A (Syntax for Effect):** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
    - *Unit Application:* Employing the structures utilized by Tan in the creative non-fiction vignette to convey emotional weight.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. the mechanics of the vignette structure. 2. the difference between "perspective" and "voice". 3. the grammar of visual composition. 4. the conventions of creative non-fiction. 5. the collaborative nature of "studio" revision 6. the editing and polishing workflow.	The students will be able to: 1. trace a central motif (e.g., wind, chess, jewelry, or mirrors) across multiple narrative perspectives to determine how its symbolic meaning shifts depending on the narrator. 2. analyze how authors use structure (the vignette form) to mirror major thematic ideas in their works (e.g. the fragmented psychological and cultural relationships between immigrant mothers and their American-born daughters). 3. draw comparative conclusions about thematic ideas (e.g. the universal nature of parental "letting go") across literary and non-literary texts. 4. analyze how the breakdown of the American monoculture (decentralized media, algorithms, niche subcultures) acts as a compounding factor in modern generational divides. 5. apply a specific narrative technique (e.g., framing around an heirloom, dual perspectives, or cultural translation) to their own creative non-fiction writing. 6. apply formal assessment criteria (e.g. the IB HL Essay) to their final drafts to self-assess, edit, and polish their work for official submission (in this case to the IB eCoursework portal).	**Creating** – Students will create creative non-fiction pieces utilizing interviews/oral histories conducted with family members. **Evaluating** – Students critique and assess peer and self-drafted writing during "Studio" workshops, justifying structural, linguistic, and rhetorical choices **Analyzing** – Students analyze how photographers employ framing, composition, lighting, and negative space to convey emotions. **Applying** – Students apply formal MLA documentation and academic formatting guidelines to all final written works and digital assets. **Understanding** – Students understand the transition from a shared, centralized media

		monoculture to an individualized, algorithmically driven digital landscape **Remembering** – Students identify and define literary devices (e.g., *motif*, *vignette*, *juxtaposition*) and visual literacy terms (e.g., *depth of field*, *negative space*, *compositional framing*).

Big Idea and Essential Questions

Big Ideas

- Complex, lifelong human experiences and systemic histories are often best captured not through sweeping, linear narratives, but through the cumulative weight of small, highly focused, and recurring fragments.
- Intergenerational and intercultural conflict is inherently a linguistic struggle; where shared vocabulary fails, physical thresholds, material objects, and visual cues must adapt to carry the weight of translation.
- The transition from a centralized, shared monoculture to a fragmented, individualized digital landscape has fundamentally altered how different generations construct their realities and communicate their values.
- Translating a real person's lived experience and oral memory into a creative, public artifact is an act of ethical negotiation that balances creative license with the preservation of human dignity and authentic voice.

Essential Questions

- How do we bridge the gap when language, culture, and memory fail to translate across generations?
- How can small, quiet, or repetitive moments reveal the grander, invisible truths of a lifetime?
- In a world without a shared "monoculture," how do shifting media landscapes isolate—or connect—families and communities?
- What is our responsibility when we attempt to tell another person's story?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes:** Knowledge and Language, Knowledge and Technology, Human Sciences
- **Knowledge and Language:** What is lost and gained when knowledge or lived experience is translated across languages and cultural frameworks?
- **Knowledge and Technology:** How has the shift from a shared monoculture to algorithmic subcultures changed how different generations construct their understanding of reality?

Part 3 – Common Unit Assessments

*Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.*

Authentic assessment
Concept maps
Formative assessments
Portfolio / rubric
Self-assessment
Peer assessment

Summative assessments
Oral presentations/rubric
Written report/rubric
Performance assessment/rubric
Case study/ seminar/ mathematical thinking/ rubric

Narrative Writing Assignment with Research

- This assignment is the central writing piece for this unit. Students will conduct an interview with a family member, research some particulars of the time/place where their vignette will be set, and then write a creative non-fiction piece.
- Narrative Pre-writing Organizer
- Narrative Vignette Peer-Review Worksheet
- Companion Assignment: Multimodal Artifact Design & Gallery Walk

Official IB Higher Level Essay Final Submission

- The Higher Level Essay (from the Language and Literature Guide)
- HL Essay Rubric.pdf
- HL Essay Advice (from IB Teacher Support Material)
- 10 Tips for HL Essay.pdf
- HL Essay Exemplar - Great.pdf
- HL Essay Exemplar - Great Comments.pdf
- HL Essay Exemplar - Good.pdf
- HL Essay Exemplar - Good Comments.pdf
- HL Essay Exemplar - Poor.pdf
- HL Essay Exemplar - Poor Comments.pdf
- The final deadline for submission of early IB components (like the HL Essay) is generally March 20th of senior year. This information can be confirmed with the IB Diploma Coordinator who can provide instructions for how to upload.

Visual Literacy Workshop

Monoculture & Cultural Systems Inquiry Seminar

Daily Journals (Examples)

- Journal 01 - Parental Expectations Updated.pptx
- Journal 03 - First 4 Characters.pptx
- Journal 02 - Swan Story Updated.pptx
- Journal 03a - Initial Reactions.pptx
- Journal 04 - Antagonists.pptx
- Journal 05 - Midbook Review.pptx
- Journal 06 - Parents Know Best.pptx
- Journal 07 - Daughter Struggles.pptx
- Journal 08 - Turning Points.pptx
- Journal 09 - Fate and Memory.pptx
- Journal 10 - Transformation.pptx
- Journal 11 - Great Book.pptx
- Journal 14 - Artist Responsibilities.pptx

Practice for Individual Oral

- Individual Oral (from Language and Literature Guide)
- Individual Oral Outline Form

Continued Additions to the Learner Portfolio

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences.

1. Primary Source Oral History Interview (UConn Field Research)
2. The Creative Non-Fiction "Studio" Workshop Series
3. Visual Literacy & Photographic Analysis Workshop (IB Paper 1 Prep)
4. Monoculture & Cultural Systems Inquiry Seminar (IB Individual Oral Prep)
5. IB Higher Level Essay (HLE) Revision & Submission Boot Camp
6. Multimodal Artifact Design & Gallery Walk

Part 5-Teacher Notes

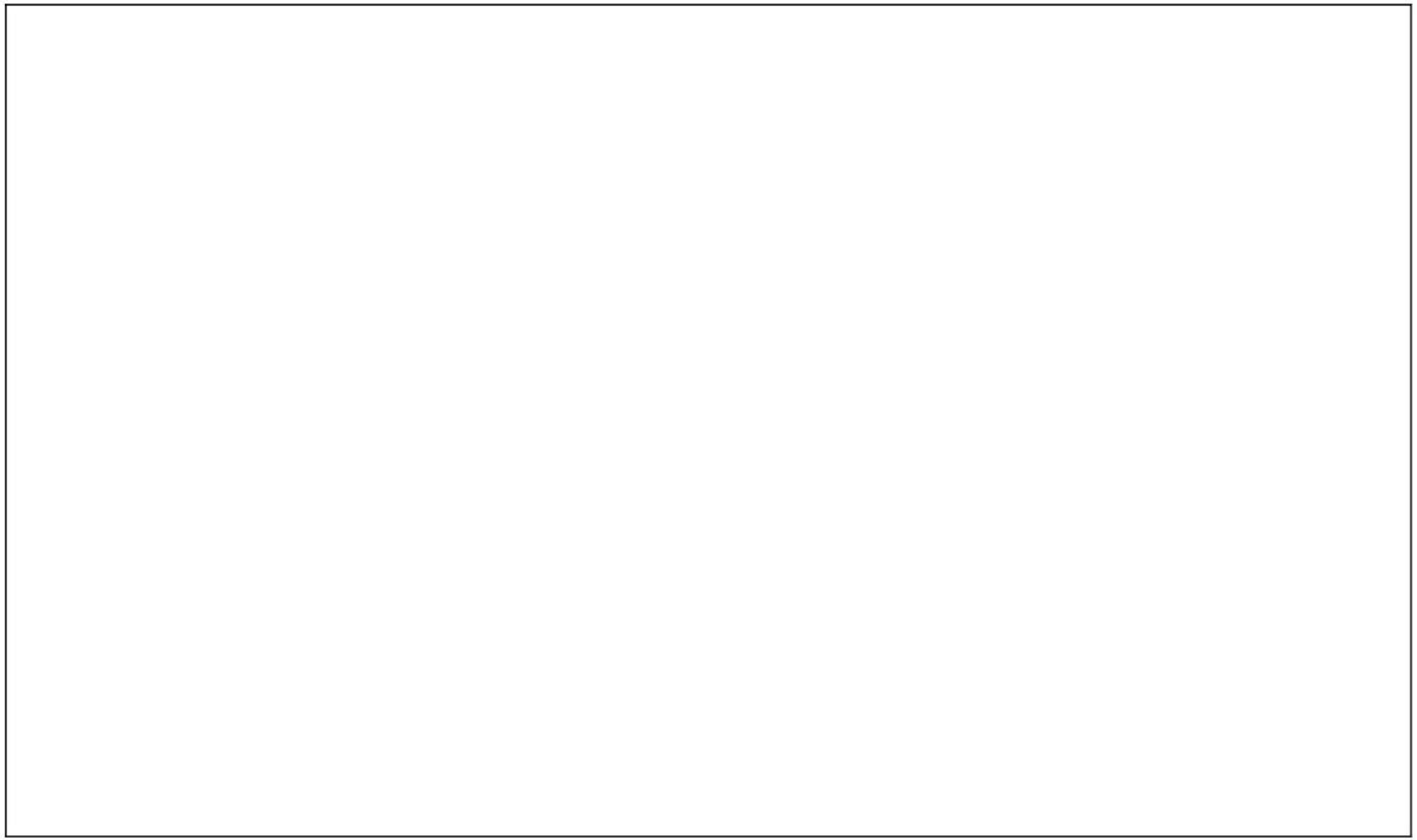
Each unit will include embedded technology and literacy.
This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Includes a description of essential print and non-print resources, grouping arrangements and other instructional strategies.

When selecting resources, teachers should consider:

- Check alignment to the unit
- Vary selections according to age, skill level, readiness and learning styles of learners
- Include varied readability levels
- Include varied culturally relevant resources that have been reviewed for bias
- Include appropriate technologies
- Explain purposeful use of resources
- Collaborate with the library/media specialist regarding Internet sources and information

The Joy Luck Club by Amy Tan
"Leaving and Waving" by Deanna Dikeman
"The Death of Monoculture" by Vibhor Kapoor
From the archives: Apollo 11 moon landing leaves Walter Cronkite "speechless"
From the archives: Walter Cronkite reports on John F. Kennedy's assassination on Nov. 22, 1963
Who wants to be a Millionaire- million dollar winner
Why 'Pokemon Go' Is Taking Over the World | NBC Nightly News
Usain Bolt Breaks 3 World Records | Beijing 2008 Olympics
THE LAST DANCE EPISODE 1 Michael Jordan The Legend Journey
Tiger King: Murder, Mayhem and Madness | Official Trailer | Netflix
"The Y2K Nightmare" by Robert Anson
The Ice Bucket Challenge
'The Rise and Fall of the American Monoculture' by Ben Fritz



Quarter 7- From Analysis to Performance			
Grade: 12	**Subject:** English	**Course:** IB UConn English 12 (Language A: Language and Literature HL)	**Length of Unit:** (# of weeks) 9 Weeks

Common Core State Standards (Aligned)

CCSS.ELA-LITERACY.RL.11-12.1 – Cite strong textual evidence

CCSS.ELA-LITERACY.RL.11-12.3 – Analyze impact of authorial choices

CCSS.ELA-LITERACY.RL.11-12.7 – Analyze multiple interpretations (including performance)

CCSS.ELA-LITERACY.W.11-12.4 – Produce clear and coherent writing

CCSS.ELA-LITERACY.W.11-12.9 – Draw evidence from texts

CCSS.ELA-LITERACY.SL.11-12.1 – Collaborative discussions

CCSS.ELA-LITERACY.SL.11-12.4 – Present information effectively

CCSS.ELA-LITERACY.SL.11-12.5 – Use digital media strategically

Supporting Standards

IB Language A: Language & Literature HL Assessment Objectives (AO1–AO4)

- Emphasis on interpretation, analysis, evaluation, and creation across modes

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:	The students will be able to:	1. All levels of Bloom's Taxonomy will be

1. How authorial choices shape meaning across genres (tone, structure, symbolism, staging) 2. The relationship between text, performance, and audience interpretation 3. Conventions of dramatic, oral, and multimodal performance 4. How context (historical, cultural, social) influences interpretation and performance 5. Techniques for adapting written texts into performance formats 6. IB assessment expectations for oral and written analysis	1. Analyze complex texts for authorial choices and thematic development 2. Evaluate multiple interpretations of a text, including performances and adaptations 3. Apply literary analysis to performance decisions 4. Create original or adapted performances based on literary texts 5. Deliver structured oral presentations using appropriate rhetorical strategies 6. Reflect on their own and others' interpretive choices	addressed within this unit. Emphasis will be on analyzing, creating, and applying.

Big Idea and Essential Questions

- Big Ideas
  - Meaning is constructed through both analysis and performance.
  - Interpretation is shaped by context, medium, and audience.
  - Performance is a form of literary analysis.
  - Authorial choices extend beyond the page into voice, movement, and visual representation.

- **Essential Questions**
  - How does performance deepen or alter our understanding of a text?
  - In what ways do interpretation and analysis intersect?
  - How do performers make meaning through choices about delivery, staging, and tone?
  - How does audience influence interpretation?
  - What responsibilities do interpreters have to the original text?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes:** Knowledge and the Knower, The Arts

- **The Arts:** Is performance a form of literary analysis in itself, or is it merely an act of creative reinterpretation?
- **Knowledge and the Knower:** How do standardized assessment criteria (e.g., IB rubrics) shape, constrain, or legitimize what counts as "valid" knowledge in literary study?

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Summative Assessments:

- Individual Oral (Practice and Formal):
  - Students analyze how a global issue is represented in a literary and non-literary text, incorporating performance elements where appropriate
  - Quick Brief of Individual Oral with Planning Sheet (Quarter 7- From Analysis to Performance)
    - Outlining the procedures for an Individual Oral
    - Planning sheet
    - IO Rubric
  - Individual Oral Self Checklist (Quarter 7- From Analysis to Performance)
  - Individual Oral Peer Revision (Quarter 7- From Analysis to Performance)

- Analytical Written Tasks:
    - Paper 1 Rubric
    - Practice Paper 1A
    - Practice Paper 1B
    - Practice Paper 1C

    - Paper 2 Rubric - 2026 Update
    - Practice Paper 2A (Quarter 7- From Analysis to Performance)
    - Practice Paper 2B(Quarter 7- From Analysis to Performance)
    - Practice Paper 2C (Quarter 7- From Analysis to Performance)

Formative Assessments

- Close reading/annotations of Paper 1 Exemplars
  - Paper 1 - Ten Tips from the Chief Examiner.pdf

    - Paper 1 Example Paper.pdf
    - Paper 1 Example A.pdf
    - Paper 1 Example A Scores.pdf
    - Paper 1 Example B.pdf
    - Paper 1 Example B Scores.pdf
    - Paper 1 Example C.pdf
    - Paper 1 Example C Scores.pdf
    - Paper 1 Specimen Papers and Marking Notes.pdf

- Close reading/annotations of Paper 2 Exemplars
    - Paper 2 - Ten Tips from the Chief Examiner.pdf
    - Paper 2 Example Paper.pdf
    - Paper 2 Specimen Paper.pdf
    - Paper 2 Example A.pdf
    - Paper 2 Example A Scores.pdf
    - Paper 2 Example B.pdf
    - Paper 2 Example B Scores.pdf
    - Paper 2 Example C.pdf
    - Paper 2 Example C Scores.pdf

- Close reading/annotation of IO Exemplars
    - Individual Oral - Ten Tips from the Chief Examiner.pdf
    - IO Example A Extracts.pdf
    - IO Example A Audio.mp3
    - IO Example A Scores.pdf
    - IO Example B Extracts.pdf
    - IO Example B Audio.mp4
    - IO Example B Scores.pdf
    - IO Example C Extracts.pdf
    - IO Example C Audio.mp3
    - IO Example C Scores.pdf

- Intertextuality is key for Paper 2
    - distribute Sample questions throughout the room on flip chart paper
    - Quick Brief of Paper 1 and Paper 2 with Sample Questions (Quarter 7- From Analysis to Performance)

- small groups visit each question and come up with two text that would help answer the sample question
- students then revisit each station adding example references from a text pairing they didn't initially write down
- the last trip around the room is to have the students pick on pairing and write a thesis statement in response to the sample question

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.
This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Includes a description of essential print and non-print resources, grouping arrangements and other instructional strategies.

- Quick Brief of Paper 1 and Paper 2 with Sample Questions (Quarter 7- From Analysis to Perfor…

Quarter 8- Justice in Dialogue

This unit explores how film can function as commentary on justice, identity, and community. Using *Just Mercy* and *Zootopia* as anchor texts, students will examine how filmmakers construct meaning through character, symbolism, structure, visual choices, and point of view. The unit emphasizes intertextuality, criticism, and the idea that films are "speaking to each other" across genre, audience, and purpose.

Grade:	Subject:	Course:	Length of Unit:
12	English	IB UConn English 12 (Language A: Language and Literature HL)	9 Weeks

Part 2 Standards

Common Core / CT State Standards

Students will engage with the following Connecticut Core/Common Core standards throughout this unit:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of literary and media texts.

RL.11-12.2 Determine themes or central ideas and analyze their development.

RL.11-12.3 Analyze the impact of choices regarding character, setting, structure, and plot.

RL.11-12.6 Analyze how perspective shapes meaning.

RI.11-12.1 Cite strong and thorough evidence in informational and critical texts.

RI.11-12.2 Determine central ideas and analyze their development.

RI.11-12.6 Determine an author's point of view or purpose and analyze rhetoric.

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

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

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas.

W.11-12.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W.11-12.7 Conduct short research projects to answer a question.

W.11-12.8 Gather, assess, and synthesize information from multiple sources.

SL.11-12.1 Participate effectively in collaborative discussions.

SL.11-12.4 Present information and supporting evidence clearly.

SL.11-12.5 Make strategic use of digital media in presentations.

L.11-12.1 Demonstrate command of standard English grammar and usage.

L.11-12.2 Demonstrate command of standard English conventions.

IB Language A: Language and Literature Criteria

Criterion A: Knowledge, understanding, and interpretation
Students demonstrate accurate knowledge of Just Mercy and Zootopia as well as supplemental critical and informational texts. Students show understanding of how justice is represented through film form, dialogue, symbolism, and narrative perspective, and interpret how these texts connect to broader social issues.

Criterion B: Analysis and evaluation
Students analyze how filmmakers use visual and verbal choices such as framing, lighting, music, editing, and characterization to construct meaning. Students evaluate the effectiveness of each film's commentary on justice and compare how each text persuades or challenges audiences.

Criterion C: Focus and organization
Students maintain a focused line of inquiry and organize ideas clearly in oral and written responses. Strong work connects claim, evidence, and analysis in a logical structure suited to IB expectations.

Criterion D: Language
Students use precise academic language and film-analysis vocabulary to communicate ideas clearly and purposefully. Responses demonstrate control of syntax, diction, and style appropriate to task and audience.

Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:	The students will be able to:	

1. How Just Mercy and Zootopia represent justice, injustice, bias, and social systems in different ways. 2. How film techniques such as framing, lighting, sound, music, editing, mise-en-scène, and characterization shape meaning. 3. How intertextuality allows films to "speak to each other" across genre, audience, and purpose. 4. How critics analyze and evaluate films using evidence, terminology, and attention to audience impact. 5. How commentary can be conveyed through storytelling, visual choices, and rhetorical construction. 6. The vocabulary and concepts needed for IB analysis, including theme, perspective, purpose, representation, and global issue. 7. The expectations of IB Criteria A, B, C, and D and how they apply to oral and written responses. 8. The expectations of college-level film analysis and critique, including clear claims, specific evidence, and organized commentary.	1. Analyze selected scenes from Just Mercy and Zootopia for theme, character, and film technique. 2. Compare how each film comments on justice, bias, and community. 3. Interpret visual and auditory choices and explain their effects on the audience. 4. Write a film critique or analytical essay using strong evidence and precise commentary. 5. Participate in evidence-based discussion and defend interpretations like a professional critic. 6. Connect film analysis to broader social and cultural issues. 7. Use IB-style language and organization in oral and written responses. 8. Create a polished critique, presentation, or comparative response that reflects audience, purpose, and form. 9. Evaluate how each film presents a different kind of justice dialogue. 10. Demonstrate growth as an engaged communicator, innovative learner, resilient individual, and socially aware citizen.	Understanding: Students explain the basic story, themes, and justice issues in each film. Applying: Students use film-analysis vocabulary and critical terms to annotate scenes and describe choices. Analyzing: Students break down how each film constructs commentary through form, structure, and characterization. Evaluating: Students judge the effectiveness of the films' messages, techniques, and social critique. Creating: Students produce an original critique, oral presentation, or comparative project that synthesizes their learning.

Big Idea and Essential Questions

Big Ideas

- Film is a form of commentary. Movies do more than tell stories; they shape ideas about justice, identity, and community.
- Different texts can speak to each other. Just Mercy and Zootopia explore similar social concerns in different genres and for different audiences.
- Representation matters. The way a film portrays law, power, bias, and belonging influences how audiences understand those issues.

- Critics interpret meaning through evidence. Strong analysis depends on careful observation of choices in dialogue, visuals, sound, and structure.
- Justice is complex and multi-layered. A just world is shaped by systems, choices, perspective, and accountability.

Essential Questions

- How do films comment on justice and society?
- In what ways do Just Mercy and Zootopia "speak to each other"?
- How do filmmakers use visual and verbal choices to shape audience response?
- What does it mean to analyze film like a professional critic?
- How do perspective, genre, and audience influence the message a film conveys?
- How can film help us understand justice, bias, and community in new ways?

Possible Theory of Knowledge (TOK) Connections:

- **Primary TOK Themes:** Knowledge and Politics, Ethics, Human Sciences
- **Ethics / Human Sciences:** How do popular media and film shape a society's consensus on what constitutes "justice"?
- **The Arts:** To what extent does simplified or allegorical storytelling undermine or clarify complex real-world social issues?

Part 3 – Common Unit Assessments

Journal Prompts (Quarter 8: Justice in Dialogue)

Justice on Screen: A Comparative Film Critic Response to Zootopia and Just Mercy* (Quarter 8: Justice in Dialogue)

- Film critique notes written in the voice of a professional reviewer.
- Intertextual analysis of how the films "speak" to one another.
- Annotation and note-taking on film techniques.
- Short response paragraphs using evidence from viewing and reading.
- Compare/contrast graphic organizers.
- Reflection on how audience, purpose, and genre shape social commentary.

Scene Analysis Exit Tickets for Zootopia and Just Mercy

Summative assessments

- At the end of Justice on Screen: A Comparative Film Critic Response to Zootopia and Just Mercy* (Quarter 8: Justice in Dial… , students will complete a written assignment that will fulfill the summative assessment component of this unit.

- Oral presentations: Mini film-criticism presentation connecting a justice-related global issue to both films (Quarter 8: Justice in Dialogue)

Part 4 – Common/Assured Learning Experiences

Students will:

View and annotate selected clips from Just Mercy and Zootopia.

Study how film techniques create meaning and direct audience response.

Read short critical reviews, interviews, or nonfiction texts related to justice and representation.

Participate in structured discussions about how film serves as commentary.

Practice writing in the voice of a critic by making claims and supporting them with evidence.

Compare film texts across genre, tone, and intended audience.

Use digital tools to organize notes, respond to prompts, and draft analytical writing.

Part 5-Teacher Notes

Essential Resources:
Just Mercy film.

Zootopia film.

Selected film reviews or criticism.

Short informational texts about justice, bias, race, and representation.

Optional companion text from Bryan Stevenson or related commentary on the justice system.

IB analysis tools, film vocabulary charts, and critique templates.

UConn Elements materials to support college-ready reading and writing.

Instructional Strategies:
Close viewing and annotation.

Comparative analysis.

Socratic Seminar.

Film criticism writing workshop.

Text-to-text and text-to-world connections.

Small-group discussion and collaborative inquiry.

Student-led critique presentations.

Groton Public Schools
Request for Curriculum Modification

This information should be submitted to the Assistant Superintendent by September or October of each year so that it may be included for budgetary consideration and Board of Education approval, if required. Changes which do not create a significant financial impact may be processed and approved more quickly.

School submitting request:

Robert E. Fitch High School

Department submitting request:

CTE – NJROTC

Staff submitting request:

MC Edward Kay, Naval Science Instructor

Anticipated date to begin proposed change:

School Year 2027-28

Check below:

_____ Major Modifications to existing curriculum

___X___ New course

Indicate the Length, Credit, Grade Level(s), and Level

__Half__ Length (e.g., Half-Year, Full-Year)

__1.0__ Credit (e.g., 0.5, 1.0)

__9-12__ Grade Level (9-12)

__CP__ Level (College Prep, Honors, AP/IB)

Please respond to the following questions on this document. Be as thorough as possible.

1. Please provide the title and a brief description of the course.
   Introduction to Robotics

2. Please include a list of some of the topics that students will learn about during this course.
   -Mathematical Reasoning
   -Engineering Design Concept
   -Programming – Block and Python coding
   -Artistic Skills
   -Critical Thinking and Problem Solving
   -Science Based Concepts dealing with Center of Gravity and Physics Concepts in Force and Gear Ratios

3. Please provide a rationale for this addition or change/revision. To what degree is the course consistent with the existing curricula and philosophy of the district or with one of GPS's existing pathways? If it is a "stand alone," explain why

   Robotics offers the student the opportunity to explore key concepts in multiple areas of study. It reaches directly into the growing use of robotics and robotics design within commercial applications as well as the potential use of robotics at home. This course will look at the implementation of robotics in manufacturing, supply chain management, home and commercial delivery systems, and residential applications. The course will also look at the use of AI in robotics through the use of an IA camera to navigate an obstacle course and perform tasks on a specially designed platform. Robotics and AI is growing at an exponential rate and the need for people who understand these concepts in the workforce is being out paced. This course will give the student the foundational concepts to build on and develop a career path in this industry. While this is an introductory course the student will leave with an understanding of design and use of robotics, programming and AI.

4. What data supports the need for the proposed change? Taken from the Department of Labor study and referenced by Science Direct article.

Engagement and pathways into STEM

The strongest long-term evidence comes from the Brandeis University longitudinal study of FIRST programs. It followed participants and a comparison group for ten years. Eighty-three percent of FIRST alumni majored in a STEM field versus 61% of the comparison group, and 61% majored in engineering or computer science versus 26%. Alumni were also more likely to be working in STEM, at 63% versus 42%.

An earlier, smaller quasi-experimental evaluation of the FIRST Robotics Competition matched 147 pairs of participants and non-participants. It found female participants were far more likely to major in engineering (32.6% versus 8.7%).

Equity

The Brandeis study found that girls' gains on all five STEM attitude scales were consistently larger than boys', and female alumni were more than three times as likely to major in engineering as female comparison students. Its findings on program design matter for teachers. Building the robot was correlated with better outcomes for girls, but doing team-support tasks was not, so the authors urge mentors not to steer girls toward those support roles.

A study at an all-girls Turkish high school with a non-STEM curriculum found that robotics and coding training significantly improved perceptions of STEM careers. There is also a warning about baseline gaps: in one middle-school study, girls reported significantly less desire and confidence to learn robotics than boys, even though their general STEM attitudes did not differ. This suggests deliberate recruitment and support matter. dol

Science Direct Article Citation: Sevda Kucuk, Burak Sisman,
Students' attitudes towards robotics and STEM: Differences based on gender and robotics experience, International Journal of Child-Computer Interaction,
Volumes 23–24, 2020

5. How many students do you anticipate enrolling in this course, and how will you generate this enrollment?
   The maximum number of students due to space and robotic kits at this time is 12-18 students.

6. What other course(s), if any, might find enrollment affected as a result of the proposed action?

7. What kind of in-service or training will be needed to support staff who teach this course?
   MC Kay has completed the VEX Robotics Certification Course. While professional development is key to maintaining and growing the course capabilities, at this time no additional training is required. Annual PD course work by the instructor will allow him to keep up with the evolving VEX robotics program.

8. How will the effectiveness of the proposed change be measured?
   Within the course the final project at the end of the course will allow the student to demonstrate each aspect of the course. Externally we would track the number of students who have completed the class and have entered into a Engineering or Programming secondary education pathway or career pathway.

9. What will be the timeline for the proposed project?

   Because this is a purchased (pre-written) curriculum that the instructor (Mr. Kay) has taught previously, Fitch High School is requesting to purchase and implement the course in the spring of 2027.

10. Please outline the budget implications in terms of FTEs, instructional materials, teacher training, and equipment for a 3-year period.

    There are no significant budget implications for this course. The school has already hired an instructor. The instructional materials and some equipment (flooring system, bins, cart) will be purchased using funds from a grant. The instructor has already had the training.

Summary:	This Pacing Guide covers a 36-Week progression using both V5 STEM Labs and EXP STEM Lab Units. - To learn more about the structure of V5 STEM Labs, view this article. - To learn more about the structure of EXP STEM Lab Units, view this article. STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagement that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, or VEX robotics teams/clubs). While working through this pacing guide, students will begin using the Speedbot and investigate the movement of the robot using the Drive Program on the Brain or by basic programming. Then, they will move into more complex coding scenarios using the Clawbot and finish their journey with advanced engineering using both the Clawbot and other unique builds. For information on how to adapt EXP STEM Lab Units to use with V5 Kits, see this article

Weeks	STEM Lab	Level	Description	Build	Coding?	Key Concepts
Week 1	Robo Rally (V5)	Beginner	Students are asked to use proportional reasoning and scale to design a racetrack for the Speedbot.	BaseBot	No (run Drive Program)	Mathematical Reasoning
Weeks 2 and 3	Team Freeze Tag	Beginner	Students will drive the TrainingBot using the Controller, and add the Bumper Switch to their robot to compete in the Team Freeze Tag competition.	BaseBot	No (run Drive Program and use Example Projects)	ControllerSensorsProgramming
Weeks 4 and 5	Medbot (V5)	Beginner	Students are asked to program a robot to deliver medication to patients on a hospital floor that they create. Students will learn how to program the Speedbot to drive forward, in reverse, turn left, and turn right.	BaseBot	Yes (VEXcode V5)	Programming
Week 6	Momentum Alley (V5)	Beginner	Students are asked to program a robot to knock down bowling pins (cans or water bottles) using momentum. They will explore how to program at different velocities.	BaseBot	Yes (VEXcode V5)	Science: Velocity and Momentum
Week 7	It's a Draw! (V5)	Beginner	Students will explore the Clawbot and using it as an artistic tool in a drawing game.	Clawbot	No (run Drive Program)	Artistic Skills
Week 8	Vision Sensor (V5)	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the “Vision Data Challenge,” where students will analyze how the sensing blocks in VEXcode use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Week 9	Bucky Basketball (EXP)	Intermediate	Students will explore how to drive the CatapultBot to collect, shoot, and score Buckyballs into hoops in the Bucky Basketball competition.	CatapultBot	No	Engineering DesignController
Weeks 10 and 11	Speedy Delivery (V5)	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming

Weeks 12 and 13	Loop, There It Is! (V5)	Intermediate	Students are asked to complete several mini-challenges to experiment with using loops within their projects. This information will be used later in the “Groove Machine Challenge,” where students will program robot movements to repeat, causing their robot to "dance."	Clawbot	Yes (VEXcode V5)	Programming
Weeks 14 and 15	Castle Crasher (EXP)	Intermediate	Students will explore how to use the Optical and Distance sensors to seek, crash, and clear Buckyball ‘castles’ to score points in the Castle Crasher competition.	BaseBot	Yes (VEXcode V5)	EngineeringSensorsAlgorithms
Weeks 16 and 17	To Do, or Not To Do (V5)	Intermediate	Students will explore conditional statements and how sensors can serve as the input deciding if the conditional is true. They will also explore how a conditional statement can be looped, repeating a decision or executing a behavior.	Clawbot	Yes (VEXcode V5)	Programming
Week 18	Clawbot with Controller (V5)	Intermediate	Students will explore programming the Controller to maneuver the Clawbot. They will analyze different ways to program the Controller by running different example projects such as Tank Drive and Clawbot Control.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 19 and 20	Robosoccer (V5)	Intermediate	Students are asked to build and utilize an extension to add to their Speedbot to dribble a ball and iterate on its design.	BaseBot	No (run Drive Program)	Engineering Design
Weeks 21 and 22	Robot Soccer (EXP)	Intermediate	Students will explore how to use the Controller to drive their Clawbot to grab, pass, and score the most points in a Robot Soccer competition.	Clawbot	No (run Drive Program)	Engineering DesignManipulators
Weeks 23, 24, 25	Up and Over (EXP)	Intermediate	Students will explore how to design a Clawbot to collect, pick up, and move Buckyballs from one side of the Field to the other, in the Up and Over competition.	Clawbot	No (May need VEXcode if students decide to use a motor group)	Engineering Design Arm Design Motor Groups
Weeks 26 and 27	Ring Leader (EXP)	Intermediate	Students will explore the difference between competing in a driver controlled and autonomous competition. They will use both autonomous and driver control in order to score Rings on different sized posts in the Ring Leader competition.	Clawbot	Yes (VEXcode V5)	Driver Control Coding Autonomous Movement
Weeks 28 and 29	Treasure Hunt (EXP)	Intermediate	Students will build and code the Clawbot with the Optical Sensor to recognize and collect red Buckyballs to compete in the Treasure Hunt competition.	Clawbot	Yes (VEXcode V5)	SensorsProgramming
Week 30	Gravity Rush (V5)	Intermediate	Students will explore the Clawbot and the concept of the Center of Gravity. Students will drive the Clawbot over uneven surfaces with the its arm at different angles of it being raised and lowered.	Clawbot	No (run Drive Program)	Science: Center of Gravity
Week 31	Mechanical Advantage (V5)	Advanced	Students will explore how mechanical advantages and gear ratios can be applied in their builds, daily lives, and in robotics competitions.	Gear Box	No (Engineering)	Gear Ratios

Weeks 32 and 33	Design By Request (V5)	Advanced	Students will go through the engineering design process for an open-ended build activity.	Open Ended Design	No (Engineering)	Engineering Design
Weeks 34, 35, 36	Platform Placer (EXP)	Advanced	Students will explore using manipulators on the Clawbot, including lifts, to move Buckyballs and rings to platforms of different levels. They will cooperate with another team to create a strategy combining robot design and driver skills to compete in the Platform Placer Competition.	Clawbot	No, Run Drive Program. (VEXcode EXP optional)	Engineering Design Manipulators Lifts Driver Control Game Strategy
Weeks 37- 42	Clean Water Mission	Advanced	Students engage in a series of open-ended challenges to use the AI Vision Sensor to identify, sort, and deliver contaminated, clean, and purified water through the various areas of a water treatment system.	Clawbot	Yes (VEXcode V5)	AI Vision Algorithms Open-Ended Challenges

STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagement that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, or VEX robotics teams/clubs).

The following 28-Week Pacing Guide is focused on engineering and coding. It will first expose students to building the Speedbot robot. They will use this robot to begin studying mathematical concepts, the engineering design process, and programming skills. Students will first design a scaled racetrack for their Speedbot and then proceed to build an extension to add to its design. Once the students have gained experience with the build, they will program the robot to drive forward, in reverse, turn left, and turn right all at different velocities.

Once the students have experience building and programming the Speedbot, then they will then learn to build the Clawbot. The Clawbot has a similar base to the Speedbot, but allows for more manipulation with the addition of the Arm and Claw. With the Clawbot, students will first explore how to build it and then use it to study artistic skills, the engineering design process, science skills, and programming skills.

Students will first use the Clawbot to draw and then proceed to program it to maneuver obstacles utilizing the Arm and Claw. Students will also explore the Vision Sensor and its capabilities while learn important programming concepts such as loops and conditionals. Students will also gain experience utilizing the Controller with

Weeks	STEM Lab / Activity	Level	Description	Build	Programming?	Key Concepts
Week 1	Scavenger Hunt	Beginner	Students investigate the kit of VEX V5 parts to determine what is included in the kit and what pieces are called.	Free Build	No	VEX V5 Kit
	Get in Shape	Beginner	Students are asked to create different shapes using the VEX V5 parts.	Free Build	No	Engineering Design
	How Big Are Your Teeth	Beginner	Students investigate the pitch of gears and sprockets	Free Build	No	Engineering Design
Week 2	Robo Rally	Beginner	Students are asked to use proportional reasoning and scale to design a racetrack for the Speedbot.	Speedbot	No (run Drive Program)	Mathematical Reasoning
Week 3	Driver Configurations	Beginner	Students investigate the different ways to drive the robot with a V5 Controller.	Speedbot	No (run Drive Program)	Driving with the Controller
	Navigate the Maze with Driver Control	Beginner	Students are asked to create and navigate a maze using the Driver Control Program on the V5 Brain.	Speedbot	No (run Drive Program)	Driving with the Controller
Week 4	Robosoccer	Beginner	Students are asked to build and utilize an extension to add to their Speedbot to dribble a ball and iterate on its design.	Speedbot	No (run Drive Program)	Engineering Design
Week 5	Hang Out	Beginner	Students are asked to engineer a piece that will make the most of beams and plates in the kit to stick off of their desk the furthest distance	Free Build	No	Engineering Design
Week 6	Medbot	Beginner	Students are asked to program a robot to deliver medication to patients on a hospital floor that they create. Students will learn how to program the Speedbot to drive forward, in reverse, turn left, and turn right.	Speedbot	Yes (VEXcode V5)	Programming
Week 7	Square Dance	Beginner	Students are challenges to code their robot to drive in a square	Speedbot	Yes (VEXcode V5)	Programming

Week 8	Momentum Alley	Beginner	Students are asked to program a robot to knock down bowling pins (cans or water bottles) using momentum. They will explore how to program at different velocities.	Speedbot	Yes (VEXcode V5)	Science: Velocity and Momentum
Week 9	Team Freeze Tag	Beginner	Students will drive the TrainingBot using the Controller, and add the Bumper Switch to their robot to compete in the Team Freeze Tag competition.	TrainingBot	No (run Drive Program)	Driving with the Controller
Week 10	It's a Draw!	Beginner	Students will explore the VEX V5 Clawbot and using it as an artistic tool in a drawing game.	Clawbot	No (run Drive Program)	Artistic Skills
Week 11	The Claw	Beginner	Students investigate different types of claw designs and test them on their Clawbot.	Clawbot	No (run Drive Program)	Engineering Design
Week 12	Defend the Castle	Beginner	Students are asked to explore driving the Clawbot with the Controller in order to stack items to create a 'wall' for the castle.	Clawbot	No (run Drive Program)	Driving with the Controller
	Triple Transfer	Beginner	Students are asked to move items from one location to another using the V5 Controller and built in Driver Control Program on the V5 Brain.	Clawbot	No (run Drive Program)	Driving with the Controller
Weeks 13 & 14	Vision Sensor	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the “Vision Data Challenge,” where students will analyze how the sensing blocks in VEXcode V5 Blocks use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Weeks 15 & 16	Speedy Delivery	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 17 & 18	Loop, There It Is!	Intermediate	Students are asked to complete several mini-challenges to experiment with using loops within their projects. This information will be used later in the “Groove Machine Challenge,” where students will program robot movements to repeat, causing their robot to "dance."	Clawbot	Yes (VEXcode V5)	Programming
Weeks 19 & 20	To Do, or Not To Do	Intermediate	Students will explore conditional statements and how sensors can serve as the input deciding if the conditional is true. They will also explore how a conditional statement can be looped, repeating a decision or executing a behavior.	Clawbot	Yes (VEXcode V5)	Programming

Weeks 21 & 22	Clawbot with Controller	Intermediate	Students will explore programming the Controller to maneuver the Clawbot. They will analyze different ways to program the Controller by running different example projects such as Tank Drive and Clawbot Control.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 23 & 24	Stack Attack	Advanced	Students will explore different arm designs and investigate which design is best for stacking objects.	Clawbot	No (run Drive Program)	Engineering Design
Week 25	Put a Ring On It	Advanced	Students will investigate arm designs as they work to stack rings on posts using the Driver Control Program on the V5 Brain.	Clawbot	No (run Drive Program)	Engineering Design
Week 26	Gravity Rush	Advanced	Students will explore the VEX V5 Clawbot and the concept of the Center of Gravity. Students will drive the Clawbot over uneven surfaces with the its arm at different angles of it being raised and lowered.	Clawbot	No (run Drive Program)	Science: Center of Gravity
Week 27	Level Up	Advanced	Students are asked to create a 2D List in VEXcode V5 in order to move the arm of the Clawbot to different heights.	Clawbot	Yes (VEXcode V5)	Programming
Week 28	Competition 101: VEX V5 Robotics Competition	Intermediate	Students will prepare for their first VEX V5 Robotics competition, as they learn to build and drive the Hero Bot, create a game strategy, improve their robot, and collaborate successfully.	This Year's Hero Bot **(Requires a Competition Starter Kit)**	Yes (VEXcode V5)	Competition

Summary:	STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagement that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, or VEX robotics teams/clubs). The following 18-Week Pacing Guide is focused on engineering and coding. It will first expose students to building the Speedbot robot. They will use this robot to begin studying mathematical concepts, the engineering design process, and programming skills. Students will first design a scaled racetrack for their Speedbot and then proceed to build an extension to add to its design. Once the students have gained experience with the build, they will program the robot to drive forward, in reverse, turn left, and turn right all at different velocities. Once the students have experience building and programming the Speedbot, then they will then learn to build the Clawbot. The Clawbot has a similar base to the Speedbot, but allows for more manipulation with the addition of the Arm and Claw. With the Clawbot, students will first explore how to build it and then use it to study artistic skills, the engineering design process, science skills, and programming skills. Students will first use the Clawbot to draw and then proceed to program it to maneuver obstacles utilizing the Arm and Claw. Students will also explore the Vision Sensor and its capabilities while learn important programming concepts such as loops and conditionals. Students will also gain experience utilizing the Controller

Weeks	STEM Lab	Level	Description	Build	Programming?	Key Concepts
Week 1	Robo Rally	Beginner	Students are asked to use proportional reasoning and scale to design a racetrack for the Speedbot.	Speedbot	No (run Drive Program)	Mathematical Reasoning
Week 2	Robosoccer	Beginner	Students are asked to build and utilize an extension to add to their Speedbot to dribble a ball and iterate on its design.	Speedbot	No (run Drive Program)	Engineering Design
Week 3	Medbot	Beginner	Students are asked to program a robot to deliver medication to patients on a hospital floor that they create. Students will learn how to program the Speedbot to drive forward, in reverse, turn left, and turn right.	Speedbot	Yes (VEXcode V5)	Programming
Week 4	Momentum Alley	Beginner	Students are asked to program a robot to knock down bowling pins (cans or water bottles) using momentum. They will explore how to program at different velocities.	Speedbot	Yes (VEXcode V5)	Science: Velocity and Momentum
Weeks 5 & 6	It's a Draw!	Beginner	Students will explore the VEX V5 Clawbot and using it as an artistic tool in a drawing game.	Clawbot	No (run Drive Program)	Artistic Skills
Weeks 7 & 8	Vision Sensor	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the “Vision Data Challenge,” where students will analyze how the sensing blocks in VEXcode V5 Blocks use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Weeks 9 & 10	Speedy Delivery	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming

Weeks 11 & 12	Loop, There It Is!	Intermediate	Students are asked to complete several mini-challenges to experiment with using loops within their projects. This information will be used later in the “Groove Machine Challenge,” where students will program robot movements to repeat, causing their robot to "dance."	Clawbot	Yes (VEXcode V5)	Programming
Weeks 13 & 14	To Do, or Not To Do	Intermediate	Students will explore conditional statements and how sensors can serve as the input deciding if the conditional is true. They will also explore how a conditional statement can be looped, repeating a decision or executing a behavior.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 15 & 16	Clawbot with Controller	Intermediate	Students will explore programming the Controller to maneuver the Clawbot. They will analyze different ways to program the Controller by running different example projects such as Tank Drive and Clawbot Control.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 17 & 18	Gravity Rush	Advanced	Students will explore the VEX V5 Clawbot and the concept of the Center of Gravity. Students will drive the Clawbot over uneven surfaces with the its arm at different angles of it being raised and lowered.	Clawbot	No (run Drive Program)	Science: Center of Gravity

Summary:	STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagements that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, VEX robotics teams/clubs, etc.) The following 12-Week Pacing Guide is coding focused and will first expose students to building the Speedbot robot. They will use this robot to begin studying programming concepts. Students will first gain experience with the build, before learning to program the robot to drive forward, in reverse, turn left, and turn right at different velocities. Once the students have experience building and programming the Speedbot, then will then learn to build the Clawbot. The Clawbot has a similar base to the Speedbot, but allows for more manipulation with the addition of the Arm and Claw. With the Clawbot, students will first explore how to build it and then use it to study the engineering design process, science skills, and programming concepts. Students will first use the Clawbot to explore the Vision Sensor and its capabilities before proceeding to program the Clawbot to maneuver obstacles utilizing the Arm

Weeks	STEM Lab	Level	Description	Build	Programming?	Key Concepts
Week 1	Medbot	Beginner	Students are asked to program a robot to deliver medication to patients on a hospital floor that they create. Students will learn how to program the Speedbot to drive forward, in reverse, turn left, and turn right.	Speedbot	Yes (VEXcode V5)	Programming
Week 2	Momentum Alley	Beginner	Students are asked to program a robot to knock down bowling pins (cans or water bottles) using momentum. They will explore how to program at different velocities.	Speedbot	Yes (VEXcode V5)	Programming
Weeks 3 & 4	Vision Sensor	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the “Vision Data Challenge,” where students will analyze how the sensing blocks in VEXcode V5 Blocks use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Weeks 5 & 6	Speedy Delivery	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 7 & 8	Loop, There It Is!	Intermediate	Students are asked to complete several mini-challenges to experiment with using loops within their projects. This information will be used later in the “Groove Machine Challenge,” where students will program robot movements to repeat, causing their robot to "dance."	Clawbot	Yes (VEXcode V5)	Programming

Weeks 9 & 10	To Do, or Not To Do	Intermediate	Students will explore conditional statements and how sensors can serve as the input deciding if the conditional is true. They will also explore how a conditional statement can be looped, repeating a decision or executing a behavior.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 11 & 12	Gravity Rush	Advanced	Students will explore the VEX V5 Clawbot and the concept of the Center of Gravity. Students will drive the Clawbot over uneven surfaces with the its arm at different angles of it being raised and lowered.	Clawbot	No (run Drive Program)	Science: Center of Gravity

Summary:	STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagements that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, VEX robotics teams/clubs, etc.) The following 12-Week Pacing Guide is engineering focused and will first expose students to building a M.A.D. Box and a Speedbot robot. The students will still be exposed to programming concepts, however, programming will not be the focus in all of the labs. The students will use the M.A.D. Box and the Speedbot to begin studying mathematical reasoning concepts and the engineering design process. Once the students have experience building the M.A.D. Box and the Speedbot, they will then learn to build the Clawbot. The Clawbot has a similar base to the Speedbot, but allows for more manipulation with the addition of the Arm and Claw. With the Clawbot, students will first explore how to build it and then use it to study the engineering design process, artistic skills, science skills, and some programming concepts. Students will first use the Clawbot to explore the Vision Sensor and its capabilities before proceeding to program the Clawbot to maneuver obstacles utilizing the Arm and Claw. Students will also gain experience utilizing the Controller with the Drive Program.

Weeks	STEM Lab	Level	Description	Build	Programming?	Key Concepts
Week 1	Mechanical Advantage	Beginner	Students will explore how mechanical advantages and gear ratios can be applied in their builds, daily lives, and in robotics competitions.	M.A.D. Box	No (build only)	Engineering Design
Week 2	Robo Rally (V5)	Beginner	Students are asked to use proportional reasoning and scale to design a racetrack for the Speedbot.	Speedbot	No (run Drive Program)	Mathematical Reasoning
Weeks 3 & 4	It's a Draw!	Beginner	Students will explore the VEX V5 Clawbot and using it as an artistic tool in a drawing game.	Clawbot	No (run Drive Program)	Artistic Skills
Weeks 5 & 6	Vision Sensor	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the "Vision Data Challenge," where students will analyze how the sensing blocks in VEXcode V5 Blocks use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Weeks 7 & 8	Speedy Delivery	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 9 & 10	Clawbot with Controller	Intermediate	Students will explore programming the Controller to maneuver the Clawbot. They will analyze different ways to program the Controller by running different example projects such as Tank Drive and Clawbot Control.	Clawbot	Yes (VEXcode V5)	Programming

Weeks 11 & 12	Gravity Rush	Advanced	Students will explore the VEX V5 Clawbot and the concept of the Center of Gravity. Students will drive the Clawbot over uneven surfaces with the its arm at different angles of it being raised and lowered.	Clawbot	No (run Drive Program)	Science: Center of Gravity

Summary:	STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagements that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, VEX robotics teams/clubs, etc.) The following 9-Week Pacing Guide is coding focused and will first expose students to building the Speedbot robot. They will use this robot to begin studying programming concepts. Students will first gain experience with the build, before they will program the robot to drive forward, in reverse, turn left, and turn right to navigate a hospital floor layout. Once the students have experience building and programming the Speedbot, then will then learn to build the Clawbot. The Clawbot has a similar base to the Speedbot, but allows for more manipulation with the addition of the Arm and Claw. With the Clawbot, students will first explore how to build it, and then use it to study the engineering design process and programming concepts. Students will first use the Clawbot to program and use the Vision Sensor before proceeding to program the Clawbot to maneuver obstacles utilizing the Arm and Claw. Students will learn important programming concepts such as loops and conditionals.

Weeks	STEM Lab	Level	Description	Build	Programming?	Key Concepts
Week 1	Medbot	Beginner	Students are asked to program a robot to deliver medication to patients on a hospital floor that they create. Students will learn how to program the Speedbot to drive forward, in reverse, turn left, and turn right.	Speedbot	Yes (VEXcode V5)	Programming
Weeks 2 & 3	Vision Sensor	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the “Vision Data Challenge,” where students will analyze how the sensing blocks in VEXcode V5 Blocks use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Weeks 4 & 5	Speedy Delivery	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming
Weeks 6 & 7	Loop, There It Is!	Intermediate	Students are asked to complete several mini-challenges to experiment with using loops within their projects. This information will be used later in the “Groove Machine Challenge,” where students will program robot movements to repeat, causing their robot to "dance."	Clawbot	Yes (VEXcode V5)	Programming
Weeks 8 & 9	To Do, or Not To Do	Intermediate	Students will explore conditional statements and how sensors can serve as the input deciding if the conditional is true. They will also explore how a conditional statement can be looped, repeating a decision or executing a behavior.	Clawbot	Yes (VEXcode V5)	Programming

Summary:	STEM Labs are fun STEM engagements that align to educational standards. All STEM Labs contain activities that are structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. STEM Labs provide students with hands-on, minds-on engagements that encourages students to design creative solutions and innovate through experimentation. STEM Labs are flexible enough to be used in any instructional setting (e.g. in-school, after-school, camps, VEX robotics teams/clubs, etc.) The following 9-Week Pacing Guide is engineering focused and will first expose students to building a M.A.D. Box and a Speedbot robot. The students will still be exposed to programming concepts, however, programming will not be the focus in all of the labs. The students will use the M.A.D. Box and the Speedbot to begin studying mathematical reasoning concepts and the engineering design process. Once the students have experience building the M.A.D. Box and the Speedbot, they will then learn to build the Clawbot. The Clawbot has a similar base to the Speedbot, but allows for more manipulation with the addition of the Arm and Claw. With the Clawbot, students will first explore how to build it and then use it to study the engineering design process, artistic skills, and some programming concepts. Students will first use the Clawbot to explore the Vision Sensor and its capabilities before proceeding to program the Clawbot to maneuver obstacles utilizing the Arm and Claw.

Weeks	STEM Lab	Level	Description	Build	Programming?	Key Concepts
Week 1	Mechanical Advantage	Beginner	Students will explore how mechanical advantages and gear ratios can be applied in their builds, daily lives, and in robotics competitions.	M.A.D. Box	No (build only)	Engineering Design
Week 2	Robo Rally	Beginner	Students are asked to use proportional reasoning and scale to design a racetrack for the Speedbot.	Speedbot	No (run Drive Program)	Mathematical Reasoning
Week 3	Robosoccer	Beginner	Students are asked to build and utilize an extension to add to their Speedbot to dribble a ball and iterate on its design.	Speedbot	No (run Drive Program)	Engineering Design
Weeks 4 & 5	It's a Draw!	Beginner	Students will explore the VEX V5 Clawbot and using it as an artistic tool in a drawing game.	Clawbot	No (run Drive Program)	Artistic Skills
Weeks 6 & 7	Vision Sensor	Beginner	Students will explore a program that processes how the Vision Sensor input data should affect the Clawbot's behavior. This information will later be analyzed in the “Vision Data Challenge,” where students will analyze how the sensing blocks in VEXcode V5 Blocks use the data received from the VEX Vision Sensor to report values.	Clawbot	Yes (VEXcode V5)	Engineering Design (using the Vision Sensor)
Weeks 8 & 9	Speedy Delivery	Intermediate	Students are asked to navigate a warehouse by programming the Claw and Arm of a Clawbot to grab and move packages to a loading dock for delivery.	Clawbot	Yes (VEXcode V5)	Programming

This is a summarized version of the 9-week Coding - Focused Scope and Sequence document found at teachV5.vex.com.

Summary:	This Scope and Sequence is intended to be a starting point for VEX V5 educators looking to start with a set 9-week sequence of STEM Lab Units and Activities. The scope and sequence will explain how you can use these curricular materials while focusing on **coding** topics. All STEM Lab Units and Activities referenced in this scope and sequence will be linked. For more information about implementing STEM Lab Units or using VEX V5 activities in your classroom, see these articles: – V5 STEM Lab SPARK and Learn Practice Compete Overview – Using VEX V5 Activities in the Classroom – Teaching EXP STEM Lab Units with V5 Kits As you implement these curricular resources, it is important to understand how your students will be working together. See this article for more information about how you can support student collaboration.

Weeks	STEM Lab Units / Activities	Description
Week 1: Introduction	Scavenger Hunt Activity	Use the Interactive Parts Poster to learn more about the VEX V5 Kit and find all the pieces described.
	Build the V5 Speedbot	Students will build the VEX V5 Speedbot.
	Square Dance Activity	Code the Speedbot to autonomously drive in a square.
Week 2: Medbot	(V5) Medbot: Play Section	Students will explore how to code the Speedbot to drive forward, in reverse, left, and right.
	(V5) Medbot: Rethink Section	Students will code the Speedbot to navigate a hospital as it delivers medications to patients in several different rooms.
Week 3: Speedy Delivery	(V5) Speedy Delivery: Seek Section	Students will build the VEX V5 Clawbot.
	(V5) Speedy Delivery: Play Section	Students will learn about ranges of motion in order to code the arm and claw.
	Stack Attack Activity	Code the arm and claw to stack objects.
Week 4: Package Dash Challenge	(V5) Speedy Delivery: Rethink Section	Students will code the Clawbot to pick up packages and bring them to the Loading Dock as fast as possible in the Package Dash Challenge.
Week 5: Loop, There It Is!	(V5) Loop, There It Is!: Play Section	Students will practice coding with loops to drive their robot in a square.
	(V5) Loop, There It Is!: Rethink Section	Students will code the Clawbot to go through a dance routine using their knowledge of loops to participate in the Groove Machine Challenge.
Week 6: Clawbot with Controller	(V5) Clawbot with Controller: Play Section	Students will explore loops by testing the Tank Drive example project to navigate a slalom course.
	(V5) Clawbot with Controller: Rethink Section	Students will practice coding with events to grab and release objects using the Controller to participate in the Colored Gems or Relay Race Challenges.

Week 7: To Do, or Not to Do	(V5) To Do, or Not To Do: Play Section	Students will practice coding with conditionals by pressing the V5 Brain's screen in order to turn the Clawbot left and right.
	(V5) To Do, or Not To Do: Rethink Section	Students will write code that will use the V5 Brain's screen to control the arm and claw motors. The four buttons displayed on the screen will be used to pick up and replace a variety of ten objects in the User Interface Challenge.
Week 8: Treasure Hunt	(EXP) Treasure Hunt Lesson 2: Claw No Sensor	Students will learn about planning a path, coding the Drivetrain, and coding the claw in order to create a project in VEXcode V5.
Week 9: Ring Leader	(EXP) Ring Leader Lesson 3: Coding for Autonomous Movements	Students will learn about coding the Clawbot to complete autonomous movements. Then, they will apply their learning to create a VEXcode V5 project to pick up and place two ring-shaped objects on a post.

Groton Public Schools
Curriculum Map

INTRODUCTION

Course Title: Investing 101
Curriculum Area and Grade: Business and 11th/12th Grade

Course Purpose:
The purpose of Investing 101 is to provide students with the knowledge and skills necessary to become informed, long-term investors. Students will develop an understanding of how financial markets operate, how stocks, bonds, mutual funds, and exchange traded funds (ETFs) function, and how diversification reduces investment risk. Students will also examine retirement investing strategies including employer-sponsored retirement plans, Traditional IRAs, Roth IRAs, and the power of compound growth. Through simulations, portfolio construction, and real-world financial analysis, students will learn to evaluate investment opportunities and develop strategies for building long-term wealth. This course aligns with the Connecticut Personal Financial Management and Financial Literacy Standards and emphasizes evidence-based investing over speculation.

Major Learning Goals and Understandings:
Vision of the Graduate **R**- Resilient Individual The Fitch graduate demonstrates continuous commitment to personal growth and wellness by independently accepting challenges, engaging in hard work, and developing resilience to thrive as an individual. **I** - Innovative Learner The Fitch graduate demonstrates continuous commitment to intellectual growth in critical thinking, problem solving, creativity, and knowledge across the disciplines. **S** - Socially Aware Citizen The Fitch graduate demonstrates continuous commitment to cultural understanding and interaction by actively promoting social awareness, civic responsibility, and dedication to the local and global community. **E** - Engaged Communicator The Fitch graduate demonstrates continuous commitment to effective and purposeful communication that exhibits open-mindedness, respectful collaboration, empathetic listening, and a clear, comprehensive presentation of ideas.

Units/Theme/Concept and # of Weeks Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. What is the Stock Market? (3 Week)	2. What are Stocks? (3 Weeks)
3. Diversification & Risk (3 Weeks)	4. ETFs & Mutual Funds (4 Weeks)
5. Retirement Investing (3 Weeks)	6. Capstone Project (2 Weeks)

Mappers/Authors: Christopher Hersom
Date Approved:
Revised:

Unit 1: What is The Stock Market			
Part 1			
Grade: 11/12	**Subject:** Business	**Course:** Investing in The Stock Market	**Length of Unit:** (3 of weeks)

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of informational texts related to investing and financial markets.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas of financial articles and summarize complex investment concepts.

CCSS.ELA-LITERACY.WHST.11-12.1
Write arguments supported by financial evidence regarding investment decisions.

CCSS.ELA-LITERACY.SL.11-12.1
Participate effectively in collaborative discussions involving investment scenarios and market events.

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate financial information presented through graphs, stock charts, historical market data, and investment resources.

Supporting Standards
Connecticut State Standards NGPF Curriculum Crosswalk_Connecticut Standards for Personal Financial Management and Financial Literacy **Investing Standard 12.1** - A person's investment decisions should reflect their financial goals, risk tolerance, available resources, and investment time horizon. **Investing Standard 12.2** -Investors earn money through capital appreciation, dividends, and other investment returns. Different investments carry different levels of risk and expected return. **Investing Standard 12.5** - Financial asset prices change based on economic conditions, company performance, interest rates, and investor expectations.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills What is the Stock Market? Why Should I Invest? Start Investing		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Why investing is important. 2. Why young investors have an advantage. 3. The importance of compound interest. 4. The definition of net worth.	The students will be able to: 1. Calculate net worth. 2. Explain compound interest. 3. Explain why investing early creates greater wealth. 4. Describe characteristics of financially successful individuals. 5. Define the stock market. 6. Explain how stocks are traded. 7. Interpret basic stock market terminology. 8. Research a famous investor. 9. Defend long-term investing strategies.	Remembering: Define investing vocabulary including investing, compound interest, stock market, stock exchange, stock, shareholder, and net worth. Understanding: Explain the purpose of investing, how compound interest builds wealth, and the role of the stock market in the economy. Applying: Calculate compound interest, interpret basic investment scenarios, and

5. The characteristics of everyday millionaires. 6. The difference between saving and investing. 7. The purpose of the stock market. 8. The role of stock exchanges. 9. The role of brokers. 10. How stocks create ownership in companies. 11. Why investing is not a "get rich quick" strategy.		explain how investing supports long-term financial goals. Analyzing: Analyze the relationship between time, risk, and investment growth while examining factors that influence stock market performance. Evaluating: Evaluate the benefits of investing early and justify why investing is an effective long-term wealth-building strategy. Creating: Create and communicate an investment philosophy by researching successful investors and defending long-term investing principles.

Big Idea and Essential Questions

Big Ideas:

- Investing is one of the most effective ways to build long-term wealth.
- Time is an investor's greatest asset.
- Compound interest rewards early and consistent investing.
- Millionaires are often ordinary people with disciplined financial habits.
- The stock market connects businesses seeking capital with investors seeking growth.
- Successful investing requires patience, research, and long-term thinking rather than speculation.

Essential Questions:

- Why should someone begin investing at a young age?
- What makes someone a millionaire?
- How does compound interest create wealth?
- What is the purpose of the stock market?
- Why do stock prices change?

- Why is investing considered a long-term strategy?
- What separates successful investors from unsuccessful investors?

Part 3 – Common Unit Assessments

Formative Assessments

Throughout the unit, student understanding will be monitored using a variety of formative assessments, including through the following:

Guided notes

- Note checks
- Think-Pair-Share activities
- Bell ringers and warm-up activities
- Class discussions
- Exit tickets
- Vocabulary activities
- Reflection questions
- Short writing responses
- Scenario-based questions
- Independent practice
- Small group activities
- Teacher observation and conferencing

Authentic Performance Assessment

- Famous Investor Research Project: Students will research a well-known investor and develop a multimedia presentation that demonstrates their understanding of investing principles. Students will analyze the investor's background, investment philosophy, strategies, and overall impact on the financial world while presenting their findings to the class.

Summative Assessment

Students will complete a unit assessment designed to measure their understanding of key investing concepts presented throughout the unit. The assessment may include the following:

- Multiple-choice questions
- True/False questions
- Matching vocabulary
- Short-answer responses
- Scenario-based questions
- Application of investment concepts

Part 4 – Common/Assured Learning Experiences

All students will engage in learning experiences that introduce the purpose of investing, the role of the stock market, and the importance of long-term financial planning. Students will develop foundational investing knowledge through a combination of direct instruction, guided practice, collaborative learning, independent research, and technology-enhanced activities. Learning experiences are designed to promote critical thinking, problem solving, communication, and financial decision-making.

Throughout the unit, all students will:

- Complete guided notes and participate in teacher-led instruction on investing fundamentals.
- Examine the benefits of investing early and the impact of compound interest on long-term wealth.
- Explore the characteristics and financial habits of successful long-term investors.
- Develop an understanding of net worth and its relationship to financial success.
- Explain the purpose and function of the stock market within the economy.
- Participate in classroom discussions, Think-Pair-Share activities, and collaborative learning experiences to analyze investing concepts.
- Interpret financial information presented through charts, graphs, visuals, and other technology-based resources.
- Apply investment vocabulary and concepts to real-world financial situations.
- Conduct research on a well-known investor and present findings using appropriate technology and presentation skills.
- Demonstrate understanding through written reflections, classroom activities, presentations, and unit assessments.

Instruction throughout the unit will incorporate a variety of instructional strategies to meet diverse learning needs, including cooperative learning, differentiated instruction, guided practice, technology integration, project-based learning, inquiry-based learning, and opportunities for student collaboration. Students will strengthen 21st-century skills by developing critical thinking, communication, collaboration, creativity, digital literacy, and responsible decision-making while applying investing concepts to authentic financial situations.

NGPF Curriculum Crosswalk_Connecticut Standards for Personal Financial Management and Financial Literacy

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and texts that achieve the same learning objectives.

Instruction should include a variety of print and digital financial resources, visual representations of compound growth, historical stock market data, financial news articles, and research on successful investors. Teachers should differentiate instruction through guided practice, collaborative learning, independent research, and technology integration while emphasizing evidence-based decision making.

When selecting instructional resources, teachers should:

Check alignment to unit objectives.
Vary resources based on student readiness and learning styles.
Include multiple readability levels.
Include culturally relevant and unbiased financial resources.
Utilize technology to access current financial information.
Collaborate with the library/media specialist regarding financial research resources.

This introductory unit establishes the foundation for the course by helping students understand why investing is an essential component of long-term financial success. Students begin developing the financial mindset and vocabulary that will be applied throughout the remainder of the course as they analyze investment opportunities and construct investment portfolios.

Unit 2: What are Stocks?			
Part 1			
Grade: 11 and 12th	**Subject:** Business	**Course:** Investing 101	**Length of Unit:** (3 weeks)

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of informational texts related to investing and financial markets.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas of financial articles and summarize complex investment concepts.

CCSS.ELA-LITERACY.WHST.11-12.1
Write arguments supported by financial evidence regarding investment decisions.

CCSS.ELA-LITERACY.SL.11-12.1
Participate effectively in collaborative discussions involving investment scenarios and market events.

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate financial information presented through graphs, stock charts, historical market data, and investment resources.

Supporting Standards

Connecticut State Standards

NGPF Curriculum Crosswalk_Connecticut Standards for Personal Financial Management and Financial Literacy

Investing Standard 12.2 - Investors receive returns from stock ownership through price appreciation and dividend payments.

Investing Standard 12.3 - Higher potential returns generally require investors to accept greater investment risk.

Investing Standard 12.11 - Successful investors use a long-term investment strategy rather than attempting to predict short-term market movements.

<table>
<tr><th colspan="2">Part 2 – Standards</th><th></th></tr>
<tr><td colspan="2">Key (GLE) Content Knowledge and Concepts/Skills

Students will develop an understanding of the characteristics and value of investing in individual stocks. Instruction will focus on how investors research companies, evaluate financial performance, and make informed investment decisions using long-term strategies.</td><td>Bloom’s Taxonomy Levels
Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</td></tr>
<tr><td>The students will know:
1. A stock represents partial ownership in a publicly traded company.
2. Investors purchase stocks with the expectation of long-term growth and potential returns.
3. Companies issue earnings reports that provide insight into financial performance.
4. Stock prices fluctuate based on supply and demand, investor confidence, company performance, and economic conditions.
5. Different order types (market and limit) allow investors to purchase stocks in different ways.</td><td>The students will be able to:

1. Explain what ownership of stock represents.
2. Describe how investors buy and sell stocks.
3. Compare market orders and limit orders.
4. Interpret earnings reports and company financial information.
5. Explain factors that influence stock prices.
6. Evaluate individual companies using financial and market data.
7. Research publicly traded companies.
8. Recommend an appropriate stock investment using supporting evidence.
9. Distinguish between investing and trading.
10. Apply long-term investing principles when making investment decisions</td><td>Remembering: Define stock market terminology including stock ownership, shareholder, dividend, earnings per share (EPS), market order, limit order, and market capitalization.

Understanding: Explain how stocks represent ownership in a company and describe how investors earn returns.

Applying: Interpret stock information, earnings reports, and financial data to evaluate publicly traded companies.

Analyzing: Analyze company performance, stock price movement, and financial indicators to determine investment potential.

Evaluating: Evaluate publicly traded companies and justify investment recommendations using financial evidence.

Creating: Research, recommend, and defend an individual stock investment</td></tr>
</table>

Investors evaluate companies using financial data, earnings per share (EPS), revenue growth, historical performance, industry trends, and economic indicators. 6. Long-term investing generally produces better results than attempting to time the market. 7. Investing involves risk, and informed research helps reduce unnecessary risk		through written analysis and financial reasoning.

Big Idea and Essential Questions

Big Ideas:

- Purchasing stock means becoming a partial owner of a business.
- Successful investing requires research, patience, and informed decision-making.
- Company performance influences stock prices over time.
- Stock prices fluctuate daily, but long-term investors focus on business fundamentals rather than short-term market movements.
- Investors should evaluate companies before purchasing stock.
- Long-term investing generally outperforms emotional decision-making.

Essential Questions:

- What does it mean to own stock in a company?
- How do investors buy and sell stocks?
- What causes stock prices to increase or decrease?
- What financial information should investors examine before purchasing stock?
- Why do successful investors emphasize long-term investing?
- How can investors identify quality companies?
- What makes one stock a better investment than another?

Part 3 – Common Unit Assessments

Formative Assessments

Student understanding will be monitored throughout the unit using a variety of formative assessments, including the following:

- Guided notes
- Note checks
- Think-Pair-Share activities
- Bell ringers and warm-up activities
- Class discussions
- Vocabulary activities
- Exit tickets
- Reflection questions
- Scenario-based questions
- Independent practice
- Collaborative learning activities
- Teacher observation and conferencing

Authentic Performance Assessment:

- **Stock Research Journal Project**

Students will research publicly traded companies and select the stock they believe would be the best long-term investment for an 18-year-old beginning their investment journey. Students will evaluate the company using financial information, historical performance, growth potential, and overall investment strategy. Students will justify their recommendation in a written journal entry using evidence gathered throughout their research. This performance task emphasizes financial literacy, critical thinking, and evidence-based decision making while encouraging students to apply the concepts learned throughout the unit.

Summative Assessments: Students will complete both a Unit Quiz and a Comprehensive Unit Test designed to measure their understanding of the concepts presented throughout the unit.

Additional assessments may include the following:

- Multiple-choice questions
- True/False questions
- Matching vocabulary
- Short-answer responses
- Interpretation of stock market terminology
- Application of investment concepts
- Evaluation of investment scenarios

Part 4 – Common/Assured Learning Experiences

All students will develop an understanding of how stocks represent ownership in a company and how investors evaluate potential investments. Students will build foundational investment analysis skills through teacher-led instruction, guided practice, collaborative learning, technology-based research, and authentic financial applications. Learning experiences will emphasize long-term investing, evidence-based decision making, and responsible financial planning.

Throughout the unit, all students will:

- Complete guided notes during teacher-led instruction on stocks, stock orders, company performance, and stock valuation.
- Examine how investors research publicly traded companies before purchasing stock.
- Explore the relationship between company performance and stock price movement.
- Learn how earnings reports, revenue growth, earnings per share, historical performance, industry trends, and economic conditions influence investment decisions.
- Compare market orders and limit orders and explain when each may be appropriate.
- Participate in Think-Pair-Share activities, classroom discussions, and collaborative learning experiences focused on stock evaluation.
- Research publicly traded companies using financial information and market data.
- Evaluate potential investments using evidence gathered throughout the unit.
- Complete a written stock research journal recommending a company appropriate for a beginning investor.
- Demonstrate understanding through classroom activities, quizzes, and a comprehensive unit assessment.

Instruction throughout the unit will incorporate differentiated instructional strategies, cooperative learning, inquiry-based learning, technology integration, project-based learning, and opportunities for student collaboration. Students will strengthen critical thinking, communication, collaboration, digital literacy, financial literacy, and responsible decision-making while applying stock market concepts to authentic investing situations

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and texts to achieve the same objectives.

Instruction should emphasize analyzing publicly traded companies using authentic financial data, earnings reports, company profiles, and current market information. Students should have opportunities to compare multiple companies while supporting investment decisions with financial evidence. Technology should be used to access current market information and research company performance.

When selecting instructional resources, teachers should:

- Check alignment to unit objectives.
- Vary instructional resources based on student readiness.
- Include multiple readability levels.
- Utilize authentic financial resources.
- Incorporate current market information whenever possible.
- Collaborate with the library/media specialist regarding financial research.

This unit builds upon the introductory investing concepts from Unit 1 by developing students' ability to analyze individual companies and evaluate investment opportunities. Students learn that successful investing is based on research and long-term decision making before progressing to diversification strategies.

Unit 3: Diversification & Risk			
Part 1			
Grade: 11 and 12th	**Subject:** Business	**Course:** Investing 101	**Length of Unit:** (3 weeks)

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of informational texts related to investing and financial markets.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas of financial articles and summarize complex investment concepts.

CCSS.ELA-LITERACY.WHST.11-12.1
Write arguments supported by financial evidence regarding investment decisions.

CCSS.ELA-LITERACY.SL.11-12.1
Participate effectively in collaborative discussions involving investment scenarios and market events.

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate financial information presented through graphs, stock charts, historical market data, and investment resources.

Supporting Standards

Connecticut State Standards

NGPF Curriculum Crosswalk_Connecticut Standards for Personal Financial Management and Financial Literacy

Investing Standard 12.1 - Investment decisions should reflect individual goals and risk tolerance.

Investing Standard 12.3 - Different investments produce different levels of risk and expected return.

Investing Standard 12.6- Diversification and asset allocation help reduce investment risk while supporting long-term financial goals.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Market conditions influence investment performance. 2. Bull, bear, and stagnant markets have different characteristics. 3. Investment risk and return are closely related. 4. Diversification reduces investment risk. 5. Time is an important factor in long-term investing. 6. Indexes are used to measure stock market performance. 7. Mutual funds and ETFs allow investors to diversify efficiently. 8. Active and passive investing have different advantages and disadvantages.	The students will be able to: 1. Identify bull, bear, and stagnant market conditions. 2. Explain the relationship between risk and return. 3. Evaluate why diversification lowers investment risk. 4. Compare diversified and non-diversified portfolios. 5. Interpret stock market indexes. 6. Compare mutual funds, ETFs, and index funds. 7. Differentiate between active and passive investing. 8. Recommend appropriate investment funds based on investor goals. 9. Explain how diversification supports long-term investing. 10. Apply investment concepts when evaluating financial situations.	Remembering: Define diversification, asset allocation, bull market, bear market, market index, risk, and return. Understanding: Explain how diversification reduces investment risk and how market trends influence investing. Applying: Apply diversification principles when constructing investment portfolios. Analyzing: Analyze investment portfolios, market conditions, and risk-return relationships using financial evidence. Evaluating: Evaluate diversified investment strategies and recommend appropriate asset allocations for different investors. Creating: Construct and justify a diversified investment portfolio that aligns with specific financial goals and risk tolerance.

9. Fees and expenses impact long-term investment returns. 10. Investment funds can generate returns through dividends, capital gains, and appreciation.		

Big Idea and Essential Questions

Big Ideas:

- Diversification is one of the most effective ways to reduce investment risk.
- Investors cannot eliminate risk, but they can manage it.
- Long-term investing is more important than trying to predict short-term market movements.
- Investment funds allow individuals to diversify with relatively little money.
- Understanding market trends helps investors make informed decisions instead of emotional ones.
- Low investment costs and broad diversification often improve long-term investment performance.

Essential Questions:

- Why is diversification considered one of the most important investing strategies?
- How do bull and bear markets affect investors?
- Why is risk necessary when investing?
- How do investment funds reduce risk?
- What role do stock market indexes play?
- What are the differences between mutual funds, ETFs, and index funds?
- When is active investing more appropriate than passive investing?

Part 3 – Common Unit Assessments

Formative Assessments

Student understanding will be monitored throughout the unit using a variety of formative assessments, including the following:

- Guided notes
- Note checks
- Think-Pair-Share activities

- Bell ringers and warm-up questions
- Class discussions
- Vocabulary activities
- Exit tickets
- Reflection questions
- Scenario-based application questions
- Independent practice activities
- Collaborative learning activities
- Teacher observation and conferencing

Authentic Performance Assessment

Students will apply diversification principles by evaluating different investment strategies and constructing a diversified investment portfolio. Students will justify their investment selections by considering market trends, risk tolerance, diversification, and long-term financial goals. Students will compare multiple investment options and explain how diversification can reduce overall portfolio risk.

Summative Assessment

Students will complete a unit assessment demonstrating their understanding of the following:

- Bull and bear markets
- Market indexes
- Diversification
- Investment risk
- Mutual funds
- ETFs
- Active vs. passive investing
- Long-term investing
- Investment vocabulary
- Application of investment concepts through multiple-choice, matching, true/false, and short-response questions.

Part 4 – Common/Assured Learning Experiences

All students will develop an understanding of investment risk, market trends, diversification, and investment funds through a combination of direct instruction, guided practice, collaborative learning, technology-based activities, and authentic financial applications. Students will examine how market conditions influence investing decisions while exploring strategies that reduce long-term investment risk.

Throughout the unit, all students will:

- Complete guided notes during teacher-led instruction on market trends, diversification, investment risk, and investment funds.
- Examine the characteristics of bull markets, bear markets, and periods of market stagnation.
- Interpret stock market indexes and explain how investors use benchmarks to evaluate market performance.
- Explore the relationship between investment risk and long-term returns.
- Participate in Think-Pair-Share activities, classroom discussions, and collaborative learning experiences centered on diversification and portfolio construction.
- Analyze the differences between active and passive investing.
- Apply diversification concepts to realistic investing situations and justify investment decisions using financial evidence.
- Demonstrate learning through guided practice, written responses, quizzes, and unit assessments.

Instruction throughout the unit will incorporate differentiated instructional strategies, cooperative learning, technology integration, inquiry-based learning, project-based learning, and opportunities for student collaboration. Students will strengthen critical thinking, communication, collaboration, digital literacy, and financial decision-making skills while applying investing concepts to authentic financial situations.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

Teachers should provide opportunities for students to compare investment portfolios, analyze historical market trends, interpret stock market indexes, and examine the relationship between diversification and investment risk. Authentic financial scenarios and historical market examples should be incorporated whenever possible to demonstrate how diversification protects investors during periods of market volatility.

When selecting instructional resources, teachers should:

- Utilize historical market data and financial charts.
- Include authentic investing scenarios.
- Differentiate instruction through multiple representations of financial information.
- Incorporate technology to analyze investment performance.
- Utilize collaborative learning opportunities.
- Include resources that promote financial decision making.

This unit serves as the bridge between investing in individual stocks and professionally managed investment funds. Students recognize that although researching individual companies is valuable, diversification remains one of the most effective long-term investing strategies.

Unit 4: ETFs, Mutual Funds & Target Date Funds			
Part 1			
Grade: 11 and 12th	**Subject:** Business	**Course:** Investing 101	**Length of Unit:** (4 weeks)

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of informational texts related to investing and financial markets.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas of financial articles and summarize complex investment concepts.

CCSS.ELA-LITERACY.WHST.11-12.1
Write arguments supported by financial evidence regarding investment decisions.

CCSS.ELA-LITERACY.SL.11-12.1
Participate effectively in collaborative discussions involving investment scenarios and market events.

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate information presented through charts, graphs, historical market data, investment resources, and financial reports.

Supporting Standards

Connecticut State Standards

NGPF Curriculum Crosswalk_Connecticut Standards for Personal Financial Management and Financial Literacy

Investing Standard 12.6 -Diversification and asset allocation help reduce investment risk while supporting long-term financial goals.

Investing Standard 12.7 - Investment costs, including management fees and expense ratios, affect long-term investment returns.

Investing Standard 12.8 - Investment products should be selected based on an individual's financial goals, investment horizon, and risk tolerance.

Investing Standard 12.13 - Investors should compare investment products by examining diversification, management style, fees, historical performance, and overall investment objectives.

<table>
<tr><th colspan="2">Part 2 – Standards</th><th></th></tr>
<tr><td colspan="2">Key (GLE) Content Knowledge and Concepts/Skills

Students will develop an understanding of professionally managed investment funds and how they are used to build diversified portfolios that support long-term financial goals. Instruction will focus on comparing Exchange-Traded Funds (ETFs), Mutual Funds, and Target Date Funds while examining how diversification, asset allocation, expense ratios, tax efficiency, and professional management influence investment performance. Students will apply investment principles by researching, selecting, and evaluating investment funds using evidence-based decision making and long-term investing strategies.</td><td>Bloom’s Taxonomy Levels
Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</td></tr>
<tr><td>The students will know:

1. ETFs and Mutual Funds allow investors to own diversified portfolios through a single investment.

2. ETFs and Mutual Funds have similarities and differences in trading,</td><td>The students will be able to:

1. Compare ETFs, Mutual Funds, and Target Date Funds.
2. Explain the advantages and disadvantages of each investment vehicle.
3. Evaluate expense ratios and investment costs.
4. Explain how Target Date Funds automatically rebalance investments.
5. Analyze asset allocation within a Target Date Fund.
6. Recommend appropriate investment funds based on investor goals and risk tolerance.
7. Research and compare real-world ETFs, Mutual Funds, and Target Date Funds.
8. Purchase an ETF, Mutual Fund, and Target Date Fund within the classroom stock market simulation.</td><td>Remembering: Define Exchange-Traded Funds (ETFs), Mutual Funds, Target Date Funds, expense ratios, index funds, active investing, and passive investing.

Understanding: Explain the characteristics, advantages, and disadvantages of professionally managed investment funds.

Applying: Compare ETFs, Mutual Funds, and Target Date</td></tr>
</table>

management, costs, and tax efficiency. 3. Expense ratios and investment fees impact long-term investment performance. 4. Target Date Funds automatically adjust asset allocation as investors approach retirement. 5. Asset allocation changes over time based on an investor's age and investment horizon. 6. Diversification reduces overall portfolio risk. 7. Investment funds can hold stocks, bonds, cash, and other securities. 8. Different investment funds are appropriate for different financial goals. 9. Professional management may benefit some investors while passive investing may benefit others. 10. Long-term investing remains the primary objective when selecting investment funds.	9. Justify investment selections using financial evidence. 10. Apply diversification principles when constructing an investment portfolio.	Funds while applying diversification and asset allocation principles. Analyzing: Analyze investment fund performance, expense ratios, diversification, and asset allocation to determine appropriate investment choices. Evaluating: Evaluate investment funds based on financial goals, investment timeline, risk tolerance, and cost. Creating: Develop an investment strategy using professionally managed investment funds and justify investment recommendations through written reflection and portfolio decisions.

Big Idea and Essential Questions

Big Ideas:

- Investment funds simplify diversification for investors.
- There is no single investment that is appropriate for everyone.
- Investment costs have a significant impact on long-term returns.
- Asset allocation should change as investors approach retirement.
- Successful investing is based on matching investments to financial goals rather than attempting to predict the market.
- Target Date Funds provide a simple long-term investment strategy for many retirement investors.

Essential Questions:

- What are the differences between ETFs, Mutual Funds, and Target Date Funds?
- Why do investors use investment funds instead of purchasing individual stocks?
- How do fees impact investment performance?
- How does asset allocation change over an investor's lifetime?
- What makes Target Date Funds appropriate for retirement investing?
- Which type of investment fund would best fit different investors?
- How can diversification reduce investment risk?

Part 3 – Common Unit Assessments

Formative Assessments: Student understanding will be monitored throughout the unit using a variety of formative assessments, including the following:

- Guided notes
- Note checks
- Think-Pair-Share activities
- Bell ringers and warm-up activities
- Class discussions
- Vocabulary activities
- Exit tickets
- Reflection questions
- Independent practice
- Collaborative learning activities
- Teacher observation and conferencing

Authentic Performance Assessment

- **Investment Fund Journal & Portfolio Activity**

Throughout the unit, students will maintain an investment journal while participating in the classroom stock market simulation. Students will research, purchase, and analyze one Exchange-Traded Fund (ETF), one Mutual Fund, and one Target Date Fund. After each purchase, students will compose a journal reflection explaining why they selected the investment, how it aligns with their financial goals, and how diversification, asset allocation, expense ratios, and long-term investing influenced their decision. Students will compare the three investment vehicles and evaluate which they believe is most appropriate for a beginning investor.

Summative Assessments

Students will complete both a Unit Quiz and a Comprehensive Unit Test designed to measure their understanding of ETFs, Mutual Funds, and Target Date Funds.

Assessments may include the following:

- Multiple-choice questions
- Matching vocabulary
- True/False questions
- Short-answer responses
- Comparison of investment funds
- Asset allocation scenarios
- Application of diversification concepts
- Interpretation of investment information

Part 4 – Common/Assured Learning Experiences

All students will develop an understanding of professionally managed investment funds and how they can be used to build diversified portfolios that support long-term financial goals. Students will compare ETFs, Mutual Funds, and Target Date Funds through direct instruction, guided practice, collaborative learning, technology-based research, and authentic investment experiences.

Throughout the unit, all students will:

- Complete guided notes during teacher-led instruction on ETFs, Mutual Funds, and Target Date Funds.
- Compare the characteristics, advantages, and disadvantages of different investment funds.

- Examine how expense ratios, fees, liquidity, tax efficiency, and professional management influence investment decisions.
- Explore how Target Date Funds automatically adjust asset allocation over time.
- Analyze the role of diversification and asset allocation in reducing investment risk.
- Participate in Think-Pair-Share activities, classroom discussions, and collaborative learning experiences focused on selecting appropriate investment funds.
- Research real-world ETFs, Mutual Funds, and Target Date Funds using financial resources.
- Purchase an ETF, Mutual Fund, and Target Date Fund within the classroom investment simulation.
- Maintain an investment journal explaining and defending each investment decision.
- Demonstrate understanding through written reflections, classroom activities, quizzes, and a comprehensive unit assessment.

Instruction throughout the unit will incorporate differentiated instructional strategies, cooperative learning, inquiry-based learning, technology integration, project-based learning, and opportunities for student collaboration. Students will strengthen critical thinking, communication, collaboration, financial literacy, digital literacy, and responsible decision-making while applying investment concepts to authentic investing situations.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

Instruction should emphasize comparing professionally managed investment products while reinforcing diversification and long-term investing concepts. Students should analyze fund fact sheets, expense ratios, asset allocation, and historical performance while utilizing current financial resources to evaluate investment options. The classroom stock market simulation should be incorporated to provide authentic investment experiences.

When selecting instructional resources, teachers should:

- Utilize current ETF, Mutual Fund, and Target Date Fund resources.
- Include authentic financial documents and fund prospectuses.
- Differentiate instruction through collaborative and inquiry-based learning.
- Integrate technology for investment research.
- Provide opportunities for reflection and written financial justification.
- Utilize real-world investing scenarios.

This unit transitions students from evaluating individual investments to understanding professionally managed investment funds. Students learn that many investors achieve long-term success through diversified investment products before applying these concepts to retirement investing.

Unit 5: Investing For Retirement				
Part 1				
Grade: 11 and 12th	**Subject:** Business		**Course:** Investing 101	**Length of Unit:** (3 weeks)

Common Core State Standards

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of retirement planning resources and financial information.

CCSS.ELA-LITERACY.RH.11-12.2
Determine central ideas of retirement planning articles and financial resources.

CCSS.ELA-LITERACY.WHST.11-12.1
Write arguments supported by evidence to justify retirement investment decisions.

CCSS.ELA-LITERACY.SL.11-12.1
Participate effectively in collaborative discussions regarding retirement planning strategies.

CCSS.ELA-LITERACY.RST.11-12.7
Interpret information presented through retirement calculators, investment charts, graphs, and financial reports.

Supporting Standards
Connecticut State Standards NGPF Curriculum Crosswalk_Connecticut Standards for Personal Financial Management and Financial Literacy **Investing Standard 12.8** - Tax-advantaged retirement accounts help individuals accumulate wealth for retirement by providing tax benefits and encouraging long-term investing. **Investing Standard 12.9** - Retirement planning requires individuals to evaluate retirement income sources, projected expenses, investment growth, and financial goals. **Investing Standard 12.10** - Investors use research and financial information to make informed retirement investment decisions. **Investing Standard 12.11** - Long-term investing and consistent contributions increase the likelihood of achieving retirement goals.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills Students will develop an understanding of retirement planning and the investment strategies necessary to achieve long-term financial security. Instruction will focus on retirement income sources, employer-sponsored retirement plans, Individual Retirement Accounts (IRAs), Roth IRAs, Traditional and Roth 401(k)s, tax advantages, employer matching, Target Date Funds, and long-term investing. Students will evaluate retirement investment options, analyze retirement savings goals, and apply financial decision-making skills by constructing retirement investment portfolios and selecting investments appropriate for a young investor beginning to save for retirement		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Why retirement planning should begin at a young age. 2. Common sources of retirement income. 3. The purpose of Social Security and pensions.	The students will be able to: 1. Compare Traditional and Roth retirement accounts. 2. Compare IRAs and employer-sponsored retirement plans. 3. Calculate retirement savings needs using financial planning tools. 4. Explain employer matching and its impact on retirement savings. 5. Evaluate Target Date Funds based on retirement age. 6. Select an appropriate Target Date Fund for retirement. 7. Research retirement investment options. 8. Construct a retirement investment portfolio.	Remembering: Define retirement planning terminology including IRA, Roth IRA, Traditional 401(k), Roth 401(k), employer match, Target Date Fund, and retirement income sources. Understanding: Explain the purpose of retirement accounts, tax advantages, employer matching, and the importance

4. The differences between Traditional and Roth IRAs. 5. The differences between Traditional and Roth 401(k)s. 6. The benefits of employer matching. 7. The tax advantages of retirement accounts. 8.How Target Date Funds adjust asset allocation over time. 9. Why long-term investing and compound growth are critical for retirement. 10. Factors that influence retirement savings goals. 11. The importance of consistent investing throughout one's career.	9. Recommend five individual stocks appropriate for a 22-year-old beginning retirement investing. 10. Justify retirement investment selections using financial evidence. 11. Apply long-term investment principles to retirement planning.	of beginning retirement investing early. Applying: Use retirement planning tools, compare retirement accounts, and select retirement investments that support long-term financial goals. Analyzing: Analyze retirement scenarios, compare Traditional and Roth retirement accounts, evaluate Target Date Funds, and examine long-term investment outcomes. Evaluating: Evaluate retirement investment options and justify recommendations based on financial goals, risk tolerance, investment timeline, and tax considerations. Creating: Develop a comprehensive retirement investment strategy by selecting retirement accounts, recommending investments, and constructing a diversified retirement portfolio.

Big Idea and Essential Questions

Big Ideas:

- Retirement planning should begin as early as possible.
- Time and compound growth are an investor's greatest advantages.
- Tax-advantaged retirement accounts help investors build wealth more efficiently.
- Employer matching is one of the most valuable employee benefits.
- Target Date Funds simplify retirement investing through automatic asset allocation.
- Long-term investing is essential for achieving retirement goals.

Essential Questions:

- Why should retirement investing begin at a young age?
- What retirement account is most appropriate in different situations?
- How do Traditional and Roth retirement accounts differ?
- Why is employer matching considered "free money"?
- How do Target Date Funds change over time?
- How much money is needed to retire comfortably?
- What investments should a 22-year-old own to prepare for retirement?

Part 3 – Common Unit Assessments

Formative Assessments: Student understanding will be monitored throughout the unit using a variety of formative assessments, including the following:

- Guided notes
- Note checks
- Think-Pair-Share activities
- Bell ringers and warm-up activities
- Class discussions
- Vocabulary activities
- Exit tickets
- Reflection questions
- Independent practice
- Collaborative learning activities
- Teacher observation and conferencing

Authentic Performance Assessment

- **Retirement Investment Portfolio Project**

Throughout the unit, students will participate in the classroom stock market simulation while constructing a retirement portfolio. Students will do the following:

- Select and purchase a Target Date Fund that matches the year they expect to retire.
- Explain why the selected Target Date Fund is appropriate based on retirement age, asset allocation, and long-term investment goals.
- Research and select five individual stocks they believe a 22-year-old should purchase to begin investing for retirement.
- Justify each investment using company research, diversification principles, growth potential, and long-term investment strategies.
- Complete written reflections explaining how their retirement portfolio supports long-term financial goals.

This project allows students to apply the knowledge gained throughout the entire Investing course by constructing a realistic retirement investment strategy. It complements activities that have students analyze retirement savings goals, retirement income sources, and Target Date Fund fact sheets.

Summative Assessments: Students will complete both a Unit Quiz and a Comprehensive Unit Test designed to measure their understanding of retirement investing concepts.

Assessments may include the following:

- Multiple-choice questions
- Matching vocabulary
- True/False questions
- Short-answer responses
- Retirement planning scenarios
- Retirement account comparisons
- Investment selection
- Application of retirement planning concepts

Part 4 – Common/Assured Learning Experiences

All students will develop an understanding of retirement planning through direct instruction, guided practice, collaborative learning, financial planning activities, and authentic investment experiences. Students will explore retirement income sources, tax-advantaged retirement accounts, retirement calculators, employer-sponsored retirement plans, and long-term investing strategies while applying these concepts to realistic retirement planning scenarios.

Throughout the unit, all students will:

- Complete guided notes during teacher-led instruction on retirement planning and retirement investment accounts.
- Examine retirement income sources, including Social Security, pensions, personal savings, and investment accounts.
- Compare Traditional IRAs, Roth IRAs, Traditional 401(k)s, and Roth 401(k)s.
- Explore the impact of employer matching and tax advantages on retirement savings.
- Use retirement calculators to estimate retirement savings goals and evaluate different retirement scenarios.
- Analyze Target Date Funds and determine how asset allocation changes over an investor's lifetime.
- Participate in Think-Pair-Share activities, classroom discussions, and collaborative learning experiences focused on retirement planning.
- Purchase a Target Date Fund within the classroom stock market simulation and justify its selection.
- Research and purchase five individual stocks appropriate for a young investor beginning retirement savings.
- Demonstrate understanding through written reflections, quizzes, a comprehensive unit assessment, and a retirement investment portfolio.

Instruction throughout the unit will incorporate differentiated instructional strategies, cooperative learning, inquiry-based learning, technology integration, project-based learning, and opportunities for student collaboration. Students will strengthen critical thinking, communication, collaboration, financial literacy, digital literacy, and responsible decision-making while applying retirement planning concepts to authentic financial situations.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

Instruction should emphasize long-term financial planning by connecting retirement investing with the concepts developed throughout the course. Students should compare retirement accounts, examine retirement calculators, evaluate employer-sponsored retirement plans, and analyze Target Date Funds while considering tax advantages and compound growth. Real-world financial planning scenarios should be incorporated to help students recognize the importance of beginning retirement investing early.

When selecting instructional resources, teachers should:

- Utilize retirement planning calculators and planning tools.
- Incorporate current retirement account information and contribution limits.
- Include authentic retirement planning scenarios.
- Integrate technology to compare retirement investments.
- Differentiate instruction through collaborative learning and guided practice.
- Reinforce evidence-based financial decision making.

This unit synthesizes the concepts developed throughout the course by demonstrating how long-term investing, diversification, and retirement accounts work together to build financial security. Students leave the unit with practical knowledge they can immediately apply as young adults beginning their careers.

Unit 6: Investment Portfolio			
Part 1			
Grade: 11 and 12th	**Subject:** Business	**Course:** Investing 101	**Length of Unit:** (2 weeks)

Common Core State Standards

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to analyze retirement planning resources, financial articles, and investment information.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas of retirement planning materials and summarize how retirement accounts support long-term financial security.

CCSS.ELA-LITERACY.WHST.11-12.1
Write arguments supported by financial evidence to justify retirement planning decisions and investment recommendations.

CCSS.ELA-LITERACY.SL.11-12.1
Initiate and participate effectively in collaborative discussions evaluating retirement strategies and long-term financial planning.

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate information presented through retirement calculators, investment charts, account comparisons, graphs, and financial planning resources.

Supporting Standards
Connecticut State Standards Investing Standard 12.8 - Tax-advantaged retirement accounts encourage long-term investing by providing incentives that help individuals accumulate wealth for retirement. Investing Standard 12.9 - Individuals should develop retirement plans by evaluating retirement income sources, estimated expenses, investment growth, and long-term financial goals.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills The Financial Advisor Retirement Portfolio serves as the culminating performance assessment for the Investing course. Students will demonstrate mastery of investing concepts by assuming the role of a financial advisor responsible for developing a comprehensive retirement investment plan for a 22-year-old client. Students will apply knowledge gained throughout the course, including long-term investing, stock analysis, diversification, Exchange-Traded Funds (ETFs), Mutual Funds, Target Date Funds, retirement accounts, and retirement planning to develop an evidence-based financial plan.		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1.A 22-year-old investor has time as one of their greatest advantages. 2.Retirement planning should begin as early as possible. 3.Different retirement accounts have different tax advantages.	The students will be able to: 1. Create a retirement investment plan for a 22-year-old client. 2. Recommend appropriate retirement accounts. 3. Compare Traditional IRA, Roth IRA, Traditional 401(k), and Roth 401(k). 4. Explain the tax advantages of retirement accounts. 5. Select a Target Date Fund based on the client's expected retirement year. 6. Recommend five individual stocks for long-term retirement growth. 7. Allocate $10,000 across appropriate investments. 8. Justify investment choices using financial evidence. 9. Explain how diversification lowers risk. 10. Apply long-term investing principles to a retirement portfolio. 11. Communicate financial advice clearly and professionally. 12. Defend investment recommendations using course concepts.	Remembering: Recall investing terminology, retirement accounts, diversification principles, and investment strategies learned throughout the course. Understanding: Explain how retirement accounts, diversified investments, and long-term investing work together to build financial security.

4.Roth and Traditional retirement accounts affect taxes differently. 5.A 401(k) may include an employer match. 6.IRAs can be used when someone does not have access to an employer retirement plan. 7.Target Date Funds adjust their asset allocation over time. 8.Diversification helps reduce investment risk. 9. Individual stocks can support long-term growth but also carry risk. 10. A retirement portfolio should reflect goals, time horizon, and risk tolerance. 11. Compound growth can significantly increase retirement savings over time. 12. Financial advice should be supported by evidence and research.		Applying: Apply investing concepts to develop a retirement strategy for a 22-year-old client with $10,000 to invest. Analyzing: Analyze the client's financial goals, investment timeline, risk tolerance, and retirement objectives to determine appropriate recommendations. Evaluating: Evaluate retirement account options, Target Date Funds, ETFs, Mutual Funds, and individual stocks to recommend the most appropriate long-term investment strategy. Creating: Design, justify, and present a comprehensive retirement investment plan that recommends retirement accounts, allocates investments, and supports each financial decision using evidence gathered throughout the course.

Big Idea and Essential Questions

Big Ideas:

- Retirement planning is most effective when it begins early.
- Time, compound growth, and consistent investing are powerful wealth-building tools.
- Different retirement accounts serve different financial needs.
- A strong retirement plan should balance growth, risk, diversification, and tax advantages.
- Financial advisors must make recommendations based on evidence, not guesses.
- Young investors can take advantage of a long time horizon to build wealth.

Essential Questions:

- Why should a 22-year-old begin investing for retirement now?
- Which retirement account is best for a young investor and why?
- How do Roth and Traditional retirement accounts differ?
- How should a young investor allocate $10,000 for retirement?
- Why would a Target Date Fund be useful for retirement planning?
- What individual stocks would support long-term retirement growth?
- How does diversification reduce investment risk?
- How can financial advisors justify investment recommendations?

Part 3 – Common Unit Assessments

Authentic Learning Experience

Students will apply the knowledge and skills developed throughout the course to solve an authentic financial planning problem. Acting as professional financial advisors, students will create and defend a retirement investment strategy designed to maximize long-term wealth for a young investor. This project emphasizes evidence-based decision making, financial literacy, communication, and responsible investing while preparing students to make informed financial decisions beyond high school.

Part 4 – Common/Assured Learning Experiences

All students will apply the knowledge and skills acquired throughout the Investing course by assuming the role of a financial advisor responsible for developing a comprehensive retirement investment plan for a young investor. Students will synthesize concepts related to individual stocks, diversification, Exchange-Traded Funds (ETFs), Mutual Funds, Target Date Funds, retirement accounts, and long-term investing while making evidence-based financial recommendations.

Part 5-Teacher Notes

The capstone project is designed to provide students with an authentic opportunity to demonstrate mastery of the Investing course. Students assume the role of a financial advisor and apply knowledge from every unit to develop a comprehensive retirement plan for a 22-year-old client. Teachers should encourage students to support every recommendation with financial evidence, research, and concepts learned throughout the course. The project may be completed independently or presented to peers to strengthen communication and financial reasoning skills.

When selecting instructional resources, teachers should:

- Provide access to current financial market information.
- Utilize retirement planning resources and investment research tools.
- Encourage students to use authentic financial data to support recommendations.
- Differentiate project expectations through conferencing and checkpoints.
- Incorporate technology for research, portfolio construction, and presentations.
- Provide opportunities for peer feedback and reflection.

This capstone serves as the culminating assessment for the Investing course by requiring students to synthesize concepts from every unit into one comprehensive financial plan. Rather than demonstrating isolated knowledge, students apply financial literacy, critical thinking, investment analysis, communication, and problem-solving skills to develop a realistic retirement strategy for a young investor. It reflects the course's emphasis on evidence-based investing, responsible financial decision making, and long-term wealth building