

# Southington Board of Education Meeting

Thursday, November 14, 2024 6:30 PM  
John Weichsel Municipal Center Public Assembly Room  
200 North Main Street  
Southington, CT 06489



## COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
  - a. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes - October 24, 2024
6. Public Communications
  - a. Communications from Student Board Representatives
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Public - Agenda Items Only
7. Superintendent's Report
  - a. Personnel Report
8. Old Business
  - a. Town Government Communications
  - b. SHS - School of Rock - New Curriculum - Second Reading
  - c. Grade 8 Science - Unit 1: Genetics - New Unit - Second Reading
  - d. SHS - World Language Year 1, Unit 2: Families & Communities - Second Reading (French, Italian, Latin, Mandarin, Spanish)
  - e. SHS - World Language Year 2, Unit 2: Global Communities - Second Reading (French, Italian, Latin, Mandarin, Spanish)
  - f. SHS - World Language Year 3, Unit 2: Global Communities - Second Reading (French, Italian, Latin, Mandarin, Spanish)
  - g. SHS - World Language Year 4, Unit 2: Global Communities - Second Reading (French, Italian, Latin, Mandarin, Spanish)
  - h. SHS - World Language Year 5, Unit 2: Global Communities - Second Reading (French, Latin American Studies, Spanish)
9. New Business
  - a. Capital Improvement Plan - 2025-26 to 2029-30 - First Reading
  - b. District Data Presentation
10. Public Communications
  - a. Public
11. Adjournment

*The minutes presented within the document provide a summary of the discussion the took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at <https://www.southingtonschools.org>. These minutes are considered a draft until approved at the following regular Board of Education Meeting.*

**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT**  
**Regular Meeting**

**Committee of the Whole – Instruction**

October 24, 2024, at 6:30 PM

John Weichsel Municipal Center Public Assembly Room  
200 North Main Street Southington, CT 06489

**1. CALL TO ORDER**

Mrs. Clark, Board Chairperson, called the meeting to order at 6:33 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terry Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams.

Board Members Absent: Mr. Sean Carson, Mr. Cecil Whitehead.

**2. Executive Session**

**MOTION made by Mr. Derynoski and seconded by Mr. Brown “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, and upon conclusion reconvene to public session.” Motion carried unanimously 7-0.**

Superintendent, Mr. Madancy and Assistant Superintendent, Mr. Pepe were invited to join Executive session. Mr. Carson arrived at 6:48 p.m.

a. Student Matters

**3. Reconvene Meeting - Regular Session 7:00 p.m.**

Meeting called to order at 6:59 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terry Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams

Board Members Absent: Mr. Cecil Whitehead

Cabinet Members Present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Mrs. Rebecca Cavallaro, Director of Pupil Personnel Services.

Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Lauren Mellitt, Ms. Akary Win

#### 4. Pledge of Allegiance

#### 5. Approval of Minutes - October 10, 2024

**MOTION made by Mr. Brown, seconded by Mr. Williams "Move to approve the regular BOE Meeting minutes of October 10, 2024." Motion carried 8-0.**

**Attachments: (1)**

#### 6. Public Communications

##### a. Communications from Student Board Representatives:

Ms. Win gave the Student Report:

- The NHS Blood Drive, in collaboration with The Red Cross will be held on October 30, 2024, followed by the NHS Fall Induction Ceremony scheduled for October 31, 2024.
- The BCAP program will start organizing students by their self-declared, career pathways to better align with their future goals.
- Homecoming Week will be the first week in November. The Homecoming Football game will be held on November 8, 2024, followed by the Homecoming dance held on November 9, 2024.
- The Red Ribbon Rally had a strong participation from sports teams and clubs.

Ms. Mellit gave the District Report.

- Derynoski hosted their APEX Fundraiser Run on October 24, 2024.
- DePaolo fall sports teams will have their final week of competition.
- Students for DePaolo had their first advisory lesson. The goal of advisory is to build positive adult relationships in a caring environment while they learn about academic success, career planning, time management, bullying, and emotional intelligence.
- Unity Day was October 16, 2024; this is a national movement that brings people together against bullying. It promotes kindness, acceptance, and inclusion.
- Members of DePaolo participated in the Light A Pumpkin Event; it had over 300 people in attendance.
- Kennedy eighth-grader students participated in a Grit and Wit experience on October 11, 2024. This event was full of competitive teambuilding activities where collaboration was key to solving specific puzzles and accomplishing strategic tasks.
- Activities for all eighth-grade students will begin on October 25, 2024, for them to prepare for High School.
- The annual Veterans Ceremony will take place at Kennedy Middle School on November 13, 2024, at 9:00 p.m. This event is a way of thanking those who have served in the military.

Mr. Hoffman gave the Sports Report.

- The Girls Volleyball Team had an 18-0, undefeated regular season. They rank number one in the state going into the post season. They will host the CCC Conference Championship Tournament on October 25, 2024.
- At the CCC Cross Country Championships held on October 15, 2024, the boys team finished in second place and the girls team in sixth place. The CIAC, Class LL, State Championships for both teams are on October 26, 2024.
- The Girls and Boys Soccer Teams finished their regular seasons. The boys will compete in the Class LL, State Championship Tournament on November 1, 2024, and the girls will compete starting on November 2, 2024.
- The Girls Swim and Dive Team will celebrate Senior Day on October 25, 2024.
- The Varsity Football team will play against East Hartford on October 25, 2024.
- DePaolo and Kennedy Middle Schools' Boys and Girls Soccer Teams each had a game on October 23, 2024. A special Cross Country Meet took place at the High School on October 24, 2024.
- The annual Dig Pink Volleyball Match, for Breast Cancer awareness, takes place at Kennedy Middle School on October 25, 2024.

b. Communications from Board of Education:

Mrs. Carmody, Mr. Williams, and Mr. Brown are impressed with the new Smart Pass system at the High School.

Mr. Williams spoke about how wonderful the Red Ribbon Rally was.

He also wanted to highlight upcoming opportunities for parents:

1. This time of year, is a good opportunity for parents to remind their children of the importance in participating in their civic duty. Parents can show their children the importance by participating in voting themselves.
2. Veterans Day is coming up. It's a great opportunity to remind your children the importance of the sacrifice the Veterans have made. The civic duty of voting is available due to the sacrifice the Veterans have made and continue to make.

Mr. Baczewski had the opportunity to attend the Fortieth Anniversary of Bread For Life. He wanted to commend Mr. Palmieri and all the DePaolo students, along with SOCA for volunteering at the event.

Mrs. Clark acknowledged how respectful everyone was at the Red Ribbon Rally. The speakers did a great job and the whole event was wonderful.

STEPS invited Mrs. Clark to join Dementia Positive Southington taking place at Live Well. This will be a community driven effort to reshape how people look at dementia and people who are dealing with it.

**Attachments:** (1)

c. Communications from Administration:

- Mr. Madancy reported that Mr. Romano and his department have completed the annual Tools for Schools required air quality inspections.
- School Administration will start meeting to discuss budgeting for staffing, anticipated needs, major projects and equipment, and capitol items. An iteration of what was requested will be presented at the December meeting.
- Mr. Pepe reported on the District Threat Assessment. Social Workers, Psychologists, Administrators, and Counselors have been trained in CSTAG (Comprehensive School Threat Assessment Guideline). Feedback was given. Mr. Pepe, Ms. Steinnagel, and Ms. Hinckley revised processes from the feedback that was given.
- Mr. Madancy, Mr. Pepe and three Southington Police officers had the opportunity to attend a Digital Threat Assessment Training on October 16, 2024. It was an eye-opening training that will be very helpful to get to the bottom of threats. They will also have the opportunity to attend the Advanced Digital Threat Assessment Training in a couple weeks which will provide them with even more tools to assess and deal with threats.
- Mr. Madancy was proud to announce, in partnership with STEPS, we received The Partnerships for Health and Healing Grant. This is a \$10,000 Grant, over four years, to partner on suicide prevention in the community.
- Mrs. Cavallaro reported that on September 17, 2024, School Social Workers, School Psychologists, and School Counselors received the Columbia Training. This training was about the Columbia Suicide Severity Rating Scale. The training looks at risk and severity: low level, moderate, or very severe. It also addresses other factors like, do students have a plan and timeline, to make a determination about the next steps.

**Attachments:** (1)

d. Communications from Public - Agenda Items Only:

No Public Comment.

## 7. Committee Reports

### a. Curriculum & Instruction Meeting - October 11, 2024:

Mr. Williams indicated the Curriculum Committee met on October 11, 2024.

- Mr. Stuppler presented the curriculum for The School of Rock. It will build upon skills and concepts related to music theory, technique, and performance element.
- Mrs. Davenport presented a new Grade 8 Science, Unit 1, Genetics. This unit will investigate trait variations, environmental factors the influence muscle growth, and studies of genetic factors.
- Mrs. Riccio presented the SHS World Language revised curriculum, Unit 2, for year 1-5. (French, Italian, Latin, Mandarin, Spanish). These are truly immersive education courses that set our students up for success.

**Attachments:** (1)

## 8. Old Business

### a. Town Government Communications:

No comment made.

### b. Policy 5150 – Non-Discrimination – Students – Revised – Second Reading:

**MOTION made by Mr. Baczewski, seconded by Mr. Williams "Move to approve Policy 5150-Non-Discrimination – Students - Revised" Motion carried 8-0.**

**Attachments:** (1)

### c. Policy 6112.1 - Pledge of Allegiance - Revised - Second Reading:

**MOTION made by Mr. Baczewski, seconded by Mr. Oshana "Move to approve Policy 6112.1-Pledge of Allegiance" Motion carried 8-0.**

**Attachments:** (1)

## 9. New Business

### a. SHS - School of Rock - New Curriculum - First Reading:

**Attachments:** (1)

### b. Grade 8 Science - Unit 1: Genetics - New Unit - First Reading:

**Attachments:** (1)

### c. SHS - World Language Year 1, Unit 2: Families & Communities - First Reading (French, Italian, Latin, Mandarin, Spanish):

**Attachments:** (1)

### d. SHS - World Language Year 2, Unit 2: Global Communities - First Reading (French, Italian, Latin, Mandarin, Spanish):

**Attachments:** (1)

- e. SHS - World Language Year 3, Unit 2: Global Communities - First Reading (French, Italian, Latin, Mandarin, Spanish):

**Attachments:** (1)

- f. SHS - World Language Year 4, Unit 2: Global Communities - First Reading (French, Italian, Latin, Mandarin, Spanish):

**Attachments:** (1)

- g. SHS - World Language Year 5, Unit 2: Global Communities - First Reading (French, Latin American Studies, Spanish):

**Attachments:** (1)

- h. Superintendents Proposed Goals 2024-2025:

**MOTION: Made by Mr. Derynoski and seconded by Mr. Williams, "Move to approve the Superintendents Proposed Goals 2024-2025 as presented." Motion carried unanimously by vote 8-0.**

Mr. Derynoski and Mrs. Clark both indicated these are aggressive and high goals. They both hope to see Mr. Madancy succeed.

Mr. Oshana promotes the One Book, One Community goal. He would like to see more to come with involving the community to have tough conversations about important issues.

Mr. Madancy indicated some of the goals are a continuation of last year. He heeds the guidance from the board members and is optimistic to reach his goals.

**Attachments:** (1)

## **10. Public Communications**

- a. Public:

No public comment

## **11. Adjournment**

**MOTION: Made at 7:28 p.m. by Mr. Derynoski and seconded by Mr. Williams, "Move to Adjourn." Motion carried unanimously by vote 8-0.**

Respectfully submitted,



Recording Secretary

Board of Education  
Administrative Report  
November 14, 2024



1. Social Media Rollout

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 7 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2024-2025 school year. This report includes activity for the month of October 2024.

**Background:** The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** N/A **Funding Source:** Board of Education

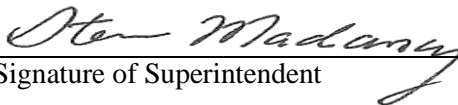
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent

**Included:**

Personnel Report

Agenda – November 2024

**Personnel Report  
October 2024**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Horton, Amy	Paraeducator, PT	HES	0.88	11-12-2024	N/A	\$18.86
CLASS	Khalil, Salma	Paraeducator, CLC	JFK	1.0	10-22-2024	N/A	\$20.50
CLASS	McIntyre, Kevin	Maint. – HVAC Tech I	District	1.0	11-6-2024	N/A	\$32.33
CLASS	Meneo III, Anthony	Paraeducator, TLC	DES	1.0	11-12-2024	N/A	\$20.50
CLASS	Wernicki, Angelica	Paraeducator, CLC	JFK	0.49	10-28-2028	N/A	\$20.50

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CLASS	Beadini, Samije	Paraeducator	HES	10-21-2024	1 mo.	RESIGN
CLASS	Carr, Marianne	Paraeducator	FES	11-1-2024	1	RESIGN
CLASS	Contaras, Daniel	Custodian, PT	FES	10-9-2024	1 mo.	RESIGN
CERT	Dobratz, Jennifer	Grade 3 Teacher	DES	6-30-2025	25	RETIRE
CLASS	Hammersley, John	Custodian, PT	OES	11-9-2024	1	RESIGN
CLASS	McSheehy, Colleen	ABA Therapist	DES	6-30-2025	11	RETIRE
CLASS	Nearing, Kathy	Paraeducator	STELLAR	10-19-2024	8 mo.	RESIGN
CLASS	Santee, Ashley	ABA Therapist	HES	11-9-2024	1	RESIGN

**ASSIGNMENT CHANGE**

	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
<b>NAME</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	
Albert, Jennine	Paraeducator/HES, CLC	1.0	Paraeducator/HES	1.0	9-27-2024	
Brown, Sarah	Computers/JFK	1.0	Health/JFK	1.0	10-28-2024	
Nunes, Joseph	Health/JFK	1.0	Business/SHS	1.0	10-28-2024	
Slattery, Kathleen	Paraeducator/SHS, CLC	1.0	Paraeducator/STELLAR	1.0	10-31-2024	

**TRANSFERS**

	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
<b>CERT NAME</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	
<i>None to report</i>						

**STIPENDS**

**COACHING**

***Resignations/Non-Renewals***

Miceli, Logan	Assistant Indoor Track Coach	SHS	RESIGN
Rickard, Natalie	Assistant Gymnastics Coach	SHS	RESIGN

***Appointments***

Putnam, Scott	Varsity Football Assistant Coach	SHS	STIPEND
Stoekert, Robert	Varsity Football Assistant Coach	SHS	STIPEND

**OTHER**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

Berardi, Brett	Marching Band Assistant	SHS	STIPEND
Roarty, Timothy	Open Choice Liaison	JFK	STIPEND

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS School of Rock – New Curriculum – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS School of Rock – New Curriculum.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

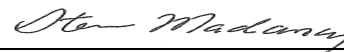
**Recommendation or Comment:** Move that the Board of Education approve the SHS School of Rock – New Curriculum as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 1: Essentials of PUG 1 (Theory, Piano, Guitar, and Ukulele)
<b>Teacher:</b>	Harrison Stuppler
<b>Grade Level/Course:</b>	9-12 School of Rock: Piano, Ukulele and Guitar II
<b>Length/Dates:</b>	5-6 classes
<b>Unit Summary:</b>	The students will spend time refreshing their proficiencies on piano, guitar, and ukulele. They will focus on techniques and fundamentals to bring them back up to a basic level of performing. Music Theory will be refreshed (note reading and rhythm reading) to prepare them for more advanced learning.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Cr2.1.H.IIa Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
MU:Pr5.1.H.IIa Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.IIa Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).
2014 Music Standards - Guitar/Keyboard/Harmonizing Instruments

**Transfer Goals (Vision of the Graduate)**

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Enduring****Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

-To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

-All students will perform alone (solo) and together (ensemble)

-All students will gain a basic skill set on each instrument covered in this course

-All students will strive to attain a higher level of musicianship through group lessons and self-practice

-All students have individual and group responsibilities

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

-What makes a great performance?

-What makes an audience want to listen to a performance?

-What role does music play in today's society?

-What defines an excellent musician/ensemble?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material


K1: Proper performing technique K2: Hand positions for basic to intermediate chords K3: Proper Tone production K4: Strumming patterns (strings only) K5: Finger placement  <b>Foundational Theory for music reading</b> K6: Basic musical notation reading skills K7: Basic chord structure analysis K8: Basic rhythm reading skills K9: Music terminology	S1: Identify and analyze music notation, both pitches and rhythms.  S2: Perform intermediate/advanced level songs on piano, guitar, and ukulele
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence




What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will apply knowledge of pitch and rhythm to create and perform musical compositions
- **Role:** Performing musician
- **Audience:** Paying concert audience members
- **Situation:** A musician will be performing a concert on the piano, guitar, and the ukulele for an audience.
- **Product/Performance/Purpose:** Musical Performance of varied repertoire
- **Standards and Criteria for Success:**  Pug Performance Rubric
- **Tools:** Method Books, Repertoire

## Stage 3: Instructional Design

### How I will get there (learning targets & lessons):

What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 1: Theory Review - Pitch</b>  I will be able to identify pitch names on both the treble and bass clef	I will learn this because having a working knowledge of pitch identification is key to music performance	I will know I have learned this when I can correctly identify pitches with a passing score (90% or higher) on musictheory.net
<b>Lesson 1:</b> <ul style="list-style-type: none"> <li>● Pitch worksheet (Treble + Bass Clef)</li> <li>● Pitch Dictation</li> <li>● <a href="https://www.musictheory.net/exercises/note">https://www.musictheory.net/exercises/note</a></li> </ul>		
<b>Lesson 2: Theory Review - Rhythm</b>  I will be able to identify rhythms including whole, half, quarter, eighth, and 16th notes	I will learn this because having a working knowledge of rhythm identification is key to music performance	I will know I have learned this when I can correctly identify rhythms with high accuracy.

<p><b><u>Lesson 2:</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm Worksheets</li> <li>• Rhythm Dictation</li> <li>• <a href="https://www.sightreadingfactory.com/sight-reading">https://www.sightreadingfactory.com/sight-reading</a></li> </ul>		
<p><b>Lesson 3: Piano</b></p> <p>I will be able to perform medium/advanced level piano music</p>	<p>I will learn this because having a working knowledge of piano playing and performance techniques is useful for a performing musician</p>	<p>I will know I have learned this when I can perform medium/advanced piano repertoire with high levels of accuracy and success.</p>
<p><b><u>Lesson 3:</u></b></p> <ul style="list-style-type: none"> <li>• Piano method book performance checks</li> <li>• Piano Recital</li> <li>•  Piano Performance Rubric</li> </ul>		
<p><b>Lesson 4: Guitar</b></p> <p>I will be able to perform medium/advanced level guitar music</p>	<p>I will learn this because having a working knowledge of guitar playing and performance techniques is useful for a performing musician</p>	<p>I will know I have learned this when I can perform medium/advanced guitar repertoire with high levels of accuracy and success.</p>
<p><b><u>Lesson 4:</u></b></p> <ul style="list-style-type: none"> <li>• Guitar method book performance checks</li> <li>• Guitar Recital</li> <li>•  Guitar Performance Rubric</li> </ul>		
<p><b>Lesson 5: Ukulele</b></p> <p>I will be able to perform medium/advanced level ukulele music</p>	<p>I will learn this because having a working knowledge of ukulele playing and performance techniques is useful for a performing musician</p>	<p>I will know I have learned this when I can perform medium/advanced ukulele repertoire with high levels of accuracy and success.</p>
<p><b><u>Lesson 5:</u></b></p> <ul style="list-style-type: none"> <li>• Ukulele method book performance checks</li> <li>• Ukulele Recital</li> <li>•  Guitar Performance Rubric</li> </ul>		

<p><b>Resources</b></p> <p>Any materials and resources related to Stage 3 learning activities.</p> <p>Note naming worksheets, Rhythm reading worksheets, staff paper</p> <p>Piano, Guitar, and Ukulele Method Books</p>
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<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2: Introduction to Percussion
<b>Teacher:</b>	Harrison Stuppler
<b>Grade Level/Course:</b>	9-12 School of Rock: Piano, Ukulele and Guitar II
<b>Length/Dates:</b>	5-6 classes/ 2 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	The students will learn basic drum set grooves (Rock, Swing, and Funk), and be able to perform them in the context of a song. Students will learn about different styles and the characteristics of each. The students will have to learn the new notation unique to the drum set and be able to maintain a steady beat throughout the various styles.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Cr2.1.H.IIa Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
MU:Pr5.1.H.IIa Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.IIa Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal

accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

**Other Goal(s)**

List the Disciplinary Transfer Goals that this unit will address

2014 Music Standards - Ensemble

**Transfer Goals (Vision of the Graduate)**

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

- All students will perform alone (solo) and together (ensemble)
- All students will gain a basic skill set on each instrument covered in this course
- All students will strive to attain a higher level of musicianship through group lessons and self-practice
- All students have individual and group responsibilities
- Using appropriate instrumental technique results in a more effective performance.

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What are the characteristics of a great percussionist?
- How does percussion performance impact ensemble playing?
- What can percussion instruments bring to a performance?
- How are styles of music differentiated/created?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material



<p>K1: Proper performing technique  K2: Rhythm Reading- Rhythm is the foundation of music, and it's important for sight-reading because it helps you recognize patterns, look ahead, count in your head, and keep accurate time  K3: Differences in styles (Jazz, Rock, Funk)/ Characteristics  Jazz Often features a swing beat, and drums keep the beat with cymbals. Jazz is more technically difficult than other genres and allows for more freedom of expression. Jazz is often performed, and core instruments include the saxophone, piano, trumpet, and bass. Funk A dance music genre that originated in the 1970s and is a mix of jazz, blues, R&amp;B, soul jazz, gospel, and rock.</p> <p>Funk is based on one or two riffs, and rhythm is more important than melody and harmony. Funk is characterized by a groove rhythm, where the band plays a simple rhythm on repeat. The downbeat is usually emphasized to keep the groove danceable. Rock Known for its strong backbeat, usually in 4/4 rhythm, and tight pattern between the drums and bass.</p> <p>Rock is more likely to use electric guitars and drums, and vocals are higher and louder than jazz. Guitars are typically the main voice in rock</p> <p>K4: Famous artists/Bands in each style</p>	<p>S1: Identify and analyze percussion notation and rhythms.</p> <p>S2: Perform intermediate/advanced level songs in three different styles (Jazz, Rock, Funk) using backing tracks</p> <p>S3: Identify the style of various music (Jazz, Rock, Funk) through listening or viewing written music notation.</p>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will apply knowledge of percussion performance and notation to perform musical selections.
- **Role:** Performing Musician
- **Audience:** Paying concert audience members
- **Situation:** Musician is performing a concert as a fill-in percussionist because the original one fell ill and could not make the show. The musician will have to look at a piece of music identify the style and then proceed to perform the song with the band at the concert (3 songs each different style)
- **Product/Performance/Purpose:** Musical performance demonstrating the understanding of percussion notation, characteristics of the style, and ability to perform on the instrument
- **Standards and Criteria for Success:**  Pug Performance Rubric  Drum Set Performance Rubric

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Drum set, backing tracks, auxiliary percussion instruments  
Groove Essentials method book  
DRUME0: <https://www.youtube.com/playlist?list=PL45A6530592779AD4>

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Students will be evaluated through formative assessment of their daily practice and instruction. Unit assessments will help evaluate their understanding of the instructional blocks goal and if they have achieved it. They will be provided verbal instruction and demonstration to assist them in reaching mastery, as well as one on one instruction to help correct deficiencies.

### Stage 3: Instructional Design

How I will get there (learning targets & lessons):		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 1: Drumming Technique</b> I will be able to hold the sticks correctly and play basic sticking patterns	I will learn this because developing proper technique will lead to higher success in performance.	I will know I have learned this when I can correctly play basic rhythms with the drumsticks on a drum
<b>Lesson 1:</b> <ul style="list-style-type: none"> <li>• <a href="#">Drum technique video</a></li> <li>• Basic sticking/rhythm worksheet</li> <li>• <a href="#">Drum Lessons</a></li> </ul>		
<b>Lesson 2: Intro to Drumset</b> I will learn the parts and setup of the drumset (Snare, Bass, Toms, Cymbals) and the basic notation how it appears on sheet music.	I will learn this because understanding the setup of the drumset and how to read the notation will allow for playing songs in the course	I will know I have learned this when I can correctly set up the drumset and demonstrate understanding of the notation through formative assessments.
<b>Lesson 2:</b> <ul style="list-style-type: none"> <li>• <a href="#">Drumset parts worksheet</a></li> <li>• <a href="#">Drumset notation</a></li> <li>• <a href="#">Drum Lessons</a></li> <li>• <a href="https://www.drumeo.com/getting-started/lessons?utm_campaign=GSTOD_Email-1a&amp;utm_medium=email&amp;utm_source=customer.io">https://www.drumeo.com/getting-started/lessons?utm_campaign=GSTOD_Email-1a&amp;utm_medium=email&amp;utm_source=customer.io</a></li> </ul>		
How I will get there (learning targets & lessons):		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 3: Rock Groove</b> I will be able to play a basic rock groove	I will learn this because it is an essential groove for a drum set!	I will know I have learned this when I can correctly perform a rock groove!
<b>Lesson 3: Rock Groove</b> <ul style="list-style-type: none"> <li>• Rock Band examples (AC/DC, KISS, The Who, Aerosmith, The Rolling Stones)</li> <li>• Practicing the rock groove</li> <li>• Perform with backing tracks</li> <li>• <a href="#">Drum Set Performance Rubric</a></li> </ul>		
<b>Lesson 3: Funk Groove</b> I will be able to play a basic funk groove	I will learn this because it is an essential groove for a drum set!	I will know I have learned this when I can correctly perform a funk groove!

<b>Lesson 4: Funk Groove</b> <ul style="list-style-type: none"> <li>Funk Band examples (EWF, James Brown, Tower of Power, Sly and the Family Stone, )</li> <li>Practicing the Funk groove</li> <li>Perform with backing tracks</li> <li>📄 Drum Set Performance Rubric</li> </ul>		
<b>What will I learn?</b>	<b>Why will I learn this?</b>	<b>How will I know when I have learned it?</b>
<b>Lesson 5: Jazz Groove</b>  I will be able to play a basic jazz swing groove	I will learn this because it is an essential groove for a drum set!	I will know I have learned this when I can correctly perform a Swing groove!
<b>Lesson 5: Jazz Groove</b> <ul style="list-style-type: none"> <li>Jazz Band examples (Art Blakey, Duke Ellington, Miles Davis, Dave Brubek, Gordon Goodwin)</li> <li>Practicing the Jazz groove</li> <li>Perform with backing tracks</li> <li>📄 Drum Set Performance Rubric</li> </ul>		

Unit Overview	
<b>Unit Title:</b>	Unit 3: Introduction to Vocals
<b>Teacher:</b>	Harrison Stuppler
<b>Grade Level/Course:</b>	9-12 School of Rock: Piano, Ukulele and Guitar II
<b>Length/Dates:</b>	5-6 classes
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	The students will learn the basics of singing in a performing ensemble. Students will develop vocal techniques through learning warm ups, and learn how to safely and properly sing. Students will learn about different singing styles and the characteristics of each.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

MU:Cr2.1.H.IIa Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.

MU:Pr5.1.H.IIa Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.IIa Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

2014 Music Standards - Ensembles

### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

#### **Critical Thinking Transdisciplinary Goal: - Music**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

#### **Creativity/Innovation Transdisciplinary Goal: - Music**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

#### **Collaboration Transdisciplinary Goal: - Ensemble**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

#### **Communication Transdisciplinary Goal: - Ensemble**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

#### **Citizenship Transdisciplinary Goal - Lyrics**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

- All students will perform alone (solo) and together (ensemble)
- All students will gain a basic skill set of vocal performance covered in this unit
- All students will strive to attain a higher level of musicianship through group lessons and self-practice
- All students have individual and group responsibilities

Singing is a means of expressive communication that transcends the limitations of spoken language and is present in every culture.

	<p>Using appropriate vocal technique results in a more effective performance.</p> <p>Solfège is a system that uses syllables to assign notes to a scale, allowing musicians to audibly hear the pitches of a piece of music and then sing them</p> <p>The main idea of most musical compositions is expressed through the melody. Layering two or more simultaneous sounds creates harmony.</p>
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<p><b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.</p>	<ul style="list-style-type: none"> <li>- What are the characteristics and qualities of a great singing voice?</li> <li>- How will learning to sing well enhance my life and well-being?</li> <li>- What do effective vocals bring to a performance?</li> <li>- How has singing been used throughout the world</li> <li>- How is Melody created? Harmony?</li> </ul>
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>K1: Using appropriate vocal technique results in a more effective performance</p> <p>K2: Vocal Warm-ups</p> <p>K3: Solfege Syllables - Do, Re, Mi, Fa, Sol, La, Ti, Do</p> <p>K4: Melody v. Harmony - Melody is designed to stand out to the listener and drive the emotion of a song. It's usually the chorus melody that someone will hum or sing. That's why it's always best to have a melody that stands out whether it's catchy or grabs your attention in some way.</p> <p>Harmony can transform a piece of music. For example, composers, from Mozart to Bruno Mars, use harmony to elicit very specific feelings.</p>	<p>S1: Warmup their vocal cords</p> <p>S2: Sing basic solfege songs</p> <p>S3: Sing song with melodies and harmonies</p>

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

Assessment Evidence
<p>What will the student produce? Use the GRASPS model below to design your performance task.</p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Students will apply knowledge of vocal performance to perform musical selections.</li> <li>● <b>Role:</b> Performing Musician</li> <li>● <b>Audience:</b> Paying concert audience members</li> <li>● <b>Situation:</b> Musician is performing a concert as a fill-in vocalist because the original one fell ill and could not make the show. The musician will have to look at a piece of music identify the style and then proceed to perform the song with the band at the concert (3 songs each different style)</li> <li>● <b>Product/Performance/Purpose:</b> Musical performance demonstrating the understanding of vocal techniques, characteristics of the style, and ability to perform</li> <li>● <b>Standards and Criteria for Success:</b> <a href="#">Pug Performance Rubric</a> <a href="#">Vocal Performance Rubric</a></li> <li>● <b>Tools:</b> Sheet Music, Backing Tracks, <a href="#">Singeo</a></li> </ul>

Resources
<p>Any materials and resources related to the performance task that the teacher or student would need to be successful.</p>





### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Students will be evaluated through formative assessment of their daily practice and instruction. Unit assessments will help evaluate their understanding of the instructional blocks goal and if they have achieved it. They will be provided verbal instruction and demonstration to assist them in reaching mastery, as well as one on one instruction to help correct deficiencies.

### Stage 3: Instructional Design

#### How I will get there (learning targets & lessons):

What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 1: Vocal Production</b> I will learn how to develop proper vocal production in all registers. I will learn the foundations of singing.	Using appropriate vocal technique results in a more effective performance. Knowing my tendencies and the proper way to produce sound will lead to healthier singing technique.	I will be able to apply the vocal production techniques learned to all facets of my singing and the music studied in class.
<b>Lesson 1:</b> <ul style="list-style-type: none"> <li>• 8 Vocal Techniques every singer must know</li> <li>•  What Kind Of Singer Am I? ( 4 Vocal Types )</li> <li>• <a href="#">Are you hurting your voice?</a></li> </ul>		
<b>Lesson 2: Vocal Warm ups</b> I will learn basic vocal warm ups to properly warm up my voice	Vocal cords are like muscles, and warming up can help prevent strain, fatigue, or damage.	I will be able to do warm ups on my own and the scales, glides, and arpeggios feel effortless
<b>Lesson 2:</b> <ul style="list-style-type: none"> <li>• <a href="#">Vocal cords information</a></li> <li>• Musician as athlete</li> <li>•  The BEST Vocal Warm-Up For Singers - Better Singing in 10 Minutes</li> </ul>		
<b>Lesson 3: Solfege</b> I will learn the solfege syllables and be able to sing simple melodies on them.	Understanding Solfege helps singers understand intervals of pitches which will lead to higher likelihood of singing in tune	I will be able to sing simple melodies with a passing score on sight reading assignments and assessments.
<b>Lesson 3:</b> <ul style="list-style-type: none"> <li>• Assigned assignments using the technology software <a href="#">Sight Reading Factory</a></li> <li>•  Singing - Hit The Right Pitch!</li> <li>• <a href="#">Sight Reading Assessment</a></li> </ul>		
<b>Lesson 4: Melody/Harmony</b> I will learn the characteristics of melody and harmony within singing and understand how to properly use them	Melody and Harmony are vital parts of a musical creation. Being able to sing a melodic line as well as the harmonies demonstrate strong musical understanding and ability.	I will be able to sing the melody of selected songs with a high success of note and rhythmic accuracy based on the vocal rubric. I will be able to sing harmonies on the melody utilizing my knowledge of intervals.
<b>Lesson 4:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/@singkingkaraoke/videos">https://www.youtube.com/@singkingkaraoke/videos</a></li> <li>•  The EASIEST Harmony In The World - Harmonies For Beginners</li> </ul>		

<ul style="list-style-type: none"> <li>• <a href="#">How to Sing Harmonies for Beginners</a></li> <li>• <a href="#">Vocal Performance Rubric</a></li> </ul>		
<b>Lesson 5: Performance</b> <b>I will work on songs of my choosing and prepare them for performance in front of an audience</b>	Musical performance is an important part of music training, as it helps students develop skills that extend beyond the music world. Performing helps develop confidence, poise, and public speaking skills. It also allows musicians to share their passion for music with others, and can be a great source of inspiration.	I will be able to successfully sing selected songs with a high level of accuracy according to the rubric
<b>Lesson 5:</b> <ul style="list-style-type: none"> <li>• <a href="#">Vocal Performance Rubric</a></li> </ul>		

Unit Overview	
<b>Unit Title:</b>	Unit 4: Creating the Band & Performance
<b>Teacher:</b>	Stuppler
<b>Grade Level/Course:</b>	9-12 School of Rock: Piano, Ukulele and Guitar II
<b>Length/Dates:</b>	10-12 classes
<b>Unit Summary:</b>	In this unit the students will take the skills and abilities they have developed on the instruments across the two courses and work together to form a band. The band will be composed of varying instruments (ideally at least one of each), and put a performance set together. The creation of

**Stage 1: Desired Results**

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Cr2.1.H.IIa Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
- MU:Pr5.1.H.IIa Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6.1.H.IIa Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

2014 Music Standards - Guitar/Keyboard/Harmonizing Instruments

### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

#### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

#### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

#### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

#### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

#### Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

### Enduring

#### Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

-All students will perform together (ensemble)

-All students will gain a basic skill set of putting a band performance together

-All students will strive to attain a higher level of musicianship through group lessons and self/ensemble practice

-All students have individual and group responsibilities

### Essential Question(s):

-What are the characteristics of a great band?

-How does show set up impact the effectiveness of the performance?

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

-What does song selection bring to a performance? Sequence of songs  
 -How are styles of music differentiated/created?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

K1. The order of songs in a concert is called a setlist. Some recommend a high-low-high sequence, starting with a well-known song and ending with a higher-quality song. Others recommend starting and ending with something upbeat and punchy, and mixing in songs with contrasting changes of vibe. Here are some tips for writing a setlist:

- Start strong: The first song is the most important and should set the mood.
- End strong: The last song should leave the audience wanting more.
- Avoid back-to-back guitar changes
- Avoid ending on a cover song
- Avoid playing songs with similar structures or keys back to back
- Vary the tempo
- Combine songs with alternate tunings

K2. How to set up a basic lighting scheme -

- Lighting is an important part of a performance because it can:
- Set the mood- Lighting can create an emotionally responsive space and help match the emotions of the performers. For example, bright lighting can create a high-energy scene, while a blue tint can create a sad or lonely tone.
- Direct attention- Lighting can draw the audience's attention to specific areas or actions, such as important plot twists or acting features.
- Create architecture- Lighting can manipulate the audience's sense of space and create architecture.
- Enhance the experience- Lighting can simulate different times of day, suggest intensity, and enhance the audience's experience in other ways.
- Illuminate the stage- Lighting ensures that the audience can clearly see the performers, sets, and props.

K3. Techniques for a stage performance-

S1. Create a setlist given a list of songs the band has in their repertoire

S2: Set up a basic lighting scheme using the school lighting system

S3: Use stage performance techniques to put on a successful show.

- Practice: Practice as much as possible, including singing lyrics a cappella. You can also try mock performances alone or with your group.
- Know your audience: Understand your audience and the environment to adjust your performance to their expectations.
- Interact with the audience: Acknowledge audience members to create rapport and make them feel connected to your performance.
- Use your body: Express your emotions physically, use the whole space, and get close to the audience.
- Control your breathing: Breathing techniques can improve your singing range, volume, and focus.
- Dress well: Dress professionally to impress the audience.
- Use body language: Pay attention to the body language of other actors to better understand the characters and story.

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Students will apply knowledge of band performance to perform musical selections.
- **Role:** Performing Musicians in a Band
- **Audience:** Paying concert audience members
- **Situation:** Musicians are performing their first concert as a band at their local concert venue. The musicians will have designed and created their show including the songs they are performing and lighting scheme
- **Product/Performance/Purpose:** Musical performance demonstrating the understanding of group performance, song selection, staging/lighting
- **Standards and Criteria for Success:** [Pug Performance Rubric](#)

#### [Rock Band Performance Rubric](#)

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Guitars, Pianos, Ukuleles, Drum set, backing tracks, auxiliary percussion instruments, Microphones, Speakers, Lighting system, [Karaoke Tracks](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Students will be evaluated through formative assessment of their daily practice and instruction. Unit assessments will help evaluate their understanding of the instructional blocks goal and if they have achieved it. They will be provided verbal instruction and demonstration to assist them in reaching mastery, as well as one on one instruction to help correct deficiencies.

### Other Evidence






## Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

These will be embedded below in the daily learning plan.

## Stage 3: Instructional Design

### How I will get there (learning targets & lessons):

What will I learn?	Why will I learn this?	How will I know when I have learned it?
<b>Lesson 1: Instrumentation</b> I will be able to discuss the instruments that normally fill out different types of bands (Rock, Funk, Jazz). I will also learn the difference between the different styles.	I will learn this so I can accurately create bands based on the musicians I have available to me	I will know I have learned this when I can discuss the different styles and characteristics of each.
<b>Lesson 1:</b> <ul style="list-style-type: none"><li>• <a href="#">Roles of Instruments</a></li><li>•  The most Commonly Used Jazz Instruments</li></ul>		
<b>Lesson 2: Set Lists</b> I will be able to create a set list with the songs available to me that will lead to an exciting set and strong performance	I will learn this because the order of songs in a concert or performance set impacts the energy of both the band and crowd.	I will know I have learned this when I can create an exciting show for an audience through a well created set list.
<b>Lesson 2:</b> <ul style="list-style-type: none"><li>• <a href="#">How to Write a set list</a></li><li>• Song selection</li></ul>		
<b>Lesson 3: Stage Set up</b> I will be able to design a lighting scheme and stage set up for a band performance	I will learn this because the environment of the performance impacts the way the audience perceives the music and the entertainment aspect of the show	I will know I have learned this when I can successfully create a lighting design on the lighting board that can be saved as a submaster and create a band layout that allows the band to communicate while performing on stage.
<b>Lesson 3:</b> <ul style="list-style-type: none"><li>•  DMX Lighting   A Musician's Guide to Stage Lighting</li><li>•  Rock Concert Lighting Design</li></ul>		
<b>Lesson 4: Stage Presence</b> I will be able to create an exciting stage and performance atmosphere through how the band maneuvers the show	I will learn this because the vibe and engagement factor of the band will directly impact the audience enjoyment and reaction to the show	I will know I have learned this when I can use the tools provided to create an interactive and entertaining show.
<b>Lesson 4:</b> <ul style="list-style-type: none"><li>•  How To Improve Your Stage Presence</li><li>• <a href="#">Stage Performance Techniques</a></li><li>• Rubric:  Rock Band Performance</li></ul>		

<p><b>Lesson 5: Live Performance</b></p> <p>I will be able to perform medium/advanced level ukulele music</p>	<p>I will learn this because having a working knowledge of ukulele playing and performance techniques is useful for a performing musician</p>	<p>I will know I have learned this when I can perform medium/advanced ukulele repertoire with high levels of accuracy and success.</p>
<p><b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• Rubric: <span style="background-color: #e0f2f1;">+</span> Rock Band Performance</li> </ul>		



# SCHOOL OF ROCK!!

## Piano, Ukulele, and Guitar II

Curriculum Overview  
Spring 2024  
Harrison Stuppler

# Unit 1: Basic Music Theory Essentials

- 1 Week
  - Pitch Identification
    - Treble and Bass Clef Notation
  - Rhythm Identification
    - Whole, Half, Quarter, Eighth, Sixteenth notes



# Unit 1: Piano, Ukulele, and Guitar Essentials

- 3-4 Weeks (~1 Week/Instrument)
  - Technique refresher on each instrument
    - Playing posture, position
  - Review Basic Songs and Exercises
  - Performance on each instrument



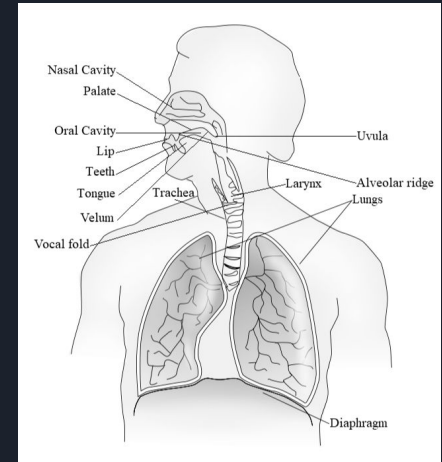
# Unit 2: Introduction to Drum Set

- 2-3 Weeks
  - Drum Technique
    - Holding Drumsticks
    - Basic Sticking Patterns
  - Drum Set Basics
    - Parts of Drum Set
    - Notation
  - Basic Grooves
    - Rock Groove
    - Jazz/Swing Groove
    - Funk Groove
  - Auxiliary Percussion Instruments
    - Congas
    - Shakers
    - Tambourine



# Unit 3: Introduction to Vocals

- 2-3 Weeks
  - Vocal Production
    - Anatomy
  - Vocal Techniques
    - Warm-ups
  - Melody and Harmony
    - Solfege
  - Performance



# Unit 4: Creating and Performing as a Band!

- 4-5 Weeks
  - Components of a Band
    - Instrumentation
    - Set-up
  - Musical Design
    - Setlists
    - Repertoire
  - Performance Skills
    - Stage Presence
    - Stage Set-up
    - Lighting
  - Live Performance
    - Performing for an Audience



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Grade 8 Science – Unit 1: Genetics – New Unit - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the  
Grade 8 Science – Unit 1: Genetics – New Unit.

**Background:** \_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the Grade 8 Science –  
Unit 1: Genetics – New Unit as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

<b>Unit Overview</b>	
<b>Unit Title:</b>	Genetics
<b>Author(s):</b>	Lindsay Davenport
<b>Grade Level/Course:</b>	Grade 8/Science
<b>Length/Dates:</b>	8-10 weeks, approximately timeline is for September - November
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit on genetics starts out with students noticing and wondering about photos of two cattle, one of whom has significantly more muscle than the other. In the first lesson set, students use videos, photos, data sets, and readings to investigate what causes an animal to get extra-big muscles. In the second lesson set, students use what they've learned from explaining cattle musculature to help them explain other trait variations they've seen. By the end of the unit, students figure out that environmental and genetic factors together play a role in the differences we see among living things.

<b>Performance Expectations</b>
MS-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
MS-LS3-2: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

SEP Implications (Science and Engineering Practices)	DCI Implications (Disciplinary Core Ideas)	CCC Implications (Cross Cutting Concepts)
<p><b>Obtaining, Evaluating, and Communicating Information:</b></p> <ul style="list-style-type: none"> <li>This unit <b>intentionally develops</b> this practice. Students work with a new element (evaluating competing accounts in Lesson 9) and gradually become more independent in their use of all the other elements of this practice. Throughout the unit students obtain and evaluate information from a variety of sources, including articles, audio interviews, videos, charts, graphs, and images. They have formal and informal opportunities to communicate information orally and in writing. To support their use of this practice, in Lesson 3 students co-construct a version of the checklist tool they've used in prior units and use it in Lessons 6, 10, 13, 14, and 15 with opportunities to obtain, evaluate, and communicate increasingly complex information. Students are formally assessed on this practice in Lesson 10, and then they reflect on their use of this practice in a self-assessment in Lesson 14.</li> </ul> <p><b>Using Mathematics and Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>This unit <b>intentionally develops</b> the practice of using mathematics and computational thinking. Students calculate the probability of offspring phenotypes from various parental crosses in Lessons 8, 10, 14, and 16. In Lesson 8 students take note that the series of ordered steps they're using is an algorithm (an element of this practice they have not used previously). In addition, students use digital tools to analyze very large data sets for patterns and trends in Lesson 16.</li> </ul> <p><b>Developing and Using Models:</b></p>	<p><b>LS1.B. Genetic factors as well as local conditions affect the growth of the adult plant.</b></p> <ul style="list-style-type: none"> <li>Students specifically investigate the combination of local environmental effects and genetic influences on plant growth in Lessons 13, 15, and 17. In Lesson 3, students investigate environmental effects on musculature and the combination of environmental effects with genetic influences on other trait variations in Lessons 15 and 16. Students are focused on determining how genetic factors influence the growth of organisms in Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, and 14. This DCI element is shared with <i>OpenSciEd Unit 7.3: How do things inside our bodies work together to make us feel the way we do? (Inside Our Bodies Unit)</i>.</li> </ul> <p><b>LS1.B. Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.</b></p> <ul style="list-style-type: none"> <li>Transferring genetic information via sexual reproduction is the focus of Lesson 5 specifically (in animals) and Lesson 13 (in plants), where students also encounter asexual reproduction, and they continue to explore how organisms reproduce asexually in Lesson 14.</li> </ul> <p><b>LS3.A. Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.</b></p> <ul style="list-style-type: none"> <li>Students investigate cattle karyotypes in Lesson 5 and then connect chromosomes to genes, alleles, and proteins in Lesson 6, where they also encounter an example of genetic modification that resulted in changes to the myostatin protein, thereby affecting the structure of animals' musculature. Students continue to explore the gene-to-protein-to-trait story in Lessons 7 and 8, where they hear about the original mutation that led to a new allele, which gave rise to heavy musculature. Additional mutation examples are added in Lessons 13 and 16.</li> </ul> <p><b>LS3.A. Variations of inherited traits between parent and offspring arise from genetic differences that result from the sub-set of chromosomes (and therefore genes) inherited.</b></p> <ul style="list-style-type: none"> <li>Students contrast the phenotypes of parents and offspring in Lesson 5 and connect those differences to chromosomes (genes) in Lesson 6. In Lesson 14, students specifically contrast the variation between parent and offspring due to sexual reproduction with the inheritance of identical genetic information due to asexual reproduction.</li> </ul>	<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>This crosscutting concept is <b>key to the sensemaking</b> students do in this unit. Students' more independent use of cause-effect thinking is supported by removing scaffolds and applying these ideas to explain increasingly complex phenomena. They begin by using a cause-and-effect framing tool from <i>OpenSciEd Unit 8.3: How can a magnet move another object without touching it? (Magnets Unit)</i> to predict outcomes and summarize investigation findings in Lesson 3, and this tool is revisited with less scaffolding in Lessons 6, 12, and 14. In Lesson 6 students consider whether the relationship among alleles, proteins, and phenotype is causal or correlational. The class develops an initial model in Lesson 1 to explain the possible causes of extra-big muscles, and then in Lesson 4 students revise that model to represent multiple causes contributing to the phenotype they see. In Lesson 7 they revise a cause-effect chain tool to include multiple causes, carefully considering the language involved. In Lessons 15, 16, and 17 students develop a model to explain how both genetic and environmental factors contribute to the variation we see in living things. In those final models, as well as in their work calculating the probability of offspring phenotypes from various parental crosses in Lessons 8, 10, and 14, students apply the idea that some cause-effect relationships can only be described using probability.</li> </ul>

<ul style="list-style-type: none"> <li>Modeling is <b>key to the sensemaking</b> in this unit. Although no new elements of this practice are introduced, students use models to make sense of and explain almost every aspect of what they figure out in this unit. Students have frequent opportunities to develop models with a partner, in small groups, or as a class when they are making sense of new science ideas. Students then use models independently to explain those science ideas and relationships on assessments in Lessons 7, 10, and 17. These models represent multiple cause-and-effect relationships at multiple scales, and as such this unit offers a comprehensive opportunity to practice developing and using models to explain complex phenomena.</li> </ul> <p>The following practices are also <b>key to the sensemaking</b> in the unit:</p> <ul style="list-style-type: none"> <li>Asking questions and defining problems</li> <li>Planning and carrying out investigations</li> <li>Constructing explanations and designing solutions</li> </ul>	<p><b>LS3.B. In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others are harmful, and some are neutral to the organism.</b></p> <ul style="list-style-type: none"> <li>Students are introduced to the natural mutation that leads to extra-big muscles in Lesson 8, and they explore the benefits and drawbacks of this mutation in Lesson 9. In Lesson 16 students encounter other examples of mutations and again consider their effects and how rare they are.</li> </ul> <p><b>LS3.B. In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.</b></p> <ul style="list-style-type: none"> <li>In Lesson 5, students discover that sex cells contain single copies of chromosomes, and these combine so offspring have two sets of chromosomes. They connect genes and alleles to this pattern in Lesson 6, and in Lesson 8 students use their understanding of random assortment along with probability calculations, and Punnett squares to determine the chances of possible genotypic outcomes of various parent crosses. They apply that algorithm to other organisms in Lesson 10, Lesson 13, and Lesson 16.</li> </ul> <p><b>LS4.B. In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.</b></p> <ul style="list-style-type: none"> <li>Students explore selective breeding in Lessons 9 (in animals) and 13 (in plants).</li> </ul> <p><b>LS1.B. Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.</b></p> <ul style="list-style-type: none"> <li>Students investigate plant reproductive structures in Lesson 13, focusing on how certain pollinators interact with specialized flower parts. The PE related to this DCI element is shared with <i>OpenSciEd Unit 8.6: How could things living today be connected to the things that lived long ago? (Penguins Unit)</i>.</li> </ul> <p><b>LS1.A. Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.</b></p> <ul style="list-style-type: none"> <li>In Lesson 2, students investigate the structure and function of muscle cells, building on knowledge they bring from <i>OpenSciEd Unit 6.6: How do living things heal? (Healing Unit)</i>, which shares this DCI element. Then in Lesson 5 and beyond when students investigate chromosomes, they are able to build on their previous understanding of the structure and function of the nucleus specifically</li> </ul>	<p><b>Structure and Function:</b></p> <ul style="list-style-type: none"> <li>This crosscutting concept is <b>key to the sensemaking</b> in this unit. Students explicitly use a structure-function lens to consider several of the ideas they're developing in this unit. Specific wording in videos and readings as well as guiding questions on handouts and slides and in discussions scaffold students as they explore structure-function relationships in complex biological systems. They investigate how proteins have specific structures to do their jobs (Lessons 2 and 6), and they learn that if there is a change to the structure of a gene it can affect the protein produced (Lesson 7). Students also investigate the specialized structures of plants that affect the probability of successful reproduction (Lesson 13).</li> </ul> <p>The following crosscutting concepts are also <b>key to the sensemaking</b> in the unit:</p> <ul style="list-style-type: none"> <li>Patterns</li> <li>Scale, proportion, and quantity</li> </ul>
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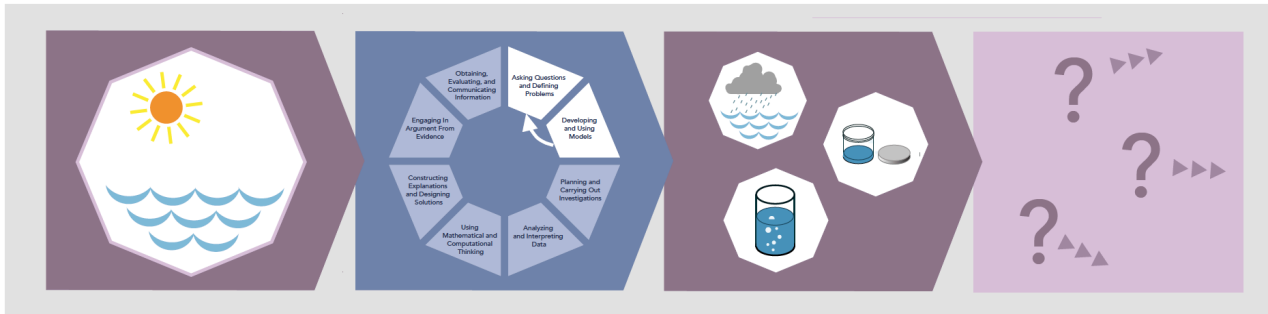
## Phenomenon

Explore Anchoring Phenomenon

Attempt to Make Sense

Identify Related Phenomena

Develop Questions & Next Steps



**Explore Anchoring Phenomenon:** We observe a cow and other animals that have extra-big muscles.




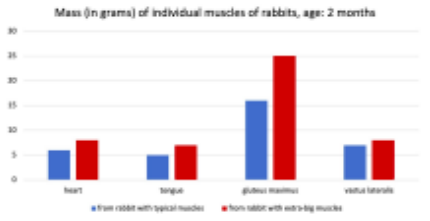
**Attempt to Make Sense:** We develop initial models to explain what could be causing this phenomenon.

**Identify Related Phenomena:** Students think about the range of musculature in animals, and we identify variations in traits other than musculature in different organisms.

**Develop Questions and Next Steps:** Our driving question is, “Why are living things different from one another?” Lesson set driving questions are “What causes an animal to get extra-big muscles?” and “How can we explain variations we see in other living things?”

### Resources:

- [Driving Question Board](#)
- [Question Formulation Technique \(QFT\)](#)
- [KQL](#)
- [Talk Activities](#)
- [Summary Table](#)
- [Final Scientific Modeling](#)
- [Final Scientific Modeling](#)
- [CCC Discussion Cards](#)
- [321 Strategy active viewing](#)
- [60 Formative Assessment Ideas](#)
- [CER](#)

Driving Questions	Lesson Level Phenomena	Activity	What Should They Learn/Expected Outcome															
<b>Learning Set 1 (Lessons 1-10):</b>																		
<p><b>LESSON 1</b></p> <p>3 days</p> <p><b>How do organisms get their differences?</b></p> <p>Anchoring Phenomenon</p> 	 <p><i>There are cattle (and several other animals) that have extra-big muscles.</i></p>	<p>We observe a bull and other animals that have extra-big muscles. We develop initial models to explain what could be causing this phenomenon. We also realize that there is a range of musculature in animals, and we identify variations in traits other than musculature in different organisms. After listing related phenomena, we develop a Driving Question Board and ideas for future investigations.</p> <p>We figure out these ideas:</p> <ul style="list-style-type: none"> <li>Some cattle and other animals have extra-big muscles like we have never seen before, and we are not sure how they got that way.</li> <li>There are many variations of characteristics (traits) in living things.</li> <li>We have a lot of questions and ideas to pursue.</li> </ul>	<p><b>1.A</b> Develop and/or use a model to predict what is causing these animals to have extra-big muscles.</p> <p><b>1.B</b> Ask questions that arise from careful observation of pictures of animals with different musculature to seek information about what causes these variations in populations.</p>															
<p><b>LESSON 2</b></p> <p>1 day</p> <p><b>How do extra-big muscles compare to typical ones up close?</b></p> <p>Investigation</p> 	<p>Mass (in grams) of individual muscles of rabbits, age: 2 months</p>  <table border="1"> <thead> <tr> <th>Muscle</th> <th>Typical Rabbit (g)</th> <th>Extra-Big Muscled Rabbit (g)</th> </tr> </thead> <tbody> <tr> <td>heart</td> <td>~5</td> <td>~8</td> </tr> <tr> <td>tongue</td> <td>~5</td> <td>~8</td> </tr> <tr> <td>gluteus maximus</td> <td>~15</td> <td>~25</td> </tr> <tr> <td>vastus lateralis</td> <td>~8</td> <td>~10</td> </tr> </tbody> </table> <p><i>Students view videos and images of muscle composition and analyze data from extra-big-muscled animals versus typically muscled animals showing differences in muscle cells.</i></p>	Muscle	Typical Rabbit (g)	Extra-Big Muscled Rabbit (g)	heart	~5	~8	tongue	~5	~8	gluteus maximus	~15	~25	vastus lateralis	~8	~10	<p>We observe images and video animations about what muscles look like up close and how muscles work. We compare photos and data about muscle cells from extra-big-muscled animals and typical ones.</p> <p>We figure out these ideas:</p> <ul style="list-style-type: none"> <li>Proteins are important structures in the body made of atoms.</li> <li>Muscles move by shortening (contracting) and lengthening (relaxing) with help from specific proteins called actin and myosin.</li> <li>Extra-big muscles have more muscle cells than typical ones, those cells are larger in area, and they have more mass.</li> </ul>	<p><b>2.A</b> Obtain, evaluate, and communicate information about muscles in various media and visual displays, including models of complex protein structures, to describe (1) how the function of those proteins depends on their shape and (2) how the muscle cells of extra-big-muscled animals compare with those of typical animals.</p>
Muscle	Typical Rabbit (g)	Extra-Big Muscled Rabbit (g)																
heart	~5	~8																
tongue	~5	~8																
gluteus maximus	~15	~25																
vastus lateralis	~8	~10																

**LESSON 3**

1 day

**How do diet and exercise affect muscle size?**

Investigation



*Data in text, images, graphs, and charts show the effect of diet and exercise on muscle growth.*

We evaluate information in texts, images, graphs, and tables in order to determine the effect of diet and exercise on muscle growth.

We figure out these ideas:

- Exercise and diet play important roles in building muscles. Exercise has a large influence on musculature. Diet has a small influence on musculature.
- During exercise, tension on the muscle fibers leads to microtears, which interfere with actin and myosin. These tears are repaired, resulting in thicker and longer muscle fibers.
- Protein from food is required to build and maintain muscle.

**3.A** Obtain, evaluate, and communicate information to determine the effects of exercise and diet in the development of muscle tissue.

**LESSON 4**

1 day

**What is different about the food and exercise for cattle with extra-big muscles?**

Problematizing



*A farmer talks about the lifestyle and diet of extra-big, heavily muscled cattle. Images of baby cattle show that heavily muscled animals are born with bigger muscles.*

We update our classroom consensus model to include our findings about the role diet and exercise play in making muscles. We attempt to apply our class model to explain how the extra-muscled cattle would have developed their muscles, but we realize the model cannot explain the differences in musculature we see. We learn more about the diet and habits of these cattle by listening to a farmer who raises them, and we also find out that the calves that grow up to be heavily muscled are born with more muscles than calves that don't grow up to be heavily muscled. We discuss how this information impacts our model.

We figure out these ideas:

- Diet has a small influence on musculature for cattle with extra-big muscles.
- Exercise also has a small influence on musculature for cattle with extra-big muscles.
- Diet and exercise can't explain all the variation we see in musculature so there must be other factors involved.

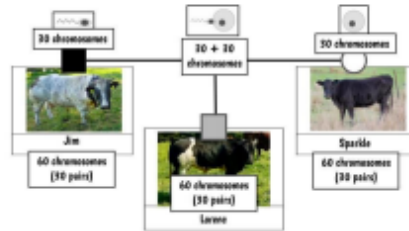
**4.A** Develop and use a model to construct a scientific explanation based on evidence for how different environmental factors (cause) influence variation in a trait (effect).

## LESSON 5

2 days

Where do the babies with extra-big muscles get that trait variation?

Investigation



*Pedigrees of cattle show patterns between relatedness and musculature. We can see chromosomes in images of sperm, eggs, and muscle cells.*

We analyze cattle family photos to find patterns between relatedness and musculature. We wonder how muscles actually get from parents to offspring, and we zoom in to look at the chromosomes inside sperm and egg cells. We make connections between the karyotype of an offspring's muscle cell and chromosomes in the sex cells of the parents.

We figure out these ideas:

- If an individual is heavily muscled, both parents have extra-big or medium muscles.
- Chromosomes are passed from parents to offspring when the sperm and egg fuse during fertilization.
- Egg and sperm each have half the number of chromosomes as the muscle cells.
- The karyotype shows that muscle cells have two of each kind of chromosome.
- In each pair of chromosomes shown on the karyotype, one chromosome is from the egg the other is from the sperm.

**5.A** Use a model to describe and predict the patterns in variations in traits between parents and offspring in a pedigree.

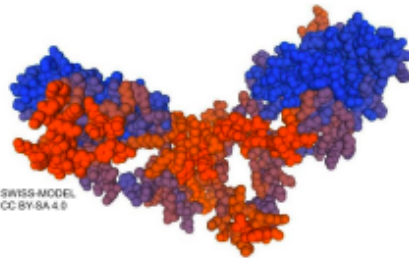
**5.B** Develop and use a model to describe the unobservable mechanism of fertilization, in which parents each contribute half of the chromosomes an offspring has, by discerning patterns in the number and types of chromosomes in the sex cells of parents and the body cells of offspring.

## LESSON 6

2 days

How do chromosomes cause cattle to be born with extra-big muscles?

Investigation



*The cattle photo cards we analyzed last time and organized into pedigrees now include images of protein(s) found in their bodies and data about their genotype, so we can look for patterns related to the heavily muscled phenotype.*

We consider the scale of chromosomes and proteins, then reorganize cattle photos that include new information about each individual's chromosomes and myostatin proteins. We construct initial models showing the patterns we found, and construct a consensus model to explain the correlations we see. We read and synthesize articles to find evidence of cause-effect relationships among allele, protein, and phenotype.

We figure out these ideas:

- Chromosomes have specific regions called genes, and the different possible forms of the genes are called alleles.
- The different alleles of the genes (the genotype) determine the protein(s) that gets made.
- Different forms of a protein, like myostatin, can lead to variations, like extra-big or typical muscles.

**6.A** Develop and use a model to describe correlational relationships among chromosome pairs containing two variants, specific proteins, and the trait of musculature.

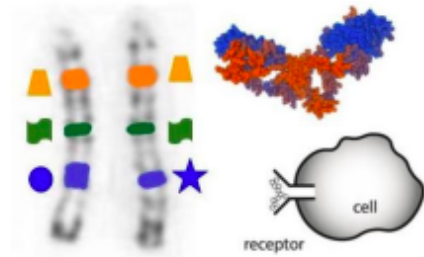
**6.B** Critically read scientific texts to obtain evidence that a distinct gene is the cause for the production of a specific protein related to the trait of musculature.

## LESSON 7

2 days

How does an animal get extra-big muscles?

Putting Pieces Together



Students put together the pieces of recent phenomena: cattle karyotypes; chromosomes in sperm, egg, and offspring's cells; genotype; and myostatin data.

We update our classroom consensus model and revise our initial models to include our recent findings about the roles of genes, alleles, and the myostatin protein in development of the typically, medium-, and heavily muscled phenotypes. Using our model, we predict that a sibling's phenotype will be the same, but we see examples of cattle siblings with different phenotypes, so we need to figure out more about that next time.

We figure out these ideas:

- The alleles an animal gets from the sperm and egg of its parents (its genotype) determine the myostatin protein(s) that animal produces, which influences the musculature (phenotype) we see.
- Our model predicts that siblings will look the same, but that's not the case for actual cattle (or other examples we know).

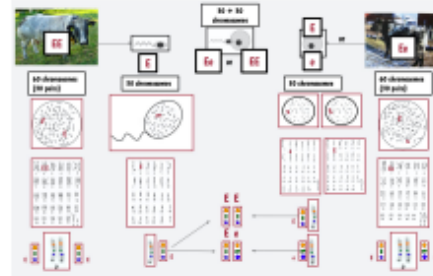
7.A Develop a model to show how genetic factors influence (cause) variation in a trait (effect) by controlling the production of specific proteins.

## LESSON 8

2 days

Why don't offspring always look like their parents or their siblings?

Investigation



Offspring don't always look like their parents or their siblings even though biological siblings get their genes from the same two parents.

We investigate the inheritance patterns of the myostatin gene by comparing the proportion of different genotypes collected from pedigrees that show the results of known crosses. We use simple mathematical models to help us predict the outcome of known genetic crosses.

We figure out these ideas:

- We can predict the proportion of offspring with different genotypes, and hence phenotypes, based on the genotypes of the parents.
- The likelihood of getting various phenotypes based on the parents' genotypes for the myostatin protein is linked to the phenomenon that alleles separate into different sex cells and can recombine at fertilization in ways different than what was seen in either parent.

8.A Use mathematics and computational thinking to find patterns about genotypic and phenotypic outcomes resulting from crossing individuals with specific genotypes.

8.B Plan and carry out an investigation to collect data and uncover patterns that support the idea that chromosome pairs separate when sex cells form and then recombine at fertilization, so each parent contributes half of the genes acquired (at random) by the offspring.

**LESSON 9**

2 days

**How do farmers control the variation in their animals?**

Investigation



Articles and a computer simulation allow the class to work with selective breeding to see how certain combinations of alleles lead to generations with costly or beneficial outcomes.

We read three articles about how farmers breed animals for selected-for trait variations, and we run a computer simulation to control breeding in order to create individuals with selected-for trait variations.

We figure out these ideas:

- Over time, farmers can use selective breeding to change the trait variations in a population of sexually reproducing organisms.
- Some mutations can have beneficial effects and some can have negative effects on an organism.
- In selective breeding, people choose which individuals with beneficial trait variations are bred more often together than individuals without those beneficial trait variations.

**9.A** Obtain, evaluate, and communicate information regarding the effect of selective breeding in one type of sexually reproducing organism.

**9.B** Use mathematics and computational thinking to determine the beneficial and harmful effects of selective breeding in sexually reproducing organisms by examining the frequency of certain trait variations and combinations in a population over time.

**LESSON 10**

1 day

**How can we use our model to explain a different trait variation?**

Putting Pieces Together



The probability of a goldfish offspring having certain color scales (brown, transparent, or speckled) can be predicted based on the phenotype of its parents.

After a brief navigation conversation, we work independently to demonstrate understanding on a midpoint assessment--a transfer task involving goldfish breeding.

We figure out these ideas:

- Our model to explain trait variations from the parents' genotypes to the offspring's phenotype can be used to explain a phenomenon other than cattle musculature.

**10.A** Critically read scientific texts and construct an explanation using models and math to describe how sexual reproduction results in offspring with genetic variation in the context of goldfish coloration.

Assessment: [Goldfish Assessment](#)

Learning Set 2 (Lessons 11-17):

**LESSON 11**

1 day

**How can we answer the rest of our questions?**

Problematizing



*Organisms have traits with patterns of variation that are different from what we saw in the cattle musculature.*

We check in on our DQB to acknowledge what we've figured out so far and take note of where we still have questions about organisms other than cattle and traits other than muscles. We sort images of other organisms and discover that their variations encompass a continuous range rather than a few distinct phenotypes. Based on our model, we record new questions to drive further investigation.

We figure out these ideas:

- Variations can be a continuous range, not always distinct types or categories.
- We have a lot of questions about other organisms and the variations we see in their traits.

**11.A** Ask questions to refine our model explaining the causes of trait variations we see in other organisms.

**LESSON 12**

1 day

**Do plants have genetic material?**

Investigation



*Genetic material can be visualized inside both animal and plant cells.*

We question whether plants also have genetic material and wonder if there is an investigation that would allow us to see that material. We watch a video of a scientist isolating genetic material from animal cells and then we plan an investigation to break open plant cells (strawberries) and see if we can isolate the same material from them. We carry out our investigations and discuss the results as a class.

We figure out these ideas:

- Genetic material is so small we can't see it when it is from only a single cell (and we usually can't see single cells without a microscope).
- There is a lot of genetic material in each cell because there are thousands of genes in each cell.
- There are many cells in a small sample of muscle or plant tissue, so we are able to get enough genetic material out of the cells to see it.

**12.A** Plan and carry out an investigation to produce data to serve as the basis for evidence that plants have genetic material inside their cells that can be visualized (scale).

**LESSON 13**

2 days

**How do plants reproduce?**

Investigation



*The structures of flowers have similar functions to the reproductive structures in humans, which can help us discern the reproductive process in plants.*

After determining that flowers are involved in plant reproduction, we investigate their structures, comparing their functions to reproductive structures in humans. We obtain information about how the structures of flowers can interact specifically with different pollinators. Revisiting the trait variations that we saw in Lesson 11, we read and watch videos about how farmers breed and propagate plants.

We figure out these ideas:

- Flowers have structures involved in sexual reproduction, including structures equivalent to sperm and egg cells.
- Some structures of flowers (and/or seeds) increase the chances of the plant's reproduction by attracting and using animals.
- Sexual reproduction in plants results in genetic variation that people can take advantage of to selectively breed for desirable trait variations.
- Some plants can also reproduce asexually (on their own or with human assistance), resulting in offspring with the identical phenotype as their parents.

**13.A** Construct an explanation, using a representation of plant reproductive parts, for how these specialized structures support sexual and asexual reproduction in plants (function).

**LESSON 14**

2 days

**(How) do other organisms reproduce without sperm and eggs?**

Investigation



*Planaria reproduce asexually by being cut into pieces then regenerating, as shown in a video. Other organisms also reproduce asexually.*

We work in small groups to research and share about an organism that uses asexual reproduction. We discuss how the genetic information of offspring from asexual reproduction compares to that of the parent. We observe a video of planarian regeneration, and we discover that the resulting planaria do not always look identical.

We figure out these ideas:

- Several different methods of asexual reproduction all result in genetically identical offspring.
- We test our asexual reproduction model by looking at planaria and find they are not identical.

**14.A** Obtain, evaluate, and communicate information about how organisms reproduce asexually and transfer their genetic information to their offspring, which results in offspring with identical genetic information.

**LESSON 15**

1 day

**How do we get variations if the genetic information is exactly the same?**

Investigation



*When exposed to light, planaria lose their pigment. Apple redness depends on temperature and light, among other factors. Flamingos get their pink color from the food they eat.*

We integrate information from images and text about how planaria color was affected by light exposure, and we consider how environmental factors like light might influence other ranges of variation we've seen. We obtain scientific information from texts about color variation in apples and flamingos and then construct and use models to explain the different environmental factors that cause the range of variation we see in apple and flamingo colors.

We figure out these ideas:

- Environmental factors can cause a continuous range of variation.
- We begin to notice that different environmental factors and genetic factors can influence trait variation to different degrees.

**15.A** Construct an explanation using a model to explain the influences of environmental and genetic factors on trait variation.

**LESSON 16**

2 days

**How much of trait variation in a population is controlled by genes or by the environment?**

Investigation



*Articles about trait variation in organisms show that the variations are due to a combination of genetic and environmental factors.*

We investigate the variation found in wheat kernel coloration to learn this trait is controlled by more than one pigment-producing gene. We use this new idea in addition to what we learned about environmental factors in Lesson 15 to update our classroom consensus model explaining variation we see in cattle musculature. We investigate the distribution of human arm span lengths and independently use our model to explain which factor(s) affect arm span. Finally, we share our models in small groups and hold a Consensus Discussion about what we figured out about these influences on all traits.

We figure out these ideas:

- Different traits and variations are influenced differently by genes and environment.
- Most trait variations are influenced by a combination of multiple genes and the environment and to varying degrees depending on the trait.
- It is rare to have a single gene influence a trait variation.

**16.A** Analyze and interpret patterns in data to provide evidence that a combination of genes and environment is causing the variation we see in traits.

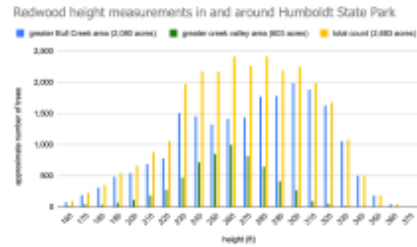
**16.B** Develop and use models to show multiple causes of variation within a trait.

**LESSON 17**

2 days

**Why are living things different from one another?**

Putting Pieces Together



*Coast redwood trees have variation in their heights in different areas of their environment. Coast redwoods are more successful at reproducing asexually than sexually, although they can do both.*

We revisit our Driving Question Board to evaluate and answer our questions. We use this time to ask any clarifying questions to refine our understanding about our models for how living things are different from one another. Then we demonstrate understanding on a summative assessment transfer task involving redwood trees.

**17.A** Ask questions to clarify and refine our model explaining *what causes living things to be different from one another.*

**17.B** Construct an explanation about *how environmental and genetic factors influence the growth of organisms and how organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.*

Assessment: [Redwood Assessment](#)

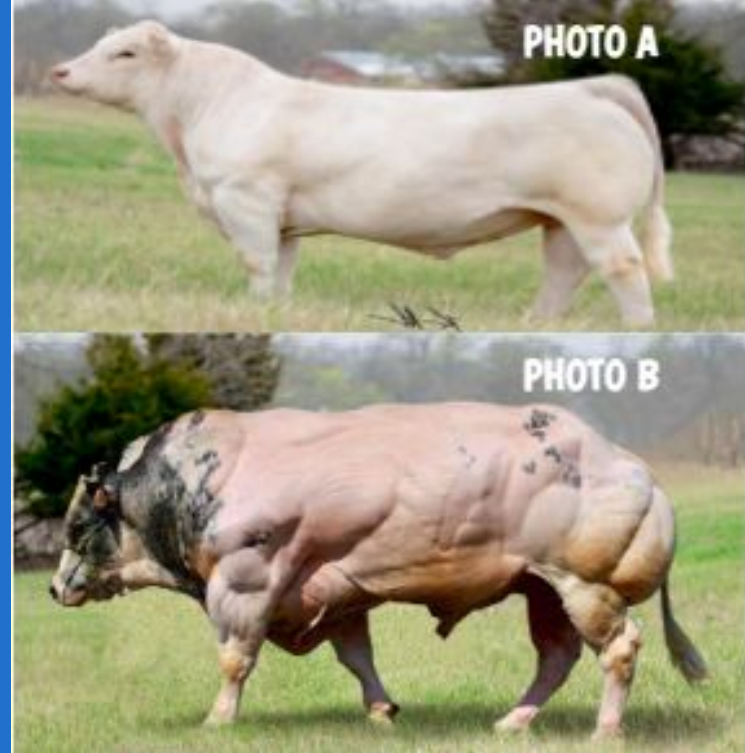


# Grade 8 Science:

## *Unit 1: Genetics*

# Anchoring Phenomenon

Students observe a bull and other animals that have extra-big muscles. They develop initial models to explain what could be causing these animals to have such big muscles. After generating a list of related phenomena of other organisms that are generally the same but have wide variations in some of their features, they develop a Driving Question Board and ideas for future investigations.



Top to Bottom: Wright Charolais; Druet, T., Ahariz, N., Cambisano, N. et al. Selection in action: dissecting the molecular underpinnings of the increasing muscle mass of Belgian Blue Cattle. *BMC Genomics* 15, 796 (2014). <https://doi.org/10.1186/1471-2164-15-796>



# Learning Sequence

**Driving question: Why are living things different from one another?**

## Lesson Set 1: What causes an animal to get extra-big muscles?

### Lesson 1

Students explore animals with extra-big muscles and describe other examples of trait variations from their lives.

### Lessons 2-3

Students investigate environmental factors such as diet and exercise that influence muscle growth.

### Lessons 4-7

Students discover patterns in cattle pedigrees, proteins, and chromosomes to determine how genetic factors influence phenotypes.

### Lessons 8-10

Students calculate the probability of offspring genotypes from various parental crosses and explore outcomes of artificial selection.

## Lesson Set 2: How can we explain variations we see in other living things?

### Lesson 11

Now that students have figured out the causes of extra-big muscles, they revisit their questions about variations in other traits.

### Lessons 12-14

Students investigate how plants reproduce, including asexual reproduction, which leads students to investigate asexual reproduction in other organisms and wonder about other influences on phenotypes.

### Lessons 15-17

Students explore how environmental and genetic factors both influence the trait variation we see and realize that phenotypic variation is complex and multifactorial.



# Performance Expectations



- MS-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.



# Performance Expectations

- MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- MS-LS3-2: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

# Assessment Highlights

## Mid-Unit Assessment: Lesson 10: Goldfish Assessment



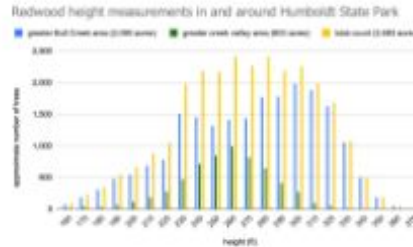
*The probability of a goldfish offspring having certain color scales (brown, transparent, or speckled) can be predicted based on the phenotype of its parents.*

After a brief navigation conversation, we work independently to demonstrate understanding on a midpoint assessment--a transfer task involving goldfish breeding.

We figure out these ideas:

- Our model to explain trait variations from the parents' genotypes to the offspring's phenotype can be used to explain a phenomenon other than cattle musculature.

## Final Assessment: Lesson 17: Redwoods Assessment



*Coast redwood trees have variation in their heights in different areas of their environment. Coast redwoods are more successful at reproducing asexually than sexually, although they can do both.*

We revisit our Driving Question Board to evaluate and answer our questions. We use this time to ask any clarifying questions to refine our understanding about our models for how living things are different from one another. Then we demonstrate understanding on a summative assessment transfer task involving redwood trees.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS World Language Year 1, Unit 2: Families & Communities – Revised Curriculum – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS World Language Year 1, Unit 2: Families & Communities – Revised Curriculum.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve World Language Year 1, Unit 2: Families & Communities – Revised Curriculum as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal




\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

## Unit 2: French 1 Novice mid/ Novice high ACC

Unit 2 Overview	
<b>Unit Title:</b>	<b>Families and Communities: Family, Traditions, and Holidays</b> 
<b>Grade Level/Course:</b>	Novice Mid/Novice High French
<b>Length/Dates:</b>	6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about family and family members and learn to ask basic questions in a conversation about family members' appearance and family traditions. Students learn vocabulary and grammar to describe family members' looks and basic personalities. They learn about target culture holiday traditions that are celebrated with families. At the end of the unit, students can interpret authentic texts about target culture holidays and family traditions.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b> <ul style="list-style-type: none"><li>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li><li>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li><li>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li></ul>
<b>Cultures: Interact with cultural competence and understanding</b> <ul style="list-style-type: none"><li>Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.</li></ul>
<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b> <ul style="list-style-type: none"><li>Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards &amp; intercultural competency standards).</li></ul>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
<b>Cultures:</b> Interact with cultural competence and understanding
<b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- cultural comparisons between the holidays they celebrate and holidays from the target culture.
- how to describe their family in the target language
- how to describe their traditions and compare them to traditions from the target culture.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How is family defined?
- Why are traditions a part of family life?
- How do we celebrate holidays and traditions?
- How are our traditions and holidays similar to and different from others around the world?

### What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Family members vocabulary
- Subject pronouns
- Possessive adjectives
- Describing in the third person: personality and physical characteristics
- Vocabulary for parties and celebrations
- "I like/I don't like" with activities related to celebrations
- Products, practices, and perspectives of a birthday celebration
- Products, practices, and perspectives of end of the year celebrations

### What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Use "I have" to share members of their family
- Describe the physical characteristics and personality of themselves and family members
- Describe activities they like to do and with whom they do them
- Name products and practices of common holidays in the US.
- Compare products and practices of holidays in the target culture and US holidays
- Identify perspectives of target culture holidays
- Can communicate at a Novice Mid Proficiency Level

## Stage 2: Evidence of Student Learning Performance Tasks

May, 2024

## Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

### **Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person

### **Standards and Criteria for success:**

- Create a presentation with a separate slide for 3 different important people in your life
- Each slide must include in the target language:
  - o Name
  - o Age
  - o Birthday
  - o Hair and Eye color
  - o Physical description
  - o Personality description
  - o 2 activities the person likes to do
  - o photo of the person

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

 PBA: performance based assessment; families and communities

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

 Novice Mid rubric

## Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes

Exit tickets

Edpuzzle

Language lab activities and conversations

### **IPA: Integrated performance assessment**

**Interpretive task:** Interpret an authentic text about a target culture holiday or celebration

**Interpersonal task:** ask questions of a partner about their holiday traditions

**Presentational writing:** write a cultural comparison about holiday traditions and activities

## Stage 3: Instructional Design

### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn vocabulary to identify family members in French

[Vocab list](#)

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Identify members of their family</li><li>Have conversations about who is in their family.</li></ul>	Real world connected: Students will be able to introduce themselves to speakers of the target language. Students are interested as they are sharing information about themselves and their family members	Students can: <ul style="list-style-type: none"><li>Interpret descriptions of family and fill in a family tree.</li><li>Use “J’ai” and forms to say who is in their family, how many family members they have (ie how many siblings, etc).</li></ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<a href="#">La famille Quiz # year1</a> <a href="#">Ask about someone's family</a>		

## Activity/Task 2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn subject pronouns and use adjectives to describe family members' appearance and personality.

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Use pronouns to describe family members.</li><li>Describe family members physical characteristics</li><li>Describe family members personality traits.</li><li>Use possessive adjectives to identify how people are related to them.</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>Use “être” in the third person.</li><li>Use “être” with adjective agreement to describe their family member</li><li>Use “Avoir” in the third person to say hair/eye color.</li><li>Use possessive adjectives to identify and describe their family members.</li></ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<a href="#">Interpretive listening Activity</a> <a href="#">Edpuzzle</a>		


## Activity/Task 3

May, 2024

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students talk about what they like to do with their family members.

 Copy of Vocab traditions/ celebrations

Learning Target:	Relevance:	Success Criteria:
<p>Students can:</p> <ul style="list-style-type: none"><li>Describe what they like to do in their free time.</li><li>Describe activities they partake in with family members.</li></ul>	<p>Real world connected: Students will be able to introduce a family member's appearance to connect to other people</p>	<p>Students can:</p> <ul style="list-style-type: none"><li>Describe what they like to do with "J'aime + infinitive"</li><li>Answer: "Avec Qui?" to describe who they do the activity with (ie. watch TV with siblings, go shopping with parents, etc).</li><li>Use indirect pronouns with "Aimer" to talk about what other family members like to do.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Language lab

**PBA (outlined in stage 2)**

### Activity/Task 4

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Holiday traditions in French Speaking Countries: Products, practices and perspectives

Learning Target:	Relevance:	Success Criteria:
<p>Students can:</p> <ul style="list-style-type: none"><li>Identify cultural products and practices of new celebration in Algeria</li><li>Identify cultural products and practices of New Year's celebrations in the target culture.</li><li>Identify products and practices they also do in their own culture.</li><li>Identify cultural perspectives from the products and practices of the holiday.</li></ul>	<p>Real world connected: Students will be able to introduce a family member's appearance to connect to other people</p>	<p>Students can:</p> <ul style="list-style-type: none"><li>Interpret authentic texts about New Year's celebrations.</li><li>Interpret authentic texts about Yennayer, New year in Algeria. .</li><li>Use "J'aime + infinitive" to describe the activities they do for the same celebration.</li><li>Students can match the cultural traditions with the expression of the cultural perspective.</li><li></li></ul>

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Interpretive task to assess vocabulary and cultural perspectives.**


 **Copy of Vocab traditions/ celebrations**

## Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Comparison of holidays

 **Copy of Vocab traditions/ celebrations**

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>• Talk about their New year traditions.</li><li>• Identify products and practices of the their New Year traditions</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>• Talk about their birthday traditions.</li><li>• Identify products and practices of the quinceañera traditions</li></ul>

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

 **Copy of La galette des rois de Trotro ( étape par étape)**

 **les celebrations et les traditions**

## Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Various Tier 1 strategies employed in the teaching of this unit**

**Flip grids are possible for presentations instead of live presentations**

**Use of close captions, tiered reading tasks**

## Resources

Any materials and resources related to Stage 3 learning activities.

 **ZS French 1 - Family and community**

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- cultural comparisons between the holidays they celebrate and holidays from the target culture.
- how to describe their family in the target language
- how to describe their traditions and compare them to traditions from the target culture.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How is family defined?
- Why are traditions a part of family life?
- How do we celebrate holidays and traditions?
- How are our traditions and holidays similar to and different from others around the world?

### What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Family members vocabulary
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- Products, practices, and perspectives of end of the year celebrations

### What will students be able to do...


Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Use "I have" to share members of their family
- Describe the physical characteristics and personality of themselves and family members
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- Name products and practices of common holidays in the US.
- Compare products and practices of holidays in the target culture and US holidays
- Identify perspectives of target culture holidays
- Can communicate at a Novice Mid Proficiency Level

## Stage 2: Evidence of Student Learning Performance Tasks

May, 2024

## Unit 2: Italian 1 Novice mid/ Novice high ACC

Unit 2 Overview	
Unit Title:	<b>Families and Communities: Family, traditions, and holidays</b> 
Grade Level/Course:	Novice Mid/Novice High Italian
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about family and family members and learn to ask basic questions in a conversation about family members' appearance and family traditions. Students learn vocabulary and grammar to describe family members' looks and basic personalities. They learn about target culture holiday traditions that are celebrated with families. At the end of the unit, students can interpret authentic texts about target culture holidays and family traditions.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b> <ul style="list-style-type: none"><li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li><li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li><li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li></ul>
<b>Cultures: Interact with cultural competence and understanding</b> <ul style="list-style-type: none"><li>• Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.</li></ul>
<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b> <ul style="list-style-type: none"><li>• Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards &amp; intercultural competency standards).</li></ul>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b>
<b>Cultures: Interact with cultural competence and understanding</b>
<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- cultural comparisons between the holidays they celebrate and holidays from the target culture.
- How to describe their family in the target language
- How to describe their traditions and compare them to traditions from the target culture.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How is family defined?
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- Products, practices, and perspectives of a birthday celebration
- Products, practices, and perspectives of end of year celebrations

### What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Use "I have" to share members of their family
- Describe the physical characteristics and personality of themselves and family members
- Describe activities they like to do and with whom they do them
- Name products and practices of common holidays in the US.
- Compare products and practices of holidays in the target culture and US holidays
- Identify perspectives of target culture holidays
- Can communicate at Novice mid proficiency level

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### Presentational Speaking Mode:

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.


**Product:** slideshow presentation with photos and basic information for each person


**Standards and Criteria for success:**

- Create a presentation with a separate slide for 3 different important people in your life
- Each slide must include in the target language:
  - Name
  - Age
  - Birthday
  - Hair and Eye color
  - Physical description
  - Personality description
  - 2 activities the person likes to do
  - photo of the person

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

 Unit 3: Fam & Comm PBA ACC 2022

 Unit 3: Fam & Comm PBA ACA 2022

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

 Novice Mid rubric

**Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes

Exit tickets

Edpuzzle


Language lab activities and conversations


**IPA: Integrated performance assessment**

**Interpretive task:** Interpret an authentic text about a target culture holiday or celebration

**Interpersonal task:** ask questions of a partner about their holiday traditions

**Presentational writing:** write a cultural comparison about holiday traditions and activities

 MIDTERM Year 1 Unit 3- ACA

 MIDTERM Year 1 Unit 3- ACC

**Stage 3: Instructional Design**

**Activity/Task 1**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn vocabulary to identify family members in Italian.

[Blank Copy of Year 1 Unita 3: Families and Communities Resource Packet](#)

[Vocabolario della Famiglia e le Feste- completed copy](#)

**Learning Target:**

Students can:

- Identify members of their family
- Have conversations about who is in their family.

**Relevance:**

Real world connected:

Students will be able to introduce themselves to speakers of the target language. Students are interested as they are sharing information about themselves and their family members

**Success Criteria:**

Students can:

- Interpret descriptions of family and fill in a family tree.
- Use “io ho” and forms of avere to say who is in their family, how many family members they have (ie how many siblings, etc).

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Summative:**

[La famiglia prova CCF](#) [La famiglia prova H](#)  
**Language Lab Activities**

**Activity/Task 2**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn subject pronouns and use adjectives to describe family members' appearance and personality.

**Learning Target:**

Students can:

- Use pronouns to describe family members.
- Describe family members physical characteristics
- Describe family members personality traits.
- Use possessive adjectives to identify how people are related to them.

**Relevance:**

Real world connected:

Students will be able to introduce a family member's appearance to connect to other people

**Success Criteria:**

Students can:

- Use “essere” in the third person
- Use “essere” with adjective agreement to describe their family members
- Use “avere” in the third person to say hair/eye color.
- Use possessive adjectives to identify and describe their family members.

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Summative:**

[adjective quiz ACA](#)  
[adjective quiz ACC](#)  
**Edpuzzles**

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students talk about what they like to do with their family members.

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Describe what they like to do in their free time.</li><li>Describe activities they partake in with family members.</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>Describe what they like to do with "Mi piace + infinitive"</li><li>Answer "Con chi?" to describe who they do the activity with (ie. watch TV with siblings, go shopping with parents, etc).</li><li>Use indirect pronouns with "piacere" to talk about what other family members like to do.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

### Summative:


Language Lab

PBA (outlined in Stage 2)

### Activity/Task 4

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Holiday traditions in Italy  2-Copy of feste e tradizioni lista del vocabolario

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Identify cultural products and practices of Carnevale celebrations throughout Italy.</li><li>Identify cultural products and practices holiday celebrations in the target culture.</li><li>Identify products and practices they also do in their own culture.</li><li>Identify cultural perspectives from the products and practices of the holiday.</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>Interpret authentic texts about holiday celebrations.</li><li>Use "mi piace + infinitive" to describe the activities they do for the same celebration.</li><li>Students can match the cultural traditions with the expression of the cultural perspective.</li></ul>

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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

#### Summative:

**Interpretive task to assess vocabulary and cultural perspectives.**

- [Feste Practice Quiz- ACA](#)
- [Feste Quiz- H](#)

### Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Comparison of birthday traditions. [Vocabolario Del Compleanno- completed copy](#)

#### Learning Target:

Students can:

- Talk about their birthday traditions.
- Identify products and practices of the onomastico (name day) traditions

#### Relevance:

Real world connected:

Students will be able to introduce a family member's appearance to connect to other people

#### Success Criteria:

Students can:

- Talk about their birthday traditions.
- Identify products and practices of the quinceañera traditions

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

#### Formative:

- [Invitation Interpretive- aca](#)
- [Invitation Interpretive- acc](#)

#### Summative:


**Integrated Performance Assessment**

### Resources

Any materials and resources related to Stage 3 learning activities.

- [Unita 2: Families & Communities](#)

## Latin- Year 1, Unit 2: Families & Communities

Unit Overview	
Unit Title:	Public Identities of Ancient Rome 
Grade Level/Course:	Novice Mid Latin 1ACA / Novice High Latin 1ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the various public roles and classes of Roman peoples. They will continue to explore the Greco-Roman Creation myths with a focus on the Ages of Man. They will continue learning to read and translate basic Latin narrative texts.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

American Council for the Teaching of Foreign Languages:

**COMMUNICATION:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**CULTURES** Interact with cultural competence and understanding.

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**CONNECTIONS** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**COMPARISONS** Develop insight into the nature of language and culture in order to interact with cultural competence.

**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

## Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Students will use their learning from this unit as a basis for the skills learned in the next unit.  
Students will use their learning from their Latin 1 course as a background for the skills learned in Latin 2.

Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

## Enduring

### Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- that the Romans divided the history of the world into five ages
  - that Praemordia was the age of the very first deities of the universe
  - that the Golden Age was the age of the Titans
  - that the Silver Age was the age of the Olympians
  - that the Bronze Age was the age of demi-gods and heroes
  - that the Iron Age was the age of “regular” Romans and Ancient Greeks
- that the Olympian Gods/Goddesses and Demi-God Heroes were written in the image of the Ancient Greek and Roman people, with both character strengths and faults.
- that Latin word order is different from English word order and cannot be translated word for word.
  - The endings of the Latin words determine their function in the sentence

## Essential

### Question(s):

These questions are related to the enduring understandings and provide relevance for

According to the Romans...

- How did the interplay between gods and mortals shape the history of the world?
- Why were the mythological heroes not always “morally” good?
- How did each mythological “Age” begin and end?

the learning in the unit.	<p>How do you translate a basic Latin sentence which includes multiple phrases?</p> <p>How do noun and verb endings affect their translation?</p> <p>How do you differentiate between narrative text and dialogue/direct speech in a Latin story?</p>
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<b>What will students <u>know</u>...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u>...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p><i>In addition to the language learned in Unit 1, students will know:</i></p> <p>Basic rules of Latin Dialogue Prepositional Phrases (w/ and w/o stated prepositions)</p> <p>Latin Nouns</p> <ul style="list-style-type: none"> <li>● Vocative Nouns (1st-3rd declensions)</li> <li>● Ablative Nouns (1st-3rd declensions)</li> </ul> <p>Latin Verbs</p> <ul style="list-style-type: none"> <li>● Present Active Indicative verbs</li> <li>● Present Active Imperative verbs</li> </ul> <p>Greco-Roman Mythology</p> <ul style="list-style-type: none"> <li>● First Bronze Age</li> <li>● Heroic Bronze Age</li> <li>● Iron Age</li> </ul> <p>Latin Vocabulary</p> <ul style="list-style-type: none"> <li>● Bi-Weekly Latin 1 Vocabulary Lists               <ul style="list-style-type: none"> <li>○ Most Common Latin words (list compiled by the Dickenson Latin Library, organized by Ecce Romani context)</li> </ul> </li> </ul>	<p><i>In addition to the language skills learned in Unit 1, students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Identify spoken dialogue/direct speech</li> <li>● Identify and translate prepositional phrases both with and without stated prepositions</li> <li>● Translate short Latin present-tense sentences into English.</li> <li>● Identify the mythological Ages of Man and their characteristics</li> <li>● Recognize and translate unit vocabulary in a Latin text with or without resources</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<p><b>PBA: Translation Crowd-Sourcing “Sextus Writes a Letter”</b></p> <ul style="list-style-type: none"> <li>● Goal: Students can work with partners to create an accurate English translation of a text and present the story to their class.</li> <li>● Role: student</li> <li>● Audience: teacher &amp; students</li> <li>● Situation: Students will create a class-wide translation of a Latin story by jigsawing the translation. Students will then translate and answer reading comprehension questions based on the full translated text.</li> <li>● Product/Performance/Purpose: A rough draft and a final draft of a story translation.</li> </ul>

- Standards and Criteria for Success: Students will accurately translate nouns (1-3rd declensions, nom/gen/acc/abl/voc cases) and present tense verbs (indicative/imperative/infinitive)

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Sextus Writes a Letter PBA](#) [Created from Ecce Romani I textbook]

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Translation Grading Rubric](#) [Based on *Creativity: Openness and Willingness to Explore* rubric]

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Full Latin 1 folder of all activities/assessments/materials [linked here for archive purposes](#)

Example/Previous Lesson Outline for Block Schedule for Latin 1 ACA [linked here](#)

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

[Mythology Study Guides/Quizizz/Peardecks/PPTs](#)

[Vocab Study Guides/Quizizz/Quizlets/Assessments](#)

[Proficiency Activities](#)

[Integrated Performance Assessment/Skill Quest 2](#)

### Stage 3: Instructional Design

#### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Latin Dialogue/Direct Speech: Talking to People

[Talking to People pt 1: Present Tense](#)

- Present Tense PPT/Notes
- Guided Notes/Practice on Verb Persons
- Verb Reading Practice
- "News From Rome" Translation Prompt (verbs only)
- Composition Practice 1 (ACC only)
- Composition Practice 2 (ACC only)
- 3 Moods Composition (ACC only)

[Talking to People Pt 2: Vocative Case Nouns](#)

- Vocative Nouns PPT/Notes
- Vocative Nouns Snake Sentences (ACA) or Composition Practice (ACC)

[Talking to People Pt 3: Personal Pronouns](#)

- Personal Pronouns PPT/Notes

- Declension Reading Practice II
- Little Conversations Translations
- [Talking to People Pt 4: Commands/The Imperative](#)
- Imperative Verbs PPT/Notes
- Verb Reading Practice
- Various Verbs Translation Practice
- Sentence Practice
- Dialogue Snake Sentences (ACA) or Composition Practice (ACC)

Learning Target:	Relevance:	Success Criteria:
<ul style="list-style-type: none"> <li>• Students can identify and translate dialogue/direct speech within a Latin text</li> </ul>	<ul style="list-style-type: none"> <li>• Necessary for large scale processes, plans or concepts: Latin texts such as stories, plays, poems, and other narratives make great use of spoken dialogue, so being able to successfully identify and translate direct speech (as opposed to descriptive narrative) is necessary for authentic Latin translation</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify and translate Vocative Case names and other forms of direct address within dialogue or invocational text</li> <li>• Students will identify and translate personal pronouns in Latin sentences</li> <li>• Students will identify and translate direct commands (both positive and negative) in Latin dialogue or invocational text</li> <li>• Students will compose a translation of spoken dialogue</li> </ul>

### Assessment (linked above)

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative:

“News From Rome” Translation Prompt  
Little Conversations Translations  
Composition Practices (ACC only)

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Prepositional Phrases with and without Prepositions (Ablative and Accusative Cases)

[Prepositional Phrases \(w/ and w/o prepositions\)](#)

- Prepositions Crib Sheet
- Declension Reading Practice (ablative case)
- Prepositions Practice worksheets
- “Goodbye” & “Departure” Translation Prompts
- Sentence Practice
- Prepositional Phrases Snake Sentences (ACA) or Composition Practice (ACC)

Learning Target:	Relevance:	Success Criteria:

<ul style="list-style-type: none"> <li>Students can identify and translate prepositional phrases within a Latin text</li> </ul>	<ul style="list-style-type: none"> <li>Necessary for large scale processes, plans or concepts: Identifying and translating prepositional phrases is necessary for translation of basic sentences and paragraphs from Latin texts into English</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify Latin prepositions</li> <li>Students will deduce the Object of the Preposition from dictionary information provided about Latin Prepositions</li> <li>Students will identify ablative case nouns without prepositions which are translated in English with prepositional phrases</li> <li>Students will compose a literal translation of Latin text which includes prepositions</li> </ul>
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### Assessment (linked above)

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative assessments:  
 “Goodbye” and “Departure” translation prompts  
 Composition Practice (ACC only)

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit 2/Quarter 2 Mythology: Creation and the Five Ages \(pt 2\)](#)

Learning Target:	Relevance:	Success Criteria:
<ul style="list-style-type: none"> <li>Identify the signature characteristics of each of the Five Ages of Man</li> </ul>	<ul style="list-style-type: none"> <li>Student Interest: This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Students will list the signature characteristics of their chosen Age of Man</li> <li>Students will depict their chosen Age in a chosen art media (traditional art, digital art, etc)</li> <li>Students will reflect upon what it would be like to live in their chosen Age.</li> </ul>

### Assessment (linked above)

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative assessments:  
[Mythology Peardecks/Reflections/Quizizz](#)  
 Summative Assessment:  
[5 Ages Reflection/Project](#)

## Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Integrated Performance Assessment: Public Identities of Ancient Rome

Learning Target:	Relevance:	Success Criteria:
<ul style="list-style-type: none"><li>Students can define and translate common Latin Vocabulary within the context of a Latin text</li><li>Students can identify and translate accusative, ablative, and genitive case nouns</li><li>Students can identify and translate prepositional phrases in Latin sentences</li><li>Students can identify and translate dialogue within a Latin story</li></ul>	<p>Real-world connection: Students are translating short unabridged Latin texts</p> <p>Student interest: Fulfills the objective of the course</p>	<ul style="list-style-type: none"><li>Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation)</li><li>Students will answer literal comprehension questions about a text/media that contains familiar and unfamiliar elements</li></ul>

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

Summative:

[Unit Skill Quest / IPA "Public Identities of Ancient Rome"](#)

## Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Various Practices: ACC has a composition component to practices, ACA does not have composition practice
  - Some practices (ex: Reading Practices) have student "challenge level" choice embedded in the practice scaffolding
- Vocabulary Quizzes: ACC has fill in the blank, ACA has matching
- PBA: ACC rough draft is done individually, ACA start in pairs/trios
- IPA:
  - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar
  - ACA grammar and translation sections are done with some relevant grammar aids


## Resources

Any materials and resources related to Stage 3 learning activities.

Full Latin 1 folder of all activities/assessments/materials [linked here for archive purposes](#)

Example/Previous Lesson Outline for Block Schedule for Latin 1 ACA [linked here](#)

## Unit 2: Mandarin 1 Novice mid/ Novice high ACC

Unit 2 Overview	
<b>Unit Title:</b>	<b>Families and Communities: Family, traditions, and holidays</b> 
<b>Grade Level/Course:</b>	Novice Mid/Novice High Mandarin
<b>Length/Dates:</b>	6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about family and family members and learn to ask basic questions in a conversation about family members' appearance and family traditions. Students are introduced to the characters in writing family members and learn vocabulary and grammar to describe family members' looks and basic personalities. They learn about target culture holiday traditions that are celebrated with families. At the end of the unit, students can interpret authentic text about target culture holidays and family traditions.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p><b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li> </ul> <p><b>Cultures: Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.</li> </ul> <p><b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b></p> <ul style="list-style-type: none"> <li>Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards &amp; intercultural competency standards).</li> </ul>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p><b>Cultures: Interact with cultural competence and understanding</b></p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities</p>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

## Enduring

### Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- cultural comparisons between the holidays they celebrate and holidays from the target culture.
- How to describe their family in the target language
- How to describe their traditions and compare them to traditions from the target culture.

## Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How is family defined?
- Why are traditions a part of family life?
- How do we celebrate holidays and traditions?
- How are our traditions and holidays similar to and different from others around the world?

## What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Family members vocabulary
- Subject pronouns
- Possessive adjectives
- Describing in the third person: personality and physical characteristics (for higher level students)
- Vocabulary for parties and celebrations
- "I like/I don't like" with activities related to celebrations
- Products, practices, and perspectives of Chinese New Year celebration
- Products, practices, and perspectives of Christmas celebrations

## What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Use "I have" to share members of their family
- Describe the physical characteristics and personality of themselves and family members
- Describe activities they like to do and with whom they do them
- Name products and practices of common holidays in the US.
- Compare products and practices of holidays in the target culture and US holidays
- Identify perspectives of target culture holidays
- Can communicate at Novice mid proficiency level

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### Presentational Speaking Mode:

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.


**Product:** slideshow presentation with photos and basic information for each person


**Standards and Criteria for success:**

- Create a presentation with a separate slide for 3 different important people in your life
- Each slide must include in the target language:
  - o Name
  - o Age
  - o Birthday
  - o Physical description: Hair and Eye color
  - o Personality description (personality vocab)
  - o 2 activities the person likes to do (or 2 classes/objects/colors they like)
  - o photo of the person or drawing of that person

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

 中文一 unit 3: family PBA: performance based assessment; families and communities

 中文一 三个重要的家人 PBA

 中文一 第三单元 vocab : 家庭 family and community

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

 Novice Mid rubric

**Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes

Exit tickets

Edpuzzle

Language lab activities and conversations

**IPA: Integrated performance assessment**


**IPA**


**Interpretive task:** Interpret an authentic text about a target culture holiday or celebration


**Interpersonal task:** ask questions of a partner about their holiday traditions

**Presentational writing:** write a cultural comparison about holiday traditions and activities

PBA: 三个重要的家人

 中文一 三个重要的家人 PBA ,

 中文一 unit 3: family PBA: performance based assessment; families and communities ,

 PBA check list 名字.docx

## Stage 3: Instructional Design

### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn new vocabulary about family members in Chinese


Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Identify and write the characters for family members.</li><li>Have conversations about how many and who is in a family.</li></ul>	Real world connected: Students will be able to introduce themselves to speakers of the target language. Students are interested as they are sharing information about themselves and their family members	Students can: <ul style="list-style-type: none"><li>Write to family members.</li><li>Pronounce the family members</li><li>Interpret descriptions of family and fill in a family tree.</li><li>Use "I have" and forms of have to say who is in their family, how many family members they have (ie how many siblings, etc).</li></ul>


### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)


#### Formative:

 中文一 第三单元 vocab : 家庭 family and community

 Copy of 把家人分类

他是谁:

<https://jamboard.google.com/d/1nBeJYcfboCWPjrBsq2ytihSxmmSBd3SlSGBZbVKg844/viewer?f=4>

Family tree:  我的家 quiz 2 (page 2)

<https://play.kahoot.it/v2/?quizId=d348881e-1a98-4a8a-a086-6d5b8b2148c5>

[Kahoot 1](#)

[Kahoot 2:](#)

[Kahoot 3:](#)


[Kahoot 4:](#)

<https://www.liveworksheets.com/w/zh/chinese-language-cl/981729>

 famous families.docx

#### Summative:

Quiz 1:  中文一 unit 3 测验 quiz.docx

Quiz 2:  我的家 quiz 2

### Activity/Task 2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn proper pronouns in Chinese to describe different persons. Use adjectives to describe family members' appearance (and personality –ACC).

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>• Use appropriate pronouns to describe a person</li> <li>• Describe family members' eye and hair with colors</li> <li>• Use possessive pronouns in a sentences</li> </ul>	Real world connected: Students will be able to introduce a person to speakers of the target language. Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"> <li>• Use 他她 and 它 appropriately in conversations and writing.</li> <li>• Use 的 to indicate the possessive terms</li> <li>• Use basic colors to describe the eye and hair of a person using 有</li> <li>• Describe what color they or their family members like.</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

### Formative:

- W 中文一 翻译下面的词-代词
  - E 家人 测验 **quiz**
  - E 中文一 家庭成员 描述 **part 1- with color**
- <https://www.liveworksheets.com/w/zh/mandarin/258571>

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

Students use measure words to describe items

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>• Describe items using measure words</li> </ul>	Real world connected: Students will use Chinese specific measure words in sentences to communicate	Students can: <ul style="list-style-type: none"> <li>• Use 个 只 appropriately to describe items and animals respectively.</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

### Formative:

#### Unscramble sentences:

- [https://jamboard.google.com/d/12\\_UbFX6vTcA-k75zocECY32t8zzfly3wYG5CmAWvGR8/viewer?f=7](https://jamboard.google.com/d/12_UbFX6vTcA-k75zocECY32t8zzfly3wYG5CmAWvGR8/viewer?f=7)
- 作业 12/12 中文一
- <https://edpuzzle.com/assignments/639880f5dc288240bb48bd20/students>
- W 个 只.docx
  - E 中文一 翻译-1/24

### Activity/Task 4

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn what they like to see/eat/play

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Describe what they like to eat, play and see.</li></ul>	Real world connected: Students will be able to describe what they like to enjoy in real life	Students can: <ul style="list-style-type: none"><li>Use 喜欢/爱 to describe what they enjoy seeing, eating and playing.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

#### Formative:

[W 中文一-22-23 看吃完 vocab .docx](#)

[W 中文一 unscramble.docx](#)

Pear deck practice: [☐ 中文一 1/9-1/13 \(22-23\)](#)

Typing in CHinese with vocab: [☐ 中文一 1/9-1/13 \(22-23\)](#)

Tic tac toe: [☐ tic tac toe-喜欢看吃玩](#)

[☐ 中文一 第三单元-家人 lab 练习](#)

### Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students talk about what they like to do with their family members.

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Describe what they like to do in their free time.</li><li>Describe activities they partake in with family members.</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>Describe what they like to do with “我喜欢”</li><li>Use 和.. to describe who they do the activity with (ie. watch TV with siblings, eat meals etc).</li><li>Use 他 她 它 with “喜欢” to talk about what other family members like to do.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

#### Formative:

#### Language lab

[☐ family profiles](#)

[Part 2 家人练习](#)

**Summative:****PBA:** [📖 中文一 unit 3: family](#) **PBA: performance based assessment; families and communities**[📖 中文一 三个重要的家人 PBA](#)**Activity/Task 6**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Learning how Chinese culture celebrates the New Year and comparing it with the US culture.


Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>Describe the basic terms for holiday celebration in China.</li> <li>Identify cultural products and practices of Chinese spring festival</li> <li>Identify products and practices they also do in their own culture.</li> <li>Compare holiday celebration traditions in the US and in China.</li> </ul>	Real world connected:  Students will appreciate and describe the holiday traditions and experience target culture celebration.	Students can: <ul style="list-style-type: none"> <li>Interpret authentic texts about CHINESE New Year's celebrations.</li> <li>Use 喜欢/爱 to describe what they enjoy during traditional holidays-Spring Festival</li> <li>Select the proper expression for the matching cultural practice.</li> </ul>

**Assessment**List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)**Formative:**[📖 中文一春节 词汇.docx](#)[📖 中文一 春节 example 22-23](#)[📖 春节 gimkit](#)[📖 中文一 节日找日期 worksheet.docx](#)**Typing in Chinese with vocab:** [📖 中文一 1/9-1/13 \(22-23\)](#)看图片说 风俗: [📖 中文一 1/17-1/18 \(22-23\)](#)**Summative:**[IPA](#)**Interpretive task:** Interpret an authentic text about a target culture holiday or celebration**Interpersonal task:** ask questions of a partner about their holiday traditions**Presentational writing:** write a cultural comparison about holiday traditions and activities**Resources**

Any materials and resources related to Stage 3 learning activities.

[📖 中文一 1/22 复习 \(23-24\)](#) , [📖 中文一 1/8\(23-24\)](#) , [📖 中文一 春节 example 23-24](#)[📖 中文一 1/2 \(23-24\)](#) , [📖 中文一 12/18 \(23-24\)](#) , [📖 中文一 12/4 \(23-24\)](#) ,[📖 中文一 12/11 \(23-24\)](#) [📖 中文一 11/20 \(23-24\)](#) [📖 中文一 11/27 \(23-24\)](#)

## Unit 2: Spanish 1 Novice mid/ Novice high ACC

Unit 2 Overview	
<b>Unit Title:</b>	<b>Families and Communities: Family, traditions, and holidays</b> 
<b>Grade Level/Course:</b>	Novice Mid/Novice High Spanish
<b>Length/Dates:</b>	6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about family and family members and learn to ask basic questions in a conversation about family members' appearance and family traditions. Students learn vocabulary and grammar to describe family members' looks and basic personalities. They learn about target culture holiday traditions that are celebrated with families. At the end of the unit, students can interpret authentic texts about target culture holidays and family traditions.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p><b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li> </ul> <p><b>Cultures: Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.</li> </ul> <p><b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b></p> <ul style="list-style-type: none"> <li>Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards &amp; intercultural competency standards).</li> </ul>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<p><b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <p><b>Cultures: Interact with cultural competence and understanding</b></p> <p><b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b></p>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- cultural comparisons between the holidays they celebrate and holidays from the target culture.
- how to describe their family in the target language
- how to describe their traditions and compare them to traditions from the target culture.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How is family defined?
- Why are traditions a part of family life?
- How do we celebrate holidays and traditions?
- How are our traditions and holidays similar to and different from others around the world?

### What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Family members vocabulary
- Subject pronouns
- Possessive adjectives
- Describing in the third person: personality and physical characteristics
- Vocabulary for parties and celebrations
- "I like/I don't like" with activities related to celebrations
- Products, practices, and perspectives of a birthday celebration
- Products, practices, and perspectives of Day of the Dead celebrations
- Products, practices, and perspectives of end of the year celebrations

### What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Use "I have" to share members of their family
- Describe the physical characteristics and personality of themselves and family members
- Describe activities they like to do and with whom they do them
- Name products and practices of common holidays in the US.
- Compare products and practices of holidays in the target culture and US holidays
- Identify perspectives of target culture holidays
- Can communicate at a Novice Mid Proficiency Level

## Stage 2: Evidence of Student Learning

## Performance Tasks

### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### **Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person

#### **Standards and Criteria for success:**

- Create a presentation with a separate slide for 3 different important people in your life
- Each slide must include in the target language:
  - o Name
  - o Age
  - o Birthday
  - o Hair and Eye color
  - o Physical description
  - o Personality description
  - o 2 activities the person likes to do
  - o photo of the person

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

☰ PBA: performance based assessment; families and communities

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

☰ Novice Mid rubric

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes

Exit tickets

Edpuzzle

Language lab activities and conversations

#### **IPA: Integrated performance assessment**

☰ IPA - la quinceañera

**Interpretive task:** Interpret an authentic text about a target culture holiday or celebration

**Interpersonal task:** ask questions of a partner about their holiday traditions

**Presentational writing:** write a cultural comparison about holiday traditions and activities


## Stage 3: Instructional Design

### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn vocabulary to identify family members in Spanish.

 ¿Quién es tu familia? vocabulario

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>Identify members of their family</li> <li>Have conversations about who is in their family.</li> </ul>	Real world connected: Students will be able to introduce themselves to speakers of the target language. Students are interested as they are sharing information about themselves and their family members	Students can: <ul style="list-style-type: none"> <li>Interpret descriptions of family and fill in a family tree.</li> <li>Use “tengo” and forms of tener to say who is in their family, how many family members they have (ie how many siblings, etc).</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

#### Formative:

Language lab activities

#### Summative:

 PRUEBA vocab de la familia

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students learn subject pronouns and use adjectives to describe family members' appearance and personality.

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>Use pronouns to describe family members.</li> <li>Describe family members physical characteristics</li> <li>Describe family members personality traits.</li> <li>Use possessive adjectives to identify how people are related to them.</li> </ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"> <li>Use “ser” in the third person.</li> <li>Use ser with adjective agreement to describe their family member</li> <li>Use “tener” in the third person to say hair/eye color.</li> <li>Use possessive adjectives to identify and describe their family members.</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

**Formative:**

Edpuzzles

**Summative:**

[PRUEBA las descripciones](#)

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students talk about what they like to do with their family members. [¿Qué te gusta hacer?](#)

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Describe what they like to do in their free time.</li><li>Describe activities they partake in with family members.</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>Describe what they like to do with "Me gusta + infinitive"</li><li>Answer "Con quién?" to describe who they do the activity with (ie. watch TV with siblings, go shopping with parents, etc).</li><li>Use indirect pronouns with "gustar" to talk about what other family members like to do.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

**Formative:**

[¿Qué te gusta hacer?](#)

Language lab

**Summative:**

PBA (outlined in stage 2)

### Activity/Task 4

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Holiday traditions in Latin America: Products, practices and perspectives.

[Vocabulario para las tradiciones y celebraciones](#)

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"><li>Identify cultural products and practices of Day of the Dead.</li></ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"><li>Interpret authentic texts about New Year's celebrations.</li></ul>

<ul style="list-style-type: none"> <li>• Identify cultural products and practices of New Year's celebrations in the target culture.</li> <li>• Identify products and practices they also do in their own culture.</li> <li>• Identify cultural perspectives from the products and practices of the holiday.</li> </ul>		<ul style="list-style-type: none"> <li>• Interpret authentic texts about Day of the Dead.</li> <li>• Use "me gusta + infinitive" to describe the activities they do for the same celebration.</li> <li>• Students can match the cultural traditions with the expression of the cultural perspective.</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

### Summative:

**Interpretive task to assess vocabulary and cultural perspectives.**

 **Prueba: vocabulario tradiciones y fiestas**

### Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Comparison of birthday traditions.  **Vocabulario para el cumpleaños**

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>• Talk about their birthday traditions.</li> <li>• Identify products and practices of the quinceañera traditions</li> </ul>	Real world connected: Students will be able to introduce a family member's appearance to connect to other people	Students can: <ul style="list-style-type: none"> <li>• Talk about their birthday traditions.</li> <li>• Identify products and practices of the quinceañera traditions</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

### Formative:


 **interpret a quinceañera invitation**

### Summative:

**Integrated Performance Assessment**

### Resources

Any materials and resources related to Stage 3 learning activities.

 **SPAN 1 Unit 2 Stevens**

Curriculum

Units: 2

Years 1-5

All Languages



## World Language Southington High School

Chinese, French, Italian, Latin, Spanish

## World Language Units

6 overarching themes repeat each year with a different sub theme focus.

All units are culture focused; grammar and vocabulary are necessary tools to complete the real world tasks with the appropriate text type for their proficiency level.



## 6 Cultural Themes for all years, all levels

### Personal & Public Identities



### Science & Technology



### Beauty & Aesthetics



### Families & Communities



### Global Challenges



### Contemporary Life



## ACTFL Proficiency Levels

**Novice Mid =**  
year 1 ACA

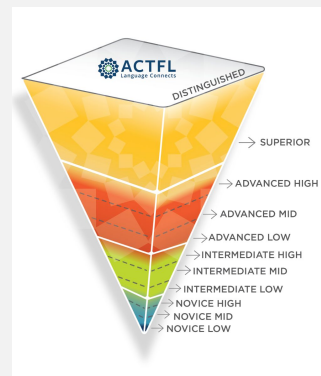
**Intermediate Low =**  
year 2 ACC  
Year 3 ACA

**Intermediate High =**  
year 4 ACC  
year 5 ACA

**Novice High =**  
year 1 ACC  
year 2 ACA

**Intermediate Mid =**  
year 3 ACC  
year 4 ACA

**Advanced Low =**  
year 5 ECE



# ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
<b>Superior</b>	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> </ul>
<b>Intermediate Low</b>				<ul style="list-style-type: none"> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice High</b>	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

slidesmania.com

## Year 1-Unit 2: Families & Communities

Novice Mid/High Proficiency Level

Students can describe themselves and their family members physically and their personalities. They can discuss their holidays and compare and contrast them with the holidays in the target language culture.



slidesmania.com

**Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person



PBA

**Year 2-Unit 2:  
Global Challenges**

Novice High or Intermediate Low Proficiency  
Level

Students can discuss their impact on the environment and give advice on how to improve one's environmental habits.



# PBA

## **Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

## Year 3-Unit 2: Contemporary Life

Intermediate Low/Mid Proficiency Level

Students can discuss their good and bad school/study habits in the present tense.

Students will compare the university admissions process in the United States to the process in the target language culture.



**Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Italy.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include.



PBA



**Year 4-Unit 2:  
Contemporary Life**

Intermediate Mid/High Proficiency Level

Students can discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.



## Presentational Speaking:

**Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.

**Role:** Innovator

**Audience:** Investors (“sharks”) - class peers and teachers

**Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.

**Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.

PBA

## Year 5-Unit 2: Families & Communities

Intermediate high/Advanced low Proficiency Level

Students can share their holidays and traditions and compare them to holidays and traditions in the target language culture.



**Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

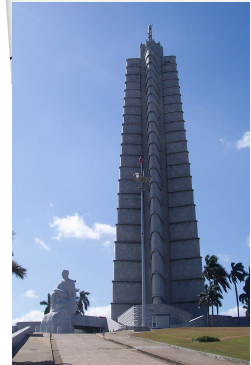
**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

PBA

**Year 5 Latin American Studies Unit 2**  
**Families & Communities**

Intermediate High Proficiency Level

Students can build on their understanding of identity from unit 1 & examine the entry of European and African cultures in Latin America. Students can critically interpret texts about the conquest by the Spanish, the “mestizo” culture in Latin America & how much of Latin American identity is a mix of many cultures.



# PBA

## **Presentational Speaking Mode:**

**Goal:** Students will participate in a forum representing a historical figure from the Columbian Era.

**Role:** Historical Figure /Each student will be assigned on of the following participants to represent:

Hernan Cortés, Bernal Díaz de Castillo, El Inca Garcilaso de la Vega, Moctezuma, Bartolomé de las Casas, Enriquillo, Cristóbal Colón, Los reyes católicos, Doña Marina/ La Malinche

**Audience:** Other participants and teacher

**Situation:** You are a historical figure discussing some of the issues that took place during the Columbian era. You are explaining your perspective of the conquest and questioning others to share their perspectives.

**Product Performance and Purpose:** The purpose is to view the different perspectives of all the different people who participated in the colonization of the Latin American countries.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS World Language Year 2, Unit 2: Global Communities – Revised Curriculum – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS World Language Year 2, Unit 2: Global Communities – Revised Curriculum.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A      **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve SHS World Language Year 2, Unit 2: Global Communities – Revised Curriculum as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal




\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

## French Year 2: Unit 2-Global Challenges

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2 - Global Challenges 
<b>Teacher:</b>	Mackala Fall
<b>Grade Level/Course:</b>	Novice High & Intermediate Low FRENCH 2
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b>	Students will discuss their impact on the environment and give advice on how to improve one's environmental habits.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 & 2.2)
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (5.1 & 5.2)

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

##### Students can

- communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context.
- interact with cultural competence and understanding in order to participate in multilingual communities.

#### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

##### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

##### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal:**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring****Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- Our own actions/habits may directly affect the environment
- Environmental issues may vary depending on where you live
- How to give advice on a specific problem related to environmental habits

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How do my actions affect the environment?
- What are different environmental issues in your community/target community?
- How does one give someone else advice about their environmental habits?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary related to the environment and advice
- how to construct simple sentences
- how to ask and answer questions about people's habits
- multiple ways to give advice
- various environmental issues that exist in target community
- different countries/communities have different methods of recycling

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can...

- list their habits
- ask and answer simple questions about environmental habits
- interpret authentic sources about the environment
- give advice in variety of ways
- identify and compare the values of different countries
- speak in the present tense
- maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

## Stage 2: Evidence of Student Learning Performance Tasks

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

**Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Role:** SHS student

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

**Standards and Criteria for Success:**

- Incorporate student-based data (Google form)
- Description of the events (where, when, etc.)
- Give advice/recommendations using grammar structures (devoir, il faut, il fallait)

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[French 2 Unit 2: Vocabulaire sur le recyclage](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

#### [C Rubrics](#)

#### [Communication rubric](#)

[Novice Mid](#)

[Novice High](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

### Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooket, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

#### Interpretive vocab quiz

**Exit tickets** - formative

**Edpuzzle** - interpretive tasks for authentic texts (formative & summative)

**Language lab activities** - interpersonal assessments - see Intermediate rubric - formative & summative)

**Daily conversations** - proficiency

**Weekly journal entries** - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

### Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task 1		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Use environmental vocabulary in a variety of contexts		
Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> <ul style="list-style-type: none"> <li>identify environment related vocab in sentences</li> <li>complete a survey using vocabulary</li> </ul>	<b>Real-world connected</b> <ul style="list-style-type: none"> <li>Students will need to discuss their real world habits in regards to the environment</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>use environmental terms in sentences</li> <li>make simple sentences</li> <li>categorize which habits are good and bad</li> <li>correctly interpret and draw vocabulary</li> <li>identify their habits in a survey</li> </ul>
Assessment		
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<a href="#">French 2 Unit 2: Vocabulaire sur le recyclage</a> <a href="#">Enquete-survey</a> <a href="#">Grammar Activity- Le présent Simple de l'Indicatif</a> <a href="#">Triage et Conseils</a>		

Activity/Task 2		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Identify and compare good and bad habits regarding the environment		
Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> <ul style="list-style-type: none"> <li>identify and reflect on their environmental habits</li> <li>explain their habits to a partner</li> </ul>	<b>Real-world connected</b> <ul style="list-style-type: none"> <li>Students will need to discuss their real world habits in regards to the environment</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>respond to questions about their habits</li> <li>identify their habits and write sentences about them using the present tense</li> <li>compare their habits with someone else in class</li> <li>use environment vocabulary</li> </ul>

<ul style="list-style-type: none"> <li>identify habits that are good for the environment</li> </ul>		<ul style="list-style-type: none"> <li>identify habits that are good for the environment by reading an article</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<a href="#">Mes Habitudes Quotidiennes et Conseils</a>		

<b>Activity/Task 3</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning. Give suggestions/recommendations about environment and/or improving habits		
<b>Learning Target:</b>	<b>Relevance:</b>	<b>Success Criteria:</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>differentiate good and bad habits regarding the environment</li> <li>give suggestions / recommendations based on someone's current habits and environmental protection</li> </ul>	<b>Student interest</b> <ul style="list-style-type: none"> <li>Students will need to express their opinion about the environment and give suggestions about what people should do to protect the environment.</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>identify good and bad environmental habits</li> <li>use suggestions and recommendations to give advice</li> <li>give their opinion on others' / their own habits</li> <li>use environment vocabulary</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<a href="#">Triage et Conseils</a> <a href="#">Giving advice</a> <b>Lab Activity</b> - ask questions, then based on responses, write advice for your partner Part 2 of <a href="#">Mes Habitudes Quotidiennes et Conseils</a>		

<b>Activity/Task 4</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning. PBA: Creating a poster that helps protect the environment in the community.		
<b>Learning Target:</b>	<b>Relevance:</b>	<b>Success Criteria:</b>

<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Use pictures and sentences to express what people should do and should not do in the environment.</li> <li>• Use time, place in the poster to inform readers of event</li> <li>• Analyze other students habits/data to inform them for their event</li> </ul>	<p><b>Student interest</b></p> <ul style="list-style-type: none"> <li>• Students will express their opinions about the environmental issues in the community and offer suggestions.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• use time and place appropriately in sentences.</li> <li>• use recommendations / suggestions to express opinions about environment protection</li> <li>• use environmental vocabulary</li> <li>• state the environmental problems and issues that the community/school is facing</li> <li>• create a questionnaire to collect data and use that data to inform their event</li> <li>• complete gallery walk and identify the events they are most interested in</li> </ul>
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[PBA Presentational Speaking](#)

[PBA-Gallery Walk](#)

**Activity/Task 5**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Identifying and interpreting recycling vocabulary in context

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• interpret authentic sources about recycling</li> <li>• ask and answer questions about recycling</li> <li>• compare how we recycle in the US with French speaking countries</li> </ul>	<p><b>Real-world connected</b></p> <p>Students will need to discuss environmental issues such as recycling in real life and compare them with other countries</p>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• interpret a text about recycling in US and French speaking countries</li> <li>• ask and answer questions about recycling</li> <li>• compare recycling in US and French speaking countries</li> <li>• use recycling vocabulary</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[Video-Comment recycler en France](#)  
[Organisateur Graphique sur la video](#)  
[Questions sur le recyclage en France](#)

### Activity/Task 6

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

IPA: Interpret, discuss and give advice about single use consumption of plastic.

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> <ul style="list-style-type: none"><li>• Interpret an article about single use plastic</li><li>• Discuss their habits about single use plastic</li><li>• Give advice about plastic usage</li></ul>	<ul style="list-style-type: none"><li>• Students need to discuss how to reduce their single use plastic usage</li></ul>	<b>Students can</b> <ul style="list-style-type: none"><li>• Interpret an article about single use plastic</li><li>• Have a conversation with others about their single use plastic habits</li><li>• Give advice using recommendations and suggestions about plastic use</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

[IPA Interpretive Writing](#)  
[IPA Interpersonal Speaking](#)  
[IPA Presentational Writing](#)


### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)


**Various Tier 1 strategies employed in the teaching of this unit**  
**Flip grids are possible for presentations instead of live presentations**  
**Use of close captions, tiered reading tasks**

### Resources

Any materials and resources related to Stage 3 learning activities.

 FR 2 le tri, le recyclage et le compostage

## Italian Year 2: Unit 2-Global Challenges

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2 - Global Challenges 
<b>Grade Level/Course:</b>	Novice High & Intermediate Low
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b>	Students will discuss their impact on the environment and give advice on how to improve one's environmental habits.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 & 2.2)
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (5.1 & 5.2)

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

##### Students can

- communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context.
- interact with cultural competence and understanding in order to participate in multilingual communities.

#### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

##### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal:**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- Our own actions/habits may directly affect the environment
- Environmental issues may vary depending on where you live
- How to give advice on a specific problem related to environmental habits

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How do my actions affect the environment?
- What are different environmental issues in your community/target community?
- How does one give someone else advice about their environmental habits?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary related to the environment and advice
- how to construct simple sentences
- how to ask and answer questions about people's habits
- multiple ways to give advice
- various environmental issues that exist in target community
- different countries/communities have different methods of recycling

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can...

- list their habits
- ask and answer simple questions about environmental habits
- interpret authentic sources about the environment
- give advice in variety of ways
- identify and compare the values of different countries
- speak in the present tense
- maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

**Stage 2: Evidence of Student Learning****Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

**Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Role:** SHS student

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

**Standards and Criteria for Success:**

- Incorporate student-based data (Google form)
- Description of the events (where, when, etc.)
- Give advice/recommendations using grammar structures

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Instructions](#)

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

[C Rubrics](#) , [Communication rubric](#)

- ☰ Novice Mid
- ☰ Novice High

**Comments**

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

**Instructional Strategies**

Nonlinguistic representations of vocabulary - Frayer Model  
Graphic organizers (see links in learning target section)  
Gaming practice (quizlet, gimkit, blooket, etc)  
Conferencing & setting goals - journal entries  
Summarizing and notetaking  
Identifying similarities & differences  
Cooperative/collaborative activities

**Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Interpretive vocab quiz**

**Exit tickets** - formative

**Edpuzzle** - interpretive tasks for authentic texts (formative & summative)

**Language lab activities** - interpersonal assessments - see Intermediate rubric - formative & summative)

**Daily conversations** - proficiency

**Weekly journal entries** - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

**Stage 3: Instructional Design**

**Activity/Task 1**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Use environmental vocabulary in a variety of contexts

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• identify environment related vocab in sentences</li> <li>• complete a survey using vocabulary</li> </ul>	<p><b>Real world connected:</b></p> <ul style="list-style-type: none"> <li>• Students will need to discuss their real world habits in regards to the environment</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• use environmental terms in sentences</li> <li>• make simple sentences</li> <li>• categorize which habits are good and bad</li> <li>• correctly interpret and draw vocabulary</li> <li>• identify their habits in a survey</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		
<p><a href="#">Habits survey</a></p> <ul style="list-style-type: none"> <li>☰ <a href="#">Sfide Globali- 2022-2023</a></li> <li>☰ <a href="#">Attivita' del lessico</a></li> <li>☰ <a href="#">Domande per iniziare</a></li> </ul>		

<p><b>Activity/Task 2</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>		
<p>Identify and compare good and bad habits regarding the environment</p>		
Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• identify and reflect on their environmental habits</li> <li>• explain their habits to a partner</li> <li>• identify habits that are good for the environment</li> </ul>	<p><b>Real world connected:</b></p> <ul style="list-style-type: none"> <li>• Students will need to discuss their real world habits in regards to the environment</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• respond to questions about their habits</li> <li>• identify their habits and write sentences about them using the present tense</li> <li>• compare their habits with someone else in class</li> <li>• use environment vocabulary</li> <li>• identify habits that are good for the environment by reading an article</li> <li>• use environment vocabulary</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		

☰ **Attività interpretativa- lessico e abitudini**

☰ **Le mie abitudini**

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Identify and compare good and bad habits regarding the environment and give command/suggestions about the habits

Learning Target:	Relevance:	Success Criteria:
<b>Students can</b> <ul style="list-style-type: none"><li>differentiate good and bad habits regarding the environment</li><li>give suggestions about environmental protection and about what to do/not to do with environment</li></ul>	<b>Student Interest</b> <ul style="list-style-type: none"><li>Students will need to give suggestions about good and bad habits</li></ul>	<b>Students can</b> <ul style="list-style-type: none"><li>identify good and bad environmental habits</li><li>use suggestions and recommendations to give advice</li><li>give their opinion on others' / their own habits</li><li>use environment vocabulary</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

☰ **Dare Consigli per le azioni specifiche**

☐ **Dare consigli/Raccomandazioni**

☐ **Opinions activity- raccomandare**

### Activity/Task 4

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

PBA: Creating a poster that helps protect the environment in the community

Learning Target:	Relevance:	Success Criteria:
<ul style="list-style-type: none"><li>Use pictures and sentences to express what people should do and should not do in the environment.</li><li>Use time, place in the poster to inform readers of event</li></ul>	<b>Student Interest</b> <ul style="list-style-type: none"><li>Students will express their opinions about the environmental issues in the community and offer suggestions.</li><li>Students choose their topics based on their interests</li></ul>	<ul style="list-style-type: none"><li>Use time and place appropriately in sentences.</li><li>Use recommendations &amp; suggestions to express opinions about environment protection</li><li>Use environmental vocabulary</li><li>State the environmental problems and issues that</li></ul>

<ul style="list-style-type: none"> <li>Analyze other students habits/data to inform them for their event</li> </ul>		<p>the community/school is facing</p> <ul style="list-style-type: none"> <li>Create a questionnaire to collect data and use that data to inform their event</li> <li>Complete gallery walk and identify the events they are most interested in</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		
<ul style="list-style-type: none"> <li><a href="#">PBA- Global Challenges</a></li> <li><a href="#">Galleria</a></li> </ul>		

<p><b>Activity/Task 5</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>		
<p><b>Identifying and interpreting recycling vocabulary in context and compare recycling in target language culture and my own</b></p>		
<p><b>Learning Target:</b></p>	<p><b>Relevance:</b></p>	<p><b>Success Criteria:</b></p>
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>interpret authentic sources about recycling</li> <li>ask and answer questions about recycling</li> <li>compare how we recycle in the US with Italy</li> </ul>	<p><b>Real world connected</b></p> <ul style="list-style-type: none"> <li>Students will need to discuss environmental issues such as recycling in real life and compare them with other countries.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>interpret a text about recycling in US and Italy</li> <li>ask and answer questions about recycling</li> <li>compare recycling in US and Italy</li> <li>use recycling vocabulary</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>		
<ul style="list-style-type: none"> <li><a href="#">Articolo- Acqua, gli italiani la preferiscono in bottiglie di plastica</a></li> <li><a href="#">Riciclo in Italia</a></li> </ul>		

<p><b>Activity/Task 6</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>		
<p><b>Interpret, discuss and give advice about the single use consumption of plastic</b></p>		
<p><b>Learning Target:</b></p>	<p><b>Relevance:</b></p>	<p><b>Success Criteria:</b></p>

<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>● Interpret an article about single use plastic</li> <li>● Discuss their habits about single use plastic</li> <li>● Give advice about plastic usage</li> </ul>	<p><b>Student interest</b></p> <p>Students need to discuss how to reduce their single use plastic usage</p> <p><b>Real world connected:</b> students will need to identify target culture recycling policies.</p>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● Interpret an article about single use plastic</li> <li>● Have a conversation with others about their single use plastic habits</li> <li>● Give advice using recommendations and suggestions about plastic use</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.


- ☰ 10 modi per ridurre il consumo di plastica monouso
- ☰ La modalità interpretativa- risposte
- ☰ Interpersonale & Presentazione

### Resources

Any materials and resources related to Stage 3 learning activities.

- 📄 [2023-2024- 2 ACC- ottobre](#)
- 📄 [2022-2023- 2ACC Novembre](#)

## Latin Year 2: Unit 2-Global Challenges

Unit Overview	
<b>Unit Title:</b>	City Dynamics and Tourism 
<b>Grade Level/Course:</b>	Novice High Latin 2ACA / Intermediate Low Latin 2ACC
<b>Length/Dates:</b>	8 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about life in the city of Rome, the dangers as well as the benefits of city life. They will also explore Greco-Roman hero stories and heroic traits, in particular the myth of Perseus. Lastly, they will continue to read and translate Latin narrative texts, with a focus on Latin pronouns.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. <b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. <b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. <b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<b>Cultures:</b> Interact with cultural competence and understanding <b>Connections:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence <b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual

**Transfer Goals (Vision of the Graduate)**

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- the dangers and benefits of living in Rome
- how those dangers and benefits are similar to/different from modern city dangers and benefits
- how Perseus exemplifies the ancient Greco-Roman values (heroic traits)
- the differences between ancient Greco-Roman values and modern values
- Latin word order is different from English word order and cannot be translated word for word:
  - The endings of the Latin words determine their function in the sentence
  - The use of different verb tenses determines when the action took place in a narrative
  - The use of pronouns in Latin helps clarify who/what is being referred to in a text

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What was life like in ancient Rome?
- What were the dangers of living in the city of Rome?
- What were the benefits of living in the city of Rome?
- Why did people want to/choose to live in Rome?
- How do those dangers & benefits compare to what is available for inhabitants of modern American cities?
- What traits did the ancient Greeks and Romans value?
- How do ancient Greco-Roman values compare and contrast to modern values?
- How does Perseus embody those traits throughout his myth?
- How are different pronouns used in Latin?
- How do different pronouns affect/enhance translation?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know: Latin pronouns <ul style="list-style-type: none"> <li>● demonstrative pronouns</li> <li>● intensive &amp; reflexive pronouns               <ul style="list-style-type: none"> <li>○ all cases (for all pronoun types)</li> </ul> </li> </ul> Greco-Roman Mythology <ul style="list-style-type: none"> <li>● Heroic Traits</li> <li>● Perseus Myth</li> </ul> Roman Culture <ul style="list-style-type: none"> <li>● dangers of city life in Rome</li> <li>● benefits of city life in Rome</li> </ul> Latin Vocabulary <ul style="list-style-type: none"> <li>● Bi-Weekly Latin 2 Vocabulary Lists               <ul style="list-style-type: none"> <li>○ Most Common Latin words (list compiled by the Dickenson Latin Library, organized by Ecce Romani context)</li> </ul> </li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify &amp; translate demonstrative, intensive, &amp; reflexive pronouns of various types (in all cases)</li> <li>● Translate Latin sentences (featuring various pronoun types) into English</li> <li>● Identify &amp; discuss the heroic traits valued by Greco-Roman mythology.</li> <li>● Identify &amp; discuss the life &amp; myth of Perseus</li> <li>● Discuss the dangers &amp; benefits of life in ancient Rome</li> <li>● Compare to dangers &amp; benefits of modern city living</li> <li>● Identify key vocabulary words in the context of Latin sentences and stories</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

**Goal:** Students will re-imagine Perseus' myth as a modern movie (to demonstrate their understanding of both who's who in the myth as well as the major events/plot points).

**Role:** movie producer/promoter

**Audience:** movie studios & movie-goers

**Situation:** You are looking to produce a movie about the myth of Perseus. You need to find the perfect cast for the major roles, secure financing for your movie (by explaining/defending your casting choices), and create an engaging poster (to ensure movie-goers want to see your movie).

**Product/Performance/Purpose:** You will create a cast list for a modern Perseus movie, with a brief written explanation of how your chosen actors/actresses fit their role within the myth. You will also create a visual representation (movie poster) highlighting important events/scenes/plot points from the myth.

#### Standards and Criteria for Success:

- Casting provided for all 5 major characters and at least 3 minor characters
  - (list of characters provided)
- Written justification (at least 2-3 sentences), explaining each casting choice
- Specific examples from myth (for movie pitch)
- Visual representation of myth events/scenes (movie poster)

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Heroic Traits Reflection Questions](#) (Summative)

[Perseus Mythic Movie](#) - Cast & Poster (Summative)

[Perseus - Peardecks](#) (in-class interactive slides) (Formative)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Grading criteria included with activity instructions (above)

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Mythology Notes/Reflections ([Heroic Traits](#); [Perseus](#)) (Formative)

[Vocab Quizzes](#) (Summative)

[Proficiency Activities](#) (Formative)

Skill Quest (Summative)

## Stage 3: Instructional Design

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Roman Life - The City Itself

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can:</b></p> <p>Investigate the features (both positive &amp; negative) of ancient Rome</p> <p>Define and discuss important locations within the city of ancient Rome</p> <p>Compare &amp; contrast Roman city life with modern city life</p>	<p><b>Student interest &amp; real-world connections:</b></p> <p>Students must understand important aspects of Roman life, such as city living, in order to understand background context for texts and stories</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Read about the ancient city of Rome, including passages (in translation) from Roman authors</li><li>• Demonstrate knowledge of both positive &amp; negative aspects to life in the ancient city of Rome</li><li>• Reflect on their own city experiences and how they compare to ancient Rome</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

Roman Life Reading Questions (Formative)

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Roman Entertainment - Chariot Racing

Learning Target:	Relevance:	Success Criteria:
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<p><b>Students can:</b> Investigate the difficulties and amenities of Roman travel</p> <p>Define and discuss key terms related to chariot racing</p> <p>Discuss the role of entertainment (in particular, chariot racing) in ancient Rome</p> <p>Compare &amp; contrast Roman entertainment with modern entertainment</p>	<p><b>Student interest &amp; real-world connections:</b> Students must understand important aspects of Roman life, such as public entertainment, in order to understand background context for texts and stories</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Read about chariot racing in Rome, including passages (in translation) from Roman tombstones &amp; graffiti</li> <li>● Demonstrate knowledge of Roman entertainment</li> <li>● Reflect on entertainment options available in modern cities and how they compare to ancient Roman entertainment</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		
<p>Chariot Racing Reading Questions (Formative)</p>		

<p><b>Activity/Task</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p> <p><a href="#">Perseus Myth</a></p>		
<p><b>Learning Target:</b></p>	<p><b>Relevance:</b></p>	<p><b>Success Criteria:</b></p>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● identify the stages of Perseus' myth (from birth to death &amp; deification)</li> <li>● understand the relationship between Perseus and other characters in his myth (both mortals &amp; gods/goddesses)</li> <li>● identify heroic traits throughout Perseus' myth</li> </ul>	<p><b>Student interest and necessary for large scale process and concepts:</b> Perseus was one of the central heroes in ancient Greece &amp; Rome - Understanding the myth of Perseus is necessary for students to understand the culture &amp; values of the ancient world</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● explore the myth of Perseus (from his birth to death &amp; deification)</li> <li>● reflect on heroic traits demonstrated by Perseus</li> <li>● discuss Perseus' relevance &amp; importance in the ancient world</li> <li>● present a modernized movie cast for Perseus' myth</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		
<p><b>Formative:</b> Interactive <a href="#">PearDecks</a></p> <p><b>Summative:</b> Heroic Traits Reflection &amp; Modern Movie Cast/Poster (see <a href="#">Performance Task</a> above)</p>		

<p><b>Activity/Task</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p> <p><a href="#">Demonstrative Pronouns</a></p>
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Learning Target:	Relevance:	Success Criteria:
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● identify demonstrative pronouns (case, number, gender)</li> <li>● translate demonstrative pronouns (in all cases &amp; numbers)</li> <li>● identify when demonstrative pronouns are acting as adjectives</li> </ul>	<p><b>Necessary for large scale concepts:</b> Identifying and translating pronouns (of various types) is necessary for translation of basic sentences and paragraphs from Latin texts into English</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Students will identify the case, number, &amp; gender of demonstrative pronouns (hic &amp; ille)</li> <li>● Students will differentiate between hic &amp; ille</li> <li>● Students will accurately translate demonstrative pronouns (both in isolation &amp; in the context of sentences and stories)</li> <li>● Students will identify when demonstrative pronouns are acting as adjectives and translate them accordingly</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

Pronoun IDs  
Pronoun Composition (ACC)  
Sentence Practice  
“A Grim Lesson” Translation Prompt and/or Reading Comp

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Intensive & Reflexive Pronouns](#)

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● identify intensive pronouns (case, number, gender)</li> <li>● translate intensive pronouns (in all cases &amp; numbers)</li> <li>● identify when intensive pronouns are acting as adjectives</li> <li>● identify reflexive pronouns (case, number, gender)</li> <li>● translate reflexive pronouns (in all cases &amp; numbers)</li> </ul>	<p><b>Necessary for large scale concepts:</b> Identifying and translating pronouns (of various types) is necessary for translation of basic sentences and paragraphs from Latin texts into English</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Students will differentiate between intensive &amp; reflexive pronouns</li> <li>● Students will identify the case, number, &amp; gender of intensive &amp; reflexive pronouns</li> <li>● Students will accurately translate intensive &amp; reflexive pronouns (both in isolation &amp; in the context of sentences and stories)</li> <li>● Students will identify when intensive pronouns are acting as adjectives and translate them accordingly</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative:**

Pronoun IDs

Pronoun Composition (ACC)

Sentence Practice

“A Visit to the Races” Translation Prompt and/or Reading Comp

**Extension/Modification**

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Various Practices (Formative): ACC has a composition component to practices, ACA does not have composition practice
  - Some practices (ex: Reading Practices) have student “challenge level” choice embedded in the practice scaffolding
- Vocabulary Quizzes (Summative):
  - ACC has fill in the blank (with forms & definitions)
  - ACA has definition matching
- Skill Quest (Summative):
  - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar (no charts, limited provided vocabulary)
  - ACA grammar and translation sections are done with some relevant grammar aids


**Resources**

Any materials and resources related to Stage 3 learning activities.

[Agenda Slides \(ACA\)](#)

[Agenda Slides \(ACC\)](#)

## Mandarin Year 2: Unit 2-Global Challenges

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2 - Global Challenges 
<b>Grade Level/Course:</b>	Novice High & Intermediate Low
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b>	Students will discuss their impact on the environment and give advice on how to improve one's environmental habits.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 & 2.2)
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (5.1 & 5.2)

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

##### Students can

- communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context.
- interact with cultural competence and understanding in order to participate in multilingual communities.

#### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

##### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

##### **Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

##### **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal:**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring**

**Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- Our own actions/habits may directly affect the environment
- Environmental issues may vary depending on where you live
- How to give advice on a specific problem related to environmental habits

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How do my actions affect the environment?
- What are different environmental issues in your community/target community?
- How does one give someone else advice about their environmental habits?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary related to the environment and advice
- how to construct simple sentences
- how to ask and answer questions about people's habits
- multiple ways to give advice
- various environmental issues that exist in target community
- different countries/communities have different methods of recycling

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can...

- list their habits
- ask and answer simple questions about environmental habits
- interpret authentic sources about the environment
- give advice in variety of ways
- identify and compare the values of different countries
- Speak about present event
- maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

**Assessment Evidence**

What will the student produce? Use the GRASPS model below to design your performance task.

**Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Role:** SHS student

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.


**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.


**Standards and Criteria for Success:**

- Incorporate student-based data (Google form)
- Description of the events (where, when, etc.)
- Give advice/recommendations using grammar structures (应该, 必须, 需要)

**Resources**

Any materials and resources related to the performance task that the teacher or student would need to be successful.

PBA:  中文二 Unit 2 Global Challenges PBA

IPA:  中文二 UNIT 2 环保 IPA

**Evaluative Criteria**

How will you evaluate this task? How will you provide feedback to students?

**C Rubrics****Communication rubric**

 Novice Mid

 Novice High

**Comments**

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

**Instructional Strategies**

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blookey, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

**Other Evidence****Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

**Interpretive vocab quiz**

**Exit tickets** - formative

**Edpuzzle** - interpretive tasks for authentic texts (formative & summative)

**Language lab activities** - interpersonal assessments - see Intermediate rubric - formative & summative)

**Daily conversations** - proficiency

**Weekly journal entries** - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

### Stage 3: Instructional Design

#### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Use environment related vocabulary in contexts

Learning Target:	Relevance:	Success Criteria:
<b>Students can</b> <ul style="list-style-type: none"><li>Identify environment related vocabulary in sentences.</li><li>Identify environment related vocabulary that other students generated.</li></ul>	<b>Real world connected:</b> <ul style="list-style-type: none"><li>Students will need to discuss their real world habits in regards to the environment</li></ul>	<b>Students can</b> <ul style="list-style-type: none"><li>Use 有 to express what environment has</li><li>correctly interpret and draw the environment terms.</li><li>Use environment terms in sentences.</li><li>use the verbs “to be” and “to have”</li><li>make simple sentences</li></ul>


#### Assessment


List any formative or summative assessments that should be administered within this learning sequence.


#### Formative:

 中文二 2022-2023 环境 unit 2 packet

4 corners (flash cards in classroom)

 中文二- 环境

 中文二 环境 词汇练习

 中文二 10/31--11/4 22-23 (P60)

[Vocab puzzle](#)

Running dictation:  running dictation 名字.docx

#### Activity/Task 2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Tell the habits in daily life that relates to environment

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b>	<b>Real world connected:</b> Students will need to discuss their real world	<b>Students can:</b> <ul style="list-style-type: none"><li>Use 需要 to describe what i need to do everyday.</li></ul>

<ul style="list-style-type: none"> <li>• Use simple sentences to describe their everyday habits</li> <li>• Incorporate habits with the environment terms.</li> </ul>	habits in regards to the environment	<ul style="list-style-type: none"> <li>• make simple sentences</li> <li>• Compare and contrast the different habits between Chinese and US highschoolers.</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.		
<b>Formative:</b> ☰ 23-24 中文二 我需要-中国学生需要		

<b>Activity/Task 3</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Identify and compare good and bad habits regarding the environment and give command/suggestions about environment		
<b>Learning Target:</b>	<b>Relevance:</b>	<b>Success Criteria:</b>
<b>Students can</b> <ul style="list-style-type: none"> <li>• Differentiate appropriate and inappropriate behaviors for the environment.</li> <li>• Give suggestions about environmental protection</li> <li>• Give command about what not to do with environment</li> </ul>	<b>Student Interest:</b> <ul style="list-style-type: none"> <li>• Students will need to express their opinion about the environment and give suggestions about what people should do to protect the environment.</li> </ul>	<b>Students can</b> <ul style="list-style-type: none"> <li>- Use 应该 + verb phrases to express their suggestions.</li> <li>- Use 应该 in negative forms to give suggestions in other contexts</li> <li>- Identify the appropriate and inappropriate behaviors through categorization.</li> <li>- Make simple sentences with command terms.</li> <li>- give their opinion on others' / their own habits</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.		
<b>Formative:</b> ☰ 应该 tic tac toe 游戏 ☰ 我们应该有什么环境? ☰ 环保 unscramble and write ☰ 我应该.... post it suggestions ☰ 应该不应该分类		

<b>Activity/Task 4</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
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PBA: Creating a poster that helps protect the environment in the community

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>Use pictures and sentences learned in the unit to express what people should do and should not do.</li> <li>Use time, place in the poster to inform readers of event</li> <li>Analyze other students habits/data to inform them for their event</li> </ul>	<p><b>Student Interest</b></p> <ul style="list-style-type: none"> <li>Students will express their opinions about the environmental issues in the community and offer suggestions.</li> <li>Students choose their topics based on their interests</li> </ul>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>Use time and place appropriately in sentences.</li> <li>Use 应该 to express opinions about environment protection.</li> <li>Use environmental vocabulary properly.</li> <li>Create a questionnaire to collect data and use that data to inform their event</li> <li>Complete gallery walk and identify the events they are most interested in</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		
<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>中文二 Unit 2 Global Challenges PBA</li> <li>中文二 Google forms-PBA</li> <li>中文二 PBA gallery walk note</li> </ul>		

**Activity/Task 5**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

**Identifying and interpreting recycling vocabulary in context.**

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>interpret authentic sources about recycle</li> <li>Ask and answer questions about recycle.</li> <li>Compare recycle in the US and in China</li> </ul>	<ul style="list-style-type: none"> <li><b>Real world connected:</b> students will need to discuss social issues such as recycling in real life and compare it with the target culture.</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Identify ways to recycle items in a video</li> <li>Identify recycle behaviors in China in a video</li> <li>Use location terms to describe where the items are.</li> <li>Ask and answer questions about recycle</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.</p>		

**Formative:**

W 中文二 scavenger hunt.docx

☰ 中文二 2022-2023 环境 unit 2 packet-part 3-recycle.

<https://edpuzzle.com/media/618a670303405341753652ea>

<https://edpuzzle.com/media/6392390597ac5a40c335ab09>

自备餐盒行动

**Activity/Task 6**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Interpret information about recycling policies and environment protection actions in authentic situations.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>Identify recycled terms in authentic texts in Chinese.</li> <li>Use clues to gather information in a video about recycling in target culture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Student Interest:</b> students communicate with each other about recycling.</li> <li><b>Real world connected:</b> students will need to identify target culture recycling policies.</li> </ul>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>Identify unit related terms in a short passage or a video</li> <li>Ask and answer questions about what we should do to protect the environment.</li> <li>Use authentic texts to guide their writing about giving advice to environmental behaviors</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

**Summative:**

☰ 中文二 UNIT 2 环保 IPA

<https://www.zhihu.com/zvideo/1413820896843288576?playTime=28.3>


**Resources**

Any materials and resources related to Stage 3 learning activities.

📄 中文二 12/11 23-24 , 📄 中文二 12/4 23-24 , 📄 中文二 11/27-12/1 23-24 ,

📄 中文二 11/20 23-24 📄 中文二 11/13--11/17 23-24 , 📄 中文二 11/6--11/10 23-24

## Spanish Year 2: Unit 2-Global Challenges

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2 - Global Challenges 
<b>Grade Level/Course:</b>	Novice High & Intermediate Low
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b>	Students will discuss their impact on the environment and give advice on how to improve one's environmental habits.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 & 2.2)
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (5.1 & 5.2)

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

##### Students can

- communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context.
- interact with cultural competence and understanding in order to participate in multilingual communities.

#### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

##### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

##### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

##### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Citizenship Transdisciplinary Goal:**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- Our own actions/habits may directly affect the environment
- Environmental issues may vary depending on where you live
- How to give advice on a specific problem related to environmental habits

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How do my actions affect the environment?
- What are different environmental issues in your community/target community?
- How does one give someone else advice about their environmental habits?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary related to the environment and advice
- how to construct simple sentences
- how to ask and answer questions about people's habits
- multiple ways to give advice
- various environmental issues that exist in target community
- different countries/communities have different methods of recycling

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can...

- list their habits
- ask and answer simple questions about environmental habits
- interpret authentic sources about the environment
- give advice in variety of ways
- identify and compare the values of different countries
- speak in the present tense
- maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### Presentational Writing Mode:

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Role:** SHS student

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

#### Standards and Criteria for Success:

- Incorporate student-based data (Google form)
- Description of the events (where, when, etc.)
- Give advice/recommendations using grammar structures (debes, deberías, tienes que)

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Instructions](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

#### [C Rubrics](#)

#### [Communication rubric](#)

[Novice Mid](#)

[Novice High](#)

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

#### Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooket, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

[Interpretive vocab quiz](#)

**Exit tickets** - formative

**Edpuzzle** - interpretive tasks for authentic texts (formative & summative)

**Language lab activities** - interpersonal assessments - see Intermediate rubric - formative & summative)

**Daily conversations** - proficiency

**Weekly journal entries** - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

### Stage 3: Instructional Design

#### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Use environmental vocabulary in a variety of contexts

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> <ul style="list-style-type: none"><li>identify and use environment related vocab in sentences</li><li>complete a survey using vocabulary</li></ul>	<b>Real-world connected</b> <ul style="list-style-type: none"><li>Students will need to discuss their real world habits in regards to the environment</li></ul>	<b>Students can:</b> <ul style="list-style-type: none"><li>use environmental terms in sentences</li><li>make simple sentences</li><li>categorize which habits are good and bad</li><li>correctly interpret and draw vocabulary</li><li>identify their habits in a survey</li></ul>

#### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

[Drawing/vocab practice](#)

[Survey](#)

[Categorizing habits/start reflecting on your habits](#)

[Vocab quiz](#)

#### Activity/Task 2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Identify and compare good and bad habits regarding the environment

Learning Target:	Relevance:	Success Criteria:
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<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● identify and reflect on their environmental habits</li> <li>● explain their habits to a partner</li> <li>● identify habits that are good for the environment</li> </ul>	<p><b>Real-world connected</b></p> <ul style="list-style-type: none"> <li>● Students will need to discuss their real world habits in regards to the environment</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● respond to questions about their habits</li> <li>● identify their habits and write sentences about them using the present tense</li> <li>● compare their habits with someone else in class</li> <li>● use environment vocabulary</li> <li>● identify habits that are good for the environment by reading an article</li> </ul>
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

[Identify your \(bad\) environmental habits](#)

**Activity/Task 3**

What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.

Give suggestions/recommendations about environment and/or improving habits

<b>Learning Target:</b>	<b>Relevance:</b>	<b>Success Criteria:</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● differentiate good and bad habits regarding the environment</li> <li>● give suggestions / recommendations based on someone's current habits and environmental protection</li> </ul>	<p><b>Student interest</b></p> <ul style="list-style-type: none"> <li>● Students will need to express their opinion about the environment and give suggestions about what people should do to protect the environment.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● identify good and bad environmental habits</li> <li>● use suggestions and recommendations to give advice</li> <li>● give their opinion on others' / their own habits</li> <li>● use environment vocabulary</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

[Juego de consejos \(slides 25-30\)](#)

[Lab activity](#) - ask questions, then based on responses, write advice for your partner

Part 2 of [this activity](#)

**Activity/Task 4**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

PBA: Creating a poster that helps protect the environment in the community.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Use pictures and sentences to express what people should do and should not do in the environment.</li> <li>• Use time, place in the poster to inform readers of event</li> <li>• Analyze other students habits/data to inform them for their event</li> </ul>	<p><b>Student interest</b></p> <ul style="list-style-type: none"> <li>• Students will express their opinions about the environmental issues in the community and offer suggestions.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• use time and place appropriately in sentences.</li> <li>• use recommendations / suggestions to express opinions about environment protection</li> <li>• use environmental vocabulary</li> <li>• state the environmental problems and issues that the community/school is facing</li> <li>• create a questionnaire to collect data and use that data to inform their event</li> <li>• complete gallery walk and identify the events they are most interested in</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

[PBA instructions](#)

[PBA follow up activity](#)

**Activity/Task 5**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Identifying and interpreting recycling vocabulary in context.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• interpret authentic sources about recycling</li> <li>• ask and answer questions about recycling</li> <li>• compare how we recycle in the US with Spanish speaking countries</li> </ul>	<p><b>Real-world connected</b></p> <ul style="list-style-type: none"> <li>• Students will need to discuss environmental issues such as recycling in real life and compare them with other countries.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• interpret a text about recycling in US and Spanish speaking countries</li> <li>• ask and answer questions about recycling</li> <li>• compare recycling in US and Spanish speaking countries</li> <li>• use recycling vocabulary</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

[Video explaining how they recycle in Spain](#)  
[El reciclaje en España](#) (follow up speaking after video)

### Activity/Task 6

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

IPA: Interpret, discuss and give advice related to the Great Pacific Garbage Patch

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> <ul style="list-style-type: none"><li>• Interpret an article about the GPGP</li><li>• Create a flyer for an event related to a fundraiser for the GPGP</li><li>• Ask and respond to simple questions about the GPGP and the “event” they created</li></ul>	<b>Real-world connected:</b> <ul style="list-style-type: none"><li>• This is a real issue that affects the whole world.</li></ul>	<b>Students can:</b> <ul style="list-style-type: none"><li>• Include information from the article on their flyer</li><li>• Use recommendation structures to offer solutions to the problem</li><li>• Have a conversation about possible solutions and the event they created</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

IPA [article](#)  
IPA [Packet ACC](#)  
IPA [Packet ACA](#)

### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Flip grids are possible for presentations instead of live presentations**

### Resources

Any materials and resources related to Stage 3 learning activities.

Link slides  
[Slides](#)

Curriculum

Units: 2

Years 1-5

All Languages



## World Language Southington High School

Chinese, French, Italian, Latin, Spanish

## World Language Units

6 overarching themes repeat each year with a different sub theme focus.

All units are culture focused; grammar and vocabulary are necessary tools to complete the real world tasks with the appropriate text type for their proficiency level.



## 6 Cultural Themes for all years, all levels

### Personal & Public Identities



### Science & Technology



### Beauty & Aesthetics



### Families & Communities



### Global Challenges



### Contemporary Life



## ACTFL Proficiency Levels

**Novice Mid =**  
year 1 ACA

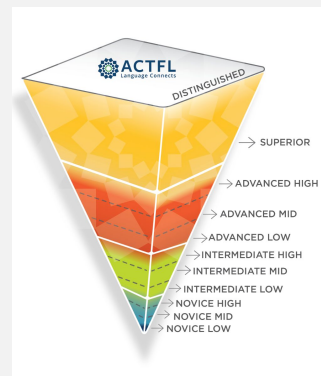
**Intermediate Low =**  
year 2 ACC  
Year 3 ACA

**Intermediate High =**  
year 4 ACC  
year 5 ACA

**Novice High =**  
year 1 ACC  
year 2 ACA

**Intermediate Mid =**  
year 3 ACC  
year 4 ACA

**Advanced Low =**  
year 5 ECE



# ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
<b>Superior</b>	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> </ul>
<b>Intermediate Low</b>				<ul style="list-style-type: none"> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice High</b>	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

slidesmania.com

## Year 1-Unit 2: Families & Communities

Novice Mid/High Proficiency Level

Students can describe themselves and their family members physically and their personalities. They can discuss their holidays and compare and contrast them with the holidays in the target language culture.



slidesmania.com

**Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person



PBA

**Year 2-Unit 2:  
Global Challenges**

Novice High or Intermediate Low Proficiency  
Level

Students can discuss their impact on the environment and give advice on how to improve one's environmental habits.



# PBA

## Presentational Writing Mode:

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

## Year 3-Unit 2: Contemporary Life

Intermediate Low/Mid Proficiency Level

Students can discuss their good and bad school/study habits in the present tense.

Students will compare the university admissions process in the United States to the process in the target language culture.



**Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Italy.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include.



PBA



## Year 4-Unit 2: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.



## Presentational Speaking:

**Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.

**Role:** Innovator

**Audience:** Investors (“sharks”) - class peers and teachers

**Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.

**Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.

PBA

## Year 5-Unit 2: Families & Communities

Intermediate high/Advanced low Proficiency Level

Students can share their holidays and traditions and compare them to holidays and traditions in the target language culture.



**Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

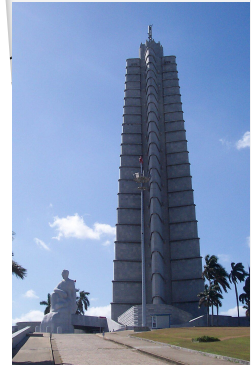
**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

PBA

**Year 5 Latin American Studies Unit 2**  
**Families & Communities**

Intermediate High Proficiency Level

Students can build on their understanding of identity from unit 1 & examine the entry of European and African cultures in Latin America. Students can critically interpret texts about the conquest by the Spanish, the “mestizo” culture in Latin America & how much of Latin American identity is a mix of many cultures.



# PBA

## **Presentational Speaking Mode:**

**Goal:** Students will participate in a forum representing a historical figure from the Columbian Era.

**Role:** Historical Figure /Each student will be assigned on of the following participants to represent:

Hernan Cortés, Bernal Díaz de Castillo, El Inca Garcilaso de la Vega, Moctezuma, Bartolomé de las Casas, Enriquillo, Cristóbal Colón, Los reyes católicos, Doña Marina/ La Malinche

**Audience:** Other participants and teacher

**Situation:** You are a historical figure discussing some of the issues that took place during the Columbian era. You are explaining your perspective of the conquest and questioning others to share their perspectives.

**Product Performance and Purpose:** The purpose is to view the different perspectives of all the different people who participated in the colonization of the Latin American countries.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS World Language Year 3, Unit 2: Global Communities – Revised Curriculum – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS World Language Year 3, Unit 2: Global Communities – Revised Curriculum.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A      **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve SHS World Language Year 3, Unit 2: Global Communities – Revised Curriculum as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal




\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

## French Year 3: Unit 2-Contemporary Life

<b>Unit Overview</b>	
<b>Unit Title:</b>	Contemporary Life year 3 
<b>Grade Level/Course:</b>	INTERMEDIATE ACC/ACA French 3
<b>Length/Dates:</b>	5-6 weeks
<b>Unit Summary:</b>	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in French speaking countries (Algeria).

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 & 2.2)
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards & intercultural competency standards). (5.1 & 5.2)

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures: Interact with cultural competence and understanding

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

#### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

##### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

##### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

**Creativity Transdisciplinary Goal:**

Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- How the last 2 years of high school function in French Speaking countries.
- How the school day is structured in French schools
- How does the process for getting into college work in French speaking countries vs USA
- How to give advice on how to be a successful student in France

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. How does someone's learning habits impact their educational success?
2. How do your academic successes and failures affect your future?
3. How do different school systems prepare their students for life after college?
4. What challenges do students face when applying for college here and in the Francophone world? Which aspects of each process should change and why?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- Vocabulary to talk about good and bad habits of students
- Vocabulary to compare school systems/ admissions processes.
- Structures for giving advice about being better student
- Je and tu form passé composé verbs
- Expressions and grammatical structures for giving advice (tu dois, il faut)
- What the selection process is
- The present tense
- Differences and similarities between US and French and francophone schools and their college admissions process.

**What will students be able to do...**

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can...

- communicate about their good and bad habits as a student in the present tense
- communicate about their good and bad habits as a student in the preterite tense (limited control)
- give advice to a friend on how to be a better student using affirmative tú commands, and expressions of obligation/recommendation/suggestion
- explain how to prepare for la selectividad
- compare US and French and francophone schools and their college admissions process.
- evaluate the effectiveness of the college admissions process in US and Spanish schools.
- maintain communication in the target language 95% or more of the time

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### Interpersonal Speaking Mode:

**Goal:** To compare and evaluate the University admissions process in the United States and French Speaking countries. .

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and French Speaking countries, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and French Speaking countries.. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the French admissions process to include.

#### **Standards and Criteria for Success:**

- Classify descriptions of the admissions process in US and French Speaking countries
- Identify pros and cons of each process
- Have a discussion and come to an agreement on the ideal admissions process

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Brulotte - IPA \(interpretive\) - Conseils pour le Bac](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

#### C Rubrics

[Communication rubric](#)

[Novice High Rubric \(ACA\)](#)

[Intermediate low rubric](#)

[Intermediate Mid rubric](#)

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

#### Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooet, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences; categorizing

Cooperative/collaborative activities

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes

Presentational grammar and vocab quizzes

Practice Interpretive reading assignments

Exit tickets

Edpuzzle

Quizlet practice

Language lab activities and conversations

Proficiency Self Assessments

Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)

CBA's

Education - Presentation Writing IPA

IPA - l'éducation - Conseils pratiques pour réussir son baccalauréat

Education- IPA

## Stage 3: Instructional Design

### Activity/Task #1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.

Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"><li>Be able to use the present tense.</li><li>Talk about their daily activities at school.</li><li>Discuss their good and bad habits.</li><li>Talk about what they should/should not do</li><li>Talk about their future plans.</li></ul>	<b>Student interest</b> <ul style="list-style-type: none"><li>Students reflect on their current study/school related habits.</li></ul>	<b>Students Can:</b> <ul style="list-style-type: none"><li>Use present tense in complete sentences to talk about school habits.</li><li>Use future simple to express future actions.</li><li>Use school related vocabulary to discuss their habits</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

- [Brulotte - activité de vocabulaire sur les points cardinaux](#)
- [Français III - Podcast - l'école primaire en France](#)
- [Français III - C'est quoi, le bac](#)
- [Interpretive reading](#)

## Activity/Task #2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students use a variety of expressions to give advice to friends about how to improve their habits related to school.

Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"><li>• Give advice to friends about how to improve their school habits.</li><li>• Categorize good and bad habits.</li><li>• Match bad habits to the appropriate advice.</li></ul>	<b>Real-world relevance:</b> <ul style="list-style-type: none"><li>• <b>Real-world connections</b> - giving advice is an important skill</li><li>• <b>Student interest</b> - they have to share and reflect on their personal habits as students</li></ul>	<b>Students can:</b> <ul style="list-style-type: none"><li>• Give advice for specified bad habits using a variety of advice expressions.</li><li>• Ask questions and respond to direct questions about their school habits.</li><li>• Use the vocab unit to talk about their own school habits and ask about someone else's habits.</li></ul>

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

 [Activité - Listening Activity - Unit 2](#)

 [Copy of Contemporary Life- Education Vocab Quiz](#)

## Activity/Task #3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will interpret a variety of authentic texts to analyze the process of getting into university in the target language culture.

Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"><li>• Compare school schedules in the US and French culture</li><li>• Categorize steps in the admissions process between French Speaking countries and the US</li></ul>	<b>Global relevance:</b> <p>Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education.</p> <ul style="list-style-type: none"><li>• <b>Student interest:</b> Discussion of the path and preparation to college is relevant to a student's current status in high school.</li></ul>	<b>Students can:</b> <ul style="list-style-type: none"><li>• Interpret a text about school days in French speaking countries.</li><li>• Use details from a text to make comparisons</li></ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

☰ Français III - Pourquoi est-ce que le bac est important

**Activity/Task #4**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.

Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> - Be able to use the present tense - Talk about their daily activities at school - Discuss their good and bad school/study habits - Talk about their future plans	<ul style="list-style-type: none"> <li>● <b>Student interest:</b> students talk about their daily habits and activities and how those habits will help them reach their goals</li> </ul>	<b>Students can:</b> - Use present tense in complete sentences to talk about school habits. - Use school related vocabulary to discuss their habits

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

☰ French III Education IPA (PBA) - oral

☰ Infographie - le bac en chiffres

**Activity/Task #5**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**PBA/IPA:** Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> <ul style="list-style-type: none"> <li>● Write a plan to prepare for Midterms at SHS using what they've learned from the unit.</li> </ul>	<b>Student interest</b> <ul style="list-style-type: none"> <li>● Students reflect on their personal habits and make suggestions for improvements</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>● Use should/must/have/to expressions</li> <li>● Use expressions of agreement and disagreement</li> <li>● Use the present tense</li> <li>● Use unit related vocabulary</li> </ul>

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Draw connections between ways to prepare for a big assessment in the US and in France.</li></ul> |
|--|--|--|

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

IPA: [Education - Presentation Writing IPA](#)

### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Various Tier 1 strategies employed in the teaching of this unit  
Flip grids are possible for presentations instead of live presentations  
Use of close captions, tiered reading tasks

### Resources

Any materials and resources related to Stage 3 learning activities.

[Vocab List](#)

[Circumlocution](#) Activity


[Quiz- vocabulaire education unit](#)

[Quel genre d'étudiant je suis ?](#)

[Le BAC- Year 3](#) [Year 3 - Unité 2- Education- Reggie - French 3 ACA \(2023-2024\)](#)

➤ [Year 3 - Unité 2- Education- Zina 23-24](#)

## Italian Year 3: Unit 2-Contemporary Life

<b>Unit Overview</b>	
<b>Unit Title:</b>	Contemporary Life year 3 
<b>Grade Level/Course:</b>	INTERMEDIATE LOW/MID Italian 3
<b>Length/Dates:</b>	5-6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in Italy.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"><li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li><li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li><li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li><li>• Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 &amp; 2.2)</li><li>• Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards &amp; intercultural competency standards). (5.1 &amp; 5.2)</li></ul>

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b>
<b>Cultures: Interact with cultural competence and understanding</b>
<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### **Creativity Transdisciplinary Goal:**

Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

## Enduring

### **Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

### *Students will understand...*

- What someone can do to be successful in school
- How high school (*liceo*) functions in Italy
- How the school day is structured in Italian schools
- How the process for getting into college in Italy works
- How *la maturità* factors into the college admissions process
- How students prepare to take *la maturità*

## Essential

### **Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. How does someone's learning habits impact their educational success?
2. How do your academic successes and failures affect your future?
3. How do different school systems prepare their students for life after college?
4. What challenges do students face when applying for college here and in Italy? Which aspects of each process should change and why?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>● Vocabulary to talk about good and bad habits of students</li> <li>● Vocabulary to compare school systems/ admissions processes.</li> <li>● Structures for giving advice about being better student</li> <li>● Affirmative tu commands</li> <li>● What <i>l'esame di maturità</i> is</li> <li>● The present tense</li> <li>● Differences and similarities between US and Italian schools and their college admissions process.</li> </ul>	Students can... <ul style="list-style-type: none"> <li>● communicate about their good and bad habits as a student in the present tense</li> <li>● communicate about their good and bad habits as a student in the present tense</li> <li>● give advice to a friend on how to be a better student using affirmative tu commands, and expressions of obligation/recommendation/suggestion</li> <li>● explain how to prepare for <i>la maturità</i></li> <li>● compare US and Italian schools and their college admissions process.</li> <li>● evaluate the effectiveness of the college admissions process in US and Italian schools.</li> <li>● maintain communication in the target language 95% or more of the time</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### **Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Italy.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include.

#### **Standards and Criteria for Success:**

- Classify descriptors of the admissions process in US and Italy
- Identify pros and cons of each country's process
- Have a discussion and come to an agreement on the ideal admissions process

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

### [Unit vocabulary](#)

- Blank Copy of il lessico
- Unit 2 PBA preparation

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

### [C Rubrics](#)

#### [Communication rubric](#)

#### [Novice High Rubric \(ACA\)](#)

#### [Intermediate low rubric](#)

#### [Intermediate Mid rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

### **Instructional Strategies**

Nonlinguistic representations of vocabulary - Frayer Model  
Graphic organizers (see links in learning target section)  
Gaming practice (quizlet, gimkit, blooet, etc)  
Conferencing & setting goals - journal entries  
Summarizing and notetaking  
Identifying similarities & differences; categorizing  
Cooperative/collaborative activities

## Other Evidence

### **Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive/Presentational grammar and vocab quizzes  
Practice Interpretive reading assignments  
Exit tickets  
Edpuzzle  
Quizlet practice  
Language lab activities and conversations  
Proficiency Self Assessments  
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)  
CBAs  
[IPA](#)

### Stage 3: Instructional Design

These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

Activity/Task 1		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<b>Students can use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.</b>		
Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"> <li>Be able to use the present tense.</li> <li>Talk about their daily activities at school.</li> <li>Discuss their good and bad school/study habits.</li> <li>Talk about their future plans</li> </ul>	<b>Student interest:</b> <ul style="list-style-type: none"> <li>Students communicate information and get to know each other.</li> <li>Students reflect on their current study/school related habits.</li> </ul>	<b>Students Can:</b> <ul style="list-style-type: none"> <li>Use present tense in complete sentences to talk about school habits.</li> <li>Use school related vocabulary to discuss their habits</li> </ul>
Assessment		
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<b>Summative:</b> <ul style="list-style-type: none"> <li>prova del lessico</li> <li>ACA prova del lessico</li> </ul>		
<b>Formative:</b> <b>“Test” that assesses what type of student they are:</b> <ul style="list-style-type: none"> <li>ACC sondaggio Che tipo di studente sei?</li> </ul>		

Activity/Task 2		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<b>Students use a variety of expressions to give advice to friends about how to improve their habits related to school.</b>		
Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"> <li>Give advice to friends about how to improve their school habits.</li> </ul>	<b>Real-world relevance:</b> <ul style="list-style-type: none"> <li>Real-world connections</li> <li>Student interest</li> <li>Real advice on how to improve as a student</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>Give advice for specified bad habits using a variety of advice expressions.</li> <li>Ask questions and respond to direct questions about</li> </ul>


<ul style="list-style-type: none"> <li>• Categorize good and bad habits</li> <li>• Match bad habits to the appropriate advice</li> </ul>		<p>their school habits.</p> <ul style="list-style-type: none"> <li>• Use unit vocab to discuss their own school habits and ask about someone else's habits.</li> <li>• Use expressions of obligation, recommendation to give advice (<i>devi, puoi, ecc.</i>)</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Formative:

 infografiche - Read & choose best habits in their opinion and explain why

 libro di foto aca

Language lab speaking activity giving advice to a partner:  ACA lab consigli studenti

Section of vocabulary quiz where students must give advice for specified bad habits.

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Students interpret a variety of authentic texts related to the last two years of high school and college admissions process in Italy**

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Compare a typical school day in the US and Italy.</li> </ul>	<p><b>Real-world relevance:</b>  <b>Global relevance:</b>            Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education.</p> <p><b>Student interest:</b>            Discussion of the path and preparation to college is relevant to student's current status in high school</p>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Interpret a text/audio about a school day in Italy</li> <li>• Use details from a text to make comparisons between their school day and a school day in Italy.</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative:**

- ACA confronto orario scolastico

- aca speaking orario scolastico partner D & R

**Activity/Task 4**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students analyze the process of getting into university in the target culture.

**Learning Target:****Students will:**

- Understand the different parts of *esame di maturità* and compare it to exams they have to take in the U.S.
- Categorize steps in the admissions process between Italy and the US

**Relevance:****Real-world relevance:**

Students reflect on how they are preparing for life after high school

**Success Criteria:****Students can:**

- Compare the *esame di maturità* to exams they take in the U.S. (The SAT, etc.)
- Accurately categorize the steps in the admissions process on the PBA organizer for Italy and the USA.

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

**Formative:**

- ACA esame di maturità

Debate: Pros and cons of going to university (Read article + take stance and debate with peers)

**Activity/Task 5**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**PBA/IPA:** Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in Italy. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.

**Learning Target:****Students will:**

- Be able to use the present tense
- Talk about their daily activities at school
- Discuss their good and bad school/study habits
- Talk about their future plans

**Relevance:****Student interest -**

- Students communicate information and get to know each other.
- Students reflect on their current study/school related habits.

**Success Criteria:****Students can:**

- Use should/must/have/to expressions
- Use expressions of agreement and disagreement
- Use present tense in complete sentences to talk about school habits.

		<ul style="list-style-type: none"> <li>• Use school related vocabulary to discuss their habits</li> <li>• Draw connections between ways to prepare for a big assessment in the US and in Italy.</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Summative:

#### Interpretive and presentational IPA tasks

- ☰ Unit 2 PBA preparation
- ☰ U2 IPA Presentational YEAR3
- ☰ ACA: IPA Interpretive

### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

#### Various Tier 1 strategies employed in the teaching of this unit

Flip grids are possible for presentations instead of live presentations


Use of close captions, tiered reading tasks

### Resources

Any materials and resources related to Stage 3 learning activities.

- 📖 Unità 2: L'educazione
- 📖 5 Vita Contemporanea-l'istruzione -acc
- 📖 5- L'istruzione -aca
- 📖 Unit 2: Education

## Latin Year 3: Unit 2-Contemporary Life

Unit Overview	
<b>Unit Title:</b>	Patrician and Plebeian Games: Entertainment in Ancient Rome 
<b>Grade Level/Course:</b>	Intermediate Low Latin 3ACA / Intermediate Mid Latin 3ACC
<b>Length/Dates:</b>	8 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the public games and social outings of Ancient Rome. They will also continue their exploration of the events of the Trojan War and how that shaped the Roman identity.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

American Council for the Teaching of Foreign Languages:

**COMMUNICATION:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**CULTURES** Interact with cultural competence and understanding.

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**CONNECTIONS** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**COMPARISONS** Develop insight into the nature of language and culture in order to interact with cultural competence.

**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Students will use their learning from this unit as a basis for the skills learned in the next unit.  
Students will use their learning from their Latin 3 course as a background for the skills learned in Latin 4.

Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

**Transfer Goals (Vision of the Graduate)**

List the long-term and/or school-wide independent student behaviors that this unit will address.

**Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- how Romans attended the public games (coliseum, circus maximus)
- the importance of social outings (to see and to be seen) in Patrician life
- the events of the Iliad and the fall of Troy
- what an infinitive is and how infinitives are used in Latin for:
  - subjective infinitives
  - objective infinitives
  - complementary infinitives
  - indirect statement

**Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What sort of activities were put on for Patricians and Plebeians at the public games?
- How/Why was the Trojan War saga a significant myth for the Romans?
- How did the Greeks defeat the Trojans?
- How do you identify infinitives in Latin?
- How are infinitives used in Latin?
- How do you translate *oratio obliqua*?

What will students know...

What will students be able to do...

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p><i>In addition to the language learned Latin 1 and 2, and in addition to the language learned in Latin 3 Unit 1 students will know...</i></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Infinitives</li> <li>● Indirect Statement</li> </ul> <p><b>Mythology</b></p> <ul style="list-style-type: none"> <li>● importance/relevance of Trojan War saga to ancient Greek/Roman world</li> <li>● the events of the Trojan war</li> <li>● how the Trojan war was ended with the Trojan Horse</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● the games at the Coliseum</li> <li>● piracy in ancient Rome</li> </ul>	<p><i>In addition to the language skills learned in Unit 1, students will be able to:</i></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● identify infinitives in Latin texts</li> <li>● translate Latin sentences involving indirect statements</li> </ul> <p><b>Mythology</b></p> <ul style="list-style-type: none"> <li>● Discuss and explain the importance of the Trojan War saga in the Greek/Roman world</li> <li>● Discuss and explain the events that lead to the end of the Trojan war</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● Compare Roman “sporting” competitions to modern sporting competitions</li> <li>● Discuss and explain the sub-culture of piracy and ransom in the ancient world</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### PBA: Formal Translation

- Goal: Students can compose a grammatically accurate English translation of a Latin story
- Role: Student
- Audience: Teacher
- Situation: Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts.
- Product/Performance/Purpose: A rough draft and a final draft of a story translation.
- Standards and Criteria for Success: Students will accurately translate participles and participle phrases/ablative absolutes

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[“A Day at the Coliseum”](#) Translation PBA [Created from Ecce Romani II textbook]

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Translation Grading Rubric](#) [Based on *Creativity: Openness and Willingness to Explore* rubric]

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Full Latin 3 folder of all activities/assessments/materials [linked here](#) for archive purposes

Example/Previous Lesson Outline for Block Schedule for Latin 3 ACA/ACC [linked here](#)

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

[Mythology Study Guides/Quizizz/Peardecks/PPTs](#)

Vocab Study Guides/Quizizz/Quizlets/Assessments ([ACA](#) / [ACC](#))

[Proficiency Activities](#)

[Integrated Performance Assessment/Skill Quest 2](#)

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Infinitive Forms and Uses

[Infinitives - Full Forms and Uses](#)

- Infinitive PPT
- Conjugation Reading Practice
- Guided Translation Practice: Basic Infinitive Uses
- "A Slave to the Rescue" Mini-Translation

### Learning Target:

- Students can identify infinitives in Latin sentences
- Students can identify the grammatical use of solo infinitives in Latin sentences

### Relevance:

- Necessary for large scale processes, plans or concepts:
- Identifying and translating infinitives is necessary for translation of authentic sentences and paragraphs

### Success Criteria:

- Students will parse Latin infinitives
- Students will identify infinitives in Latin sentences

<ul style="list-style-type: none"> <li>Students can translate infinitives according to their use in Latin sentences</li> </ul>	<p>from Latin texts into English</p>	<ul style="list-style-type: none"> <li>Students will translate infinitives according to their use in Latin sentences</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative:

Guided Translation Practice: Basic Infinitive Uses

Summative:

“A Slave to the Rescue” Mini-Translation

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Infinitives and Indirect Statements

[Infinitives and Indirect Statement](#)

- Indirect Statement PPT/Notes
- Indirect Statement Sequence of Tenses
- Guided Translation: Indirect Statement
- Sentence Practice (Infinitives and Indirect Statement)
- ACC only: Snake Sentences Indirect Statement

#### Learning Target:

- Students can identify infinitives in indirect statements within Latin sentences
- Students can translate indirect statements in Latin sentences accurately according to the sequence of tenses

#### Relevance:

- Necessary for large scale processes, plans or concepts:
- Identifying and translating indirect statements is necessary for translation of authentic sentences and paragraphs from Latin texts into English

#### Success Criteria:

- Students will parse Latin infinitives
- Students will identify infinitives in Latin sentences
- Students will translate infinitives according to their use in Latin sentences

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative:

Snake Sentences Indirect Statement (ACC only)

Guided Translation: Indirect Statement

Summative:

A Day at the Coliseum PBA

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

## [Unit 2/Quarter 2 Mythology: Causes of the Trojan War & The Journey to Troy](#)

Learning Target:	Relevance:	Success Criteria:
<ul style="list-style-type: none"><li>Identify the major characters of the Trojan War</li><li>Understand the interplay of the causes of the Trojan War</li></ul>	Student Interest: This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	<ul style="list-style-type: none"><li>Students will write reflections based off open-ended opinion prompts focusing on the major themes of the Trojan war</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative assessments:

[Mythology Peardecks/Reflections/Quizizz](#)

Summative Assessment:

[Trojan War Reflection Questions](#)

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

## [Integrated Performance Assessment: Good Games and Bad](#)

Learning Target:	Relevance:	Success Criteria:
<ul style="list-style-type: none"><li>Students can define and translate common Latin Vocabulary within the context of a Latin text</li><li>Students can identify and translate solo infinitives and infinitives in indirect statements</li></ul>	Real-world connection: Students are translating short unabridged Latin texts  Student interest: Fulfills the objective of the course	<ul style="list-style-type: none"><li>Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation)</li><li>Students will answer literal comprehension questions about a text/media that contains familiar and unfamiliar elements</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Summative:

Unit Skill Quest / IPA "Good Games and Bad"

### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Various Practices: ACC has a composition component to practices, ACA does not have composition practice
  - Some practices (ex: Reading Practices) have student “challenge level” choice embedded in the practice scaffolding
- Vocabulary Quizzes: ACC has fill in the blank, ACA has matching
- PBA: ACC rough draft is done individually, ACA start in pairs/trios
- IPA:
  - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar
  - ACA grammar and translation sections are done with some relevant grammar aids


## Resources

Any materials and resources related to Stage 3 learning activities.

Full Latin 3 folder of all activities/assessments/materials [linked here](#) for archive purposes

Example/Previous Lesson Outline for Block Schedule for Latin 3 ACA/ACC [linked here](#)

## Mandarin Year 3: Unit 2-Contemporary Life

<b>Unit Overview</b>	
<b>Unit Title:</b>	Contemporary Life year 3 
<b>Grade Level/Course:</b>	INTERMEDIATE LOW/MID Mandarin 3
<b>Length/Dates:</b>	5-6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in Chinese.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"><li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li><li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li><li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li><li>• Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 &amp; 2.2)</li><li>• Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards &amp; intercultural competency standards). (5.1 &amp; 5.2)</li></ul>

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b>
<b>Cultures: Interact with cultural competence and understanding</b>
<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### **Creativity Transdisciplinary Goal:**

Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

### **Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand...

- What someone can do to be successful in school
- How high school functions in China
- How the school day is structured in Chinese schools
- How the process for getting into college in China works
- How 高考 factors into the college admissions process
- How students prepare to take 高考

### **Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

1. What type of student are you?
2. How does someone's learning habits impact their educational success?
3. How do your academic successes and failures affect your future?
4. How do different school systems prepare their students for life after college?
5. What challenges do students face when applying for college here and in China? Which aspects of each process should change and why?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>- Vocabulary to talk about good and bad habits of students</li> <li>- Vocabulary to compare school systems/ admissions processes.</li> <li>- Structures for giving advice about being better student</li> <li>- Giving commands in different ways</li> <li>- What gaokao is</li> <li>- To tell events in the past and at present</li> <li>- Differences and similarities between US and Chinese schools and their college admissions process.</li> </ul>	Students can... <ul style="list-style-type: none"> <li>- communicate about their good and bad habits as a student</li> <li>- communicate about their good and bad habits as a student</li> <li>- give advice to a friend on how to be a better student using commands, and expressions of obligation/recommendation/suggestion</li> <li>- explain how to prepare for gaokao</li> <li>- compare US and Chinese schools and their college admissions process.</li> <li>- evaluate the effectiveness of the college admissions process in US and Chinese schools.</li> <li>- maintain communication in the target language 95% or more of the time</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### **Presentational Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and China.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and China, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 3-4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and China. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Chinese admissions process to include.

#### **Standards and Criteria for Success:**

- Classify descriptors of the admissions process in US and China
- Identify pros and cons of each process
- Have a discussion and come to an agreement on the ideal admissions process

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- 📖 中文三 Unit 2 Education 教育 单词表
- 📖 Unit 2 教育 PBA preparation chart

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

### [C Rubrics](#)

[Communication rubric](#)

[Novice High Rubric \(ACA\)](#)

[Intermediate low rubric](#)

[Intermediate Mid rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

### Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model  
Graphic organizers (see links in learning target section)  
Gaming practice (quizlet, gimkit, blooet, etc)  
Conferencing & setting goals - journal entries  
Summarizing and notetaking  
Identifying similarities & differences; categorizing  
Cooperative/collaborative activities

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes  
Presentational grammar and vocab quizzes  
Practice Interpretive reading assignments  
Exit tickets  
Edpuzzle  
Quizlet practice  
Language lab activities and conversations  
Proficiency Self Assessments  
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)

## Stage 3: Instructional Design

These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.

Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"><li>- Be able to describe present events.</li><li>- Talk about their daily activities at school</li><li>- Discuss their good and bad school/study habits</li><li>- Talk about their future plans</li></ul>	<b>Student interest:</b> <ul style="list-style-type: none"><li>- Students communicate information and get to know each other.</li><li>- Students reflect on their current study/school related habits.</li></ul>	<b>Students can:</b> <ul style="list-style-type: none"><li>• use unit vocabulary and previously learned actions words</li><li>• Identify unit terms and use them in sentences</li><li>• Use sentences to describe pictures or videos about school behavior</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

#### Formative:

教育 intro slides

单词学习: <https://www.gimkit.com/join/636a9298655b690021f7a769>

你是好学生调研:  你是好学生吗?

中文三 11/7--11/11 (22-23)

你和她一样吗:  行为

Flipgrid recording behaviors: <https://flip.com/bb0c18d2>

#### Summative:

Vocab Quiz: 教育

### Activity/Task 2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Use unit terms in sentences to inquire information.**

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will</b> Process the information in statements and questions.</p>	<p><b>Real-world relevance -</b> interpreting and using unit terms to ask and answer questions.</p>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Identify unit terms in questions and statements using appropriate time phrases.</li> <li>• can employ, in speech and writing, a variety of vocabulary to answer questions about everyday behaviors.</li> <li>• Can use unit terms to discuss present and past events</li> <li>• create questions to ask others about their behaviors.</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

#### Formative:

-  [Copy of 中文三 时间.docx](#)
-  [pop up translation](#)
-  [Tic Tac Toe 句子练习](#)

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.  
Give suggestions or commands to others' behaviors.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Give advice to friends about how to improve their school habits.</li> <li>- Categorize good and bad habits.</li> <li>- Match bad habits to the appropriate advice.</li> </ul>	<p><b>Real-world relevance:</b></p> <ul style="list-style-type: none"> <li>- Real-world connections</li> <li>- Student interest</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- <b>Use 应该 to give suggestions.</b></li> <li>- Ask questions and respond to direct questions about their school habits.</li> <li>- Use unit vocab to discuss their own school habits and ask about someone else's habits.</li> </ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Formative:**

- ☐ 我们应该
- ☰ 中文三 zigsaw 建议
- ☰ 中文三 tic tok 中文课的建议

**Activity/Task 4**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Understand the differences in educational path between China and the US that lead to college

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will:</b> Compare how students get to colleges in the target culture with that in the US</p>	<p><b>Real-world relevance:</b> Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education.</p> <p><b>Student interest:</b> Discussion of the path and preparation to college is relevant to student's current status in high school</p>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>● Interpret videos or authentic texts about college entrance exams in China.</li> <li>● Discuss what they need to do to get further education</li> <li>● Compare and contrast the different requirements in China and in the US to get to college.</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

**Formative:**


- ☰ 中文三 上大学 比较
- 少年派: ☰ 中文三 看 视频KWL
- 📺 《少年派》高考“硬核”倒计时 同一个世界同一个妈 Growing Pain 【芒果TV独播剧场】
- 中国高考: <https://edpuzzle.com/media/6385133bbe880e415171e7e6>
- 高考和SAT比较: ☐ 高考 from 中文三 11/28--12/2(22-23) ☰ 什么是高考
- 中国和美国的學生比较: <https://edpuzzle.com/media/6385139c889610414033e8fd>
- ☰ 我的大学路
- ☰ 聊聊将来的计划
- ☰ 毕业后打算做什么? survey

**Activity/Task 5**





What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Discuss and explain “How different behaviors and choices may lead to different educational paths”		
Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"> <li>Incorporate their understanding of the unit to interpret and explain their opinion of school behavior and colleague entrance requirements.</li> <li>Categorize steps in the admissions process between China and the US.</li> </ul>	<ul style="list-style-type: none"> <li><b>Global relevance:</b> Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education.</li> <li><b>Student interest:</b> Discussion of the path and preparation to college is relevant to a student's current status in high school.</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>Accurately categorize the steps in the admissions process on the PBA organizer for China and the USA.</li> <li>Defend their opinion about certain ways to college</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
<b>Formative:</b> <input type="checkbox"/> Mini practice debates <b>PBA:discussion</b> <input type="checkbox"/> Unit 2 教育 PBA preparation chart		


Activity/Task 6		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<b>IPA/PBA:</b> Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.		
Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"> <li>Have a small group discussion to collaborate on the ideal University admissions process</li> <li>Write a plan to prepare for Midterms at SHS</li> </ul>	<b>Global relevance</b> - Students will be familiar with university admissions processes outside of the United States  <b>Real-world connections</b> - Students will be applying to college soon and preparing to take high stakes assessments such as AP tests and SATs.	<b>Students can:</b> <ul style="list-style-type: none"> <li>Use should/must/have/to expressions</li> <li>Use expressions of agreement and disagreement</li> <li>Use unit related vocabulary</li> <li>Draw connections between ways to prepare for a big assessment in the US and in China.</li> </ul>

<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
<b>Summative:</b> <b>IPA: interpretive and writing</b>  <b>中文三 Unit 2教育 IPA 22-23</b>		

<b>Extension/Modification</b> Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
<b>Various Tier 1 strategies employed in the teaching of this unit</b> <b>Differentiated materials for ACA and ACC</b>

<b>Resources</b> Any materials and resources related to Stage 3 learning activities.
 中文三 12/4--12/8 23-24 ,  中文三 11/27 23-24 ,  中文三 11/20 23-24 ,  中文三 11/6--11/10 23-24 ,  中文三 10/30-11/3 23-24

## Spanish Year 3: Unit 2-Contemporary Life

<b>Unit Overview</b>	
<b>Unit Title:</b>	Contemporary Life 
<b>Grade Level/Course:</b>	INTERMEDIATE LOW/MID Spanish 3
<b>Length/Dates:</b>	5-6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in Spain.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 & 2.2)
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards & intercultural competency standards). (5.1 & 5.2)

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures: Interact with cultural competence and understanding

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### **Creativity Transdisciplinary Goal:**

Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

### **Enduring**

#### **Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

#### *Students will understand...*

- What someone can do to be successful in school
- How the school day is structured in Spanish schools
- How the last 2 years of high school function in Spain
- How the process for getting into college in Spain works
- How la selectividad factors into the college admissions process
- How students prepare to take la selectividad

### **Essential**

#### **Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How does someone's learning habits impact their educational success?
- How do your academic successes and failures affect your future?
- How do different school systems prepare their students for life after college?
- What challenges do students face when applying for college here and in Spain? Which aspects of each process should change and why?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>● Vocabulary to talk about good and bad habits of students</li> <li>● Vocabulary to compare school systems/ admissions processes.</li> <li>● Structures for giving advice about being better student (debes/deberías/tienes que/ hay que)</li> <li>● What la Selectividad is</li> <li>● The present tense</li> <li>● Differences and similarities between US and Spanish schools and their college admissions process.</li> </ul>	Students can... <ul style="list-style-type: none"> <li>● communicate about their good and bad habits as a student in the present tense</li> <li>● give advice to a friend on how to be a better student using expressions of obligation/recommendation/suggestion</li> <li>● explain how to prepare for la selectividad</li> <li>● compare US and Spanish schools and their college admissions process.</li> <li>● evaluate the effectiveness of the college admissions process in US and Spanish schools.</li> <li>● maintain communication in the target language 95% or more of the time</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### **Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Spain.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Spain, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Spain. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Spanish admissions process to include.

#### **Standards and Criteria for Success:**

- Classify descriptors of the admissions process in US and Spanish speaking country
- Identify pros and cons of each process
- Have a discussion and come to an agreement on the ideal admissions process

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Unit vocabulary](#)

[Unit 2 PBA preparation \(Martin\)](#)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

### [C Rubrics](#)

[Communication rubric](#)

[Novice High Rubric \(ACA\)](#)

[Intermediate low rubric](#)

[Intermediate Mid rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

## Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooet, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences; categorizing

Cooperative/collaborative activities

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quizzes

Presentational grammar and vocab quizzes

Practice Interpretive reading assignments

Exit tickets

Edpuzzle

Quizlet practice

Language lab activities and conversations

Proficiency Self Assessments

Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)

CBA's

[La Selectividad Honors IPA](#)

## Stage 3: Instructional Design

*These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.*

### Activity/Task #1

What is the actual instructional task that supports student learning in this lesson?


Tasks can be linked in here. Include technology integration as applicable to support learning.

Students use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.

Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Use the present tense</li> <li>• Talk about their daily activities at school</li> <li>• Discuss their good and bad school/study habits</li> <li>• Talk about their future plans</li> </ul>	<b>Student interest:</b> <ul style="list-style-type: none"> <li>• Students communicate information and get to know each other.</li> <li>• Students reflect on their current study/school related habits.</li> </ul>	<b>Students Can:</b> <ul style="list-style-type: none"> <li>• Use present tense in complete sentences to talk about school habits.</li> <li>• Use school related vocabulary to discuss their habits</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<b>Formative:</b> <a href="#">¿Qué tipo de estudiante soy? Diagnostic quiz</a> <input type="checkbox"/> puntos cardinales Actividad de vocabulario		

Activity/Task #2		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students use a variety of expressions to give advice to friends about how to improve their habits related to school.		
Learning Target:	Relevance:	Success Criteria:
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Give advice to friends about how to improve their school habits.</li> <li>• Categorize good and bad habits.</li> <li>• Match bad habits to the appropriate advice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Real-world connections</b> - giving advice is an important skill</li> <li>• <b>Student interest</b> - they have to share and reflect on their personal habits as students</li> </ul>	<b>Students can:</b> <ul style="list-style-type: none"> <li>• Give advice for specified bad habits using a variety of advice expressions.</li> <li>• Ask questions and respond to direct questions about their school habits.</li> <li>• Use unit vocab to discuss their own school habits and ask about someone else's habits.</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence.		
<b>Formative:</b> <a href="#">Lab activity-giving advice</a> <input type="checkbox"/> Desk Activity- La educación		

**Summative:**

 Prueba de vocab - la educación

**Activity/Task #3**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students interpret a variety of authentic texts related to the last two years of high school and college admissions process in Spain.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Compare a typical school day in the US and in Spain.</li> <li>• Interpret a presentation on Spanish secondary schools.</li> <li>• Watch a news report on the Spanish University entrance exam (La Selectividad/EBAU)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global relevance:</b> Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education.</li> <li>• <b>Student interest:</b> Discussion of the path and preparation to college is relevant to a student's current status in high school.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Interpret a text about a school day in Spain</li> <li>• Use details from a text to make comparisons</li> <li>• Describe a typical secondary school in Spain</li> <li>• Students can recognize unit vocab in interpretive listening activities in order to identify main ideas</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative:**

[Presentation / guided notes](#)

[Educación en España Comprehension quiz](#)

[La selectividad mini quiz](#)

**Summative:**

[Unit 2 Interpretive IPA ACC](#)

**Activity/Task #4**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students analyze the process of getting into university in the target culture.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Categorize steps in the admissions process between Spain and the US.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global relevance:</b> Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education.</li> <li>• <b>Student interest:</b> Discussion of the path and preparation to college is relevant to a student's current status in high school.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Accurately categorize the steps in the admissions process on the PBA organizer for Spain and the USA.</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>		
<p><b>Formative</b> <a href="#">PBA organizer</a></p>		

<p><b>Activity/Task #5</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>		
<p>PBA/IPA: Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.</p>		
Learning Target:	Relevance:	Success Criteria:
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have a small group discussion to collaborate on the ideal University admissions process</li> <li>• Write a plan to prepare for midterms at SHS</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global relevance -</b> Students will be familiar with university admissions processes outside of the United States</li> <li>• <b>Real-world connections -</b> Students will be applying to college soon and preparing to take high stakes assessments such as AP tests and SATs.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Use should/must/have/to expressions</li> <li>• Use expressions of agreement and disagreement</li> <li>• Use the present tense</li> <li>• Use unit related vocabulary</li> <li>• Draw connections between ways to prepare for a big assessment in the US and in Spain.</li> </ul>

### **Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### **Summative**

 U2 IPA Presentational YEAR3

### **Extension/Modification**

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Various Tier 1 strategies employed in the teaching of this unit**


**Flip grids are possible for presentations instead of live presentations**

**Use of close captions, tiered reading tasks**

### **Resources**

Any materials and resources related to Stage 3 learning activities.

#### **Slides**

 Educación

Resources linked under stage 2 and 3 learning activities

Curriculum

Units: 2

Years 1-5

All Languages



## World Language Southington High School

Chinese, French, Italian, Latin, Spanish

## World Language Units

6 overarching themes repeat each year with a different sub theme focus.

All units are culture focused; grammar and vocabulary are necessary tools to complete the real world tasks with the appropriate text type for their proficiency level.



## 6 Cultural Themes for all years, all levels

### Personal & Public Identities



### Science & Technology



### Beauty & Aesthetics



### Families & Communities



### Global Challenges



### Contemporary Life



## ACTFL Proficiency Levels

**Novice Mid =**  
year 1 ACA

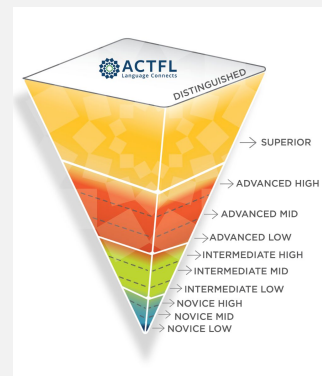
**Intermediate Low =**  
year 2 ACC  
Year 3 ACA

**Intermediate High =**  
year 4 ACC  
year 5 ACA

**Novice High =**  
year 1 ACC  
year 2 ACA

**Intermediate Mid =**  
year 3 ACC  
year 4 ACA

**Advanced Low =**  
year 5 ECE



# ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
<b>Superior</b>	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>			1	
<b>Novice High</b>	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			
<b>Novice Low</b>				<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>

slidesmania.com

## Year 1-Unit 2: Families & Communities

Novice Mid/High Proficiency Level

Students can describe themselves and their family members physically and their personalities. They can discuss their holidays and compare and contrast them with the holidays in the target language culture.



slidesmania.com

**Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person



PBA

**Year 2-Unit 2:  
Global Challenges**

Novice High or Intermediate Low Proficiency  
Level

Students can discuss their impact on the environment and give advice on how to improve one's environmental habits.



# PBA

## **Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

## Year 3-Unit 2: Contemporary Life

Intermediate Low/Mid Proficiency Level

Students can discuss their good and bad school/study habits in the present tense.

Students will compare the university admissions process in the United States to the process in the target language culture.



**Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Italy.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include.



PBA



## Year 4-Unit 2: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.



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## Presentational Speaking:

**Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.

**Role:** Innovator

**Audience:** Investors (“sharks”) - class peers and teachers

**Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.

**Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.

PBA

## Year 5-Unit 2: Families & Communities

Intermediate high/Advanced low Proficiency Level

Students can share their holidays and traditions and compare them to holidays and traditions in the target language culture.



**Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

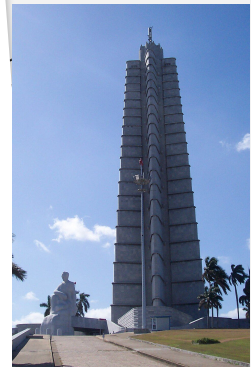
**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

PBA

**Year 5 Latin American Studies Unit 2**  
**Families & Communities**

Intermediate High Proficiency Level

Students can build on their understanding of identity from unit 1 & examine the entry of European and African cultures in Latin America. Students can critically interpret texts about the conquest by the Spanish, the “mestizo” culture in Latin America & how much of Latin American identity is a mix of many cultures.



# PBA

**Presentational Speaking Mode:**

**Goal:** Students will participate in a forum representing a historical figure from the Columbian Era.

**Role:** Historical Figure /Each student will be assigned on of the following participants to represent:

Hernan Cortés, Bernal Díaz de Castillo, El Inca Garcilaso de la Vega, Moctezuma, Bartolomé de las Casas, Enriquillo, Cristóbal Colón, Los reyes católicos, Doña Marina/ La Malinche

**Audience:** Other participants and teacher

**Situation:** You are a historical figure discussing some of the issues that took place during the Columbian era. You are explaining your perspective of the conquest and questioning others to share their perspectives.

**Product Performance and Purpose:** The purpose is to view the different perspectives of all the different people who participated in the colonization of the Latin American countries.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 g.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS World Language Year 4, Unit 2: Global Communities – Revised Curriculum – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS World Language Year 4, Unit 2: Global Communities – Revised Curriculum.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve SHS World Language Year 4, Unit 2: Global Communities – Revised Curriculum as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal




\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

## French Year 4: Unit 2-Science & Technology

<b>Unit Overview</b>	
<b>Unit Title:</b>	Science and Technology Year 4 
<b>Grade Level/Course:</b>	Intermediate High and Intermediate Mid Year 4
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"><li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li><li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li><li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li><li>• 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li><li>• 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li><li>• 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.</li><li>• 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li><li>• 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li><li>• 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li></ul>

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes Cultures: Interact with cultural competence and understanding Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### Creativity Transdisciplinary Goal:

Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

- Understanding the importance of learning from past innovations and improving upon them in order to meet relevant needs.
- That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment.
- That our actions and the way we innovate impacts other global and local community members, and ourselves.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How does technology change over time?
- How can we best prepare for a changing future?
- What impact does/can technology have on our local and global communities?

### What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know:

- How technology has adapted to meet global changes/needs.
- What the process of creating a new invention entails.
- Vocabulary related to technology and innovation
- About the various impacts that innovations have on the local and global communities around them.
- How to persuade and express opinions
- How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes

### What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can:

- Use past, present and future tenses in order to narrate and describe
- Use persuasive expressions in order to give their opinions and make an argument.
- Apply knowledge of innovation to create a product that addresses a current global challenge
- Anticipate the impact an innovation will have on a local or global community
- Incorporate vocabulary related to technology and innovation in speech and writing
- Interpret authentic articles and videos about innovation and technology
- Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries.
- Speak and write in simple and complex phrases
- maintain communication in the target language 95% or more of the time.

## Stage 2: Evidence of Student Learning

### Performance Tasks


#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.
- **Role:** Innovator
- **Audience:** Investors (“sharks”) - class peers and teachers
- **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.
- **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.
- **Standards and Criteria for Success:**
  - Students’ speaking will be evaluated on the WL Department **Interpersonal** rubric at the appropriate proficiency level
  - Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

 Copy of PBA- Shark Tank- Presentational Speaking

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

 Intermediate Mid  Intermediate Low

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Plan in advance with other French speaking members of the language department/school community to serve as sharks during your class presentations.

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet/Gimkit practice

Language lab activities and conversations

IPA:

Interpretive task: article related to innovation/start ups  
 Interpersonal task: Socratic seminar surrounding innovation and startups  
 Presentational task: presentational writing reflection on innovation, incorporating ideas from the article.

### Stage 3: Instructional Design

#### Activity/Task #1

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how different professions can change as a result of technological advances.

Learning Target:	Relevance:	Success Criteria:
<b>Students Can</b> <ul style="list-style-type: none"> <li>Identify how jobs have changed over time and how jobs will adapt for future needs</li> <li>Understand how technology may change what the job market looks like in future job opportunities</li> </ul>	<b>Real World Connection</b> <ul style="list-style-type: none"> <li>Students will be entering the workforce in the near future and it is essential to understand which areas are in demand and which are becoming obsolete</li> </ul>	<b>Students Can</b> <ul style="list-style-type: none"> <li>use job terms in speaking and writing</li> <li>identify job terms in infographics</li> <li>describe the jobs replaced by technology using proper connectors.</li> <li>make predictions as to how jobs will be affected in the future</li> </ul>

#### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

- ☰ 6 métiers qui n'existeront plus dans 20 ans
- ☰ Devoir- interview les parents
- ☰ Year 4 unit 2 l'école d'hier et l'école d'aujourd'hui
- ☰ Grammaire- Accord adjectif et verbes Activité
- ☰ Teacher edition- vocabulaire
- ☰ French4 - Unit2 vocab practice

#### Activity/Task #2

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how different fields can change as a result of technological advances

Learning Target:	Relevance:	Success Criteria:
<b>Students Can</b> <ul style="list-style-type: none"> <li>How technology has changed over time in various fields and applications</li> </ul>	<b>Real World Connected</b> <ul style="list-style-type: none"> <li>Students work with changing technology on a daily basis and can must be able to adapt to</li> </ul>	<b>Students Can</b> <ul style="list-style-type: none"> <li>Discuss how jobs were in the past</li> <li>Predict how jobs might be different in the future</li> </ul>

	the change that they encounter	<ul style="list-style-type: none"> <li>Compare past and future differences in various fields and applications (i.e. education, communication, transportation, etc.)</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- ☐ L'imparfait (passé ) + present + future
- ☰ les filières - comment sont et comment ils étaient
- ☰ Révision de grammaire

### Activity/Task #3

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how agriculture has/will change as a result of technological advances

#### Learning Target:

##### Students Understand

- How agriculture has changed over time and how agriculture will adapt for future needs
- How technology may change what agriculture looks like in the future

#### Relevance:

##### Real World Connection

- How agriculture is changing and affecting lives

#### Success Criteria:

##### Students Can

- Students can use the imperfect tense to describe what agriculture was like in the past.
- Students can compare agriculture in the past to today's.
- Students can describe the role of agriculture in a changing world.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- ☰ Copy of Domaine agricole

### Activity/Task #4

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Mini presentations that help students prepare for the PBA through the following ways: Practice presenting in front of the class, practice communicating in the past as well as the future tenses.

Student groups choose a specific field to research and create a mini presentation explaining the evolution of technology in this field.


Learning Target:	Relevance:	Success Criteria:
<p><b>Students Understand</b></p> <ul style="list-style-type: none"> <li>• How various fields have changed over time and how they will need to adapt for future needs</li> <li>• How technology may change what various fields look like in the future</li> </ul>	<p><b>Real World Connection</b></p> <ul style="list-style-type: none"> <li>• The technology used in the past was not the same as it is now. Students will research these differences and give a presentation to the class on how technology in a certain sector has evolved. Students will also want to think about what technology in their given field will be like in the future for their kids.</li> </ul>	<p><b>Students Can</b></p> <ul style="list-style-type: none"> <li>• use the imperfect tense to describe their specific fields in the past</li> <li>• use the future tense to describe their specific fields in the future</li> <li>• use the present tense to describe how their fields currently are</li> <li>• compare aspects of their field in the past to today's aspects.</li> <li>• make predictions on how technology will change their field and what role the new technology will play.</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Department rubrics:** Intermediate Mid + Intermediate Low

 Copy of Domaine agricole

**Activity/Task #5**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

PBA - Shark Tank

Learning Target:	Relevance:	Success Criteria:
<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• create and pitch an innovation that satisfies a need in an identified field</li> <li>• discuss and negotiate their product to sell their idea to mock investors</li> </ul>	<p><b>Real World Connected</b></p> <ul style="list-style-type: none"> <li>• Students use imagination to create items/service relevant to their lives</li> <li>• Students choose a field of interest that is relevant to their personal interests and future areas of study/employment</li> </ul> <p><b>Student Interest</b></p>	<p><b>Students Can</b></p> <ul style="list-style-type: none"> <li>• use past and future time indicators to express past and future events</li> <li>• describe items and their usage in complete and connected sentences.</li> <li>• present and discuss their inventions to/with a panel in the target language</li> </ul>

	<ul style="list-style-type: none"> <li>Students will be able to choose their own field and area of need to create a new invention of their choosing.</li> </ul>	
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**Assessment**  
 List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

**Summative:** [📄 Copy of PBA- Shark Tank- Presentational Speaking](#)

**Activity/Task #6**  
 What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

IPA - Startup in France  
 Interpretive - Article about Startup in France program  
 Interpersonal - Socratic Seminar  
 Presentational - Written reflection

Learning Target:	Relevance:	Success Criteria:
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<p><b>Students Understand</b></p> <ul style="list-style-type: none"> <li>interpret a text about a business initiative in France and its impact on both France and new innovators.</li> <li>Engage in conversations with peers about innovations and technological changes over time</li> <li>explain the impact(s) that innovation has both on a country and its ability to flourish as well as an individual and their preparedness for the future</li> </ul>	<p><b>Real World Connected</b></p> <ul style="list-style-type: none"> <li>Students will be able to see how various programs exist that foster innovative ideas and when they graduate they will have a broader understanding of opportunities that may exist for them beyond the United States.</li> <li>Students in future classes or careers need interpersonal skills where they can sustain a conversation and defend their opinion.</li> <li>Students can reflect upon the impact that being innovative can have on a community as well as on their own personal life, and use this as potentially a</li> </ul>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>identify a main idea, supporting details, and cultural perspective of the authentic text</li> <li>recognize vocabulary from context from the text and make inferences.</li> <li>Form and defend opinions related to innovation in the target language</li> <li>Engage in conversations using the present, future and past tenses to talk about their experiences and ideas/opinions</li> <li>challenge other opinions and ideas respectfully in order to encourage their peers to think outside the box</li> </ul>
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	motivating factor for future educational/career path choices	
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Summative**


☰ IPA- All parts - Y4 U2- science and technology

**Resources**

Any materials and resources related to Stage 3 learning activities.

☐ French 4 - Unit 2 Science and technology ZS

## Italian Year 4: Unit 2-Science & Technology

<b>Unit 2 Overview</b>	
<b>Unit Title:</b>	Science and Technology Year 4 
<b>Grade Level/Course:</b>	Intermediate High and Intermediate Mid Year 4
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"><li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li><li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li><li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li><li>• 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li><li>• 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li><li>• 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.</li><li>• 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li><li>• 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li><li>• 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li></ul>

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b> <b>Cultures: Interact with cultural competence and understanding</b> <b>Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</b> <b>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence</b> <b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</b>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### **Creativity Transdisciplinary Goal:**

Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

**Enduring Understanding(s):**  
What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- the importance of learning from past innovations and improving upon them in order to meet relevant needs.
- That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment.
- That our actions and the way we innovate impacts other global and local community members, and ourselves.

**Essential Question(s):**  
These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How does technology change over time?
- How can we best prepare for a changing future?
- What impact does/can technology have on our local and global communities?

<b>What will students know...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students be able to do...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know: <ul style="list-style-type: none"> <li>● How technology has adapted to meet global changes/needs.</li> <li>● What the process of creating a new invention entails.</li> <li>● Vocabulary related to technology and innovation</li> <li>● About the various impacts that innovations have on the local and global communities around them.</li> <li>● How to persuade and express opinions</li> <li>● How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes</li> </ul>	Students can: <ul style="list-style-type: none"> <li>● Use past, present and future tenses in order to narrate and describe</li> <li>● Use persuasive expressions in order to give their opinions and make an argument.</li> <li>● Apply knowledge of innovation to create a product that addresses a current global challenge</li> <li>● Anticipate the impact an innovation will have on a local or global community</li> <li>● Incorporate vocabulary related to technology and innovation in speech and writing</li> <li>● Interpret authentic articles and videos about innovation and technology</li> <li>● Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries.</li> <li>● Speak and write in simple and complex phrases</li> <li>● maintain communication in the target language 95% or more of the time.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<b>Presentational Speaking:</b> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.</li> <li>● <b>Role:</b> Innovator</li> <li>● <b>Audience:</b> Investors (“sharks”) - class peers and teachers</li> <li>● <b>Situation:</b> You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.</li> <li>● <b>Product/Performance/Purpose:</b> You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.</li> <li>● <b>Standards and Criteria for Success:</b> <ul style="list-style-type: none"> <li>- Students’ speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level</li> <li>- Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product</li> <li>-</li> </ul> </li> </ul>

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

☰ PBA- Shark Tank- Presentational Speaking

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

☰ Intermediate Mid

☰ Intermediate Low

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Plan in advance with other Italian speaking members of the language department/school community to serve as sharks during your class presentations.

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet/Gimkit practice

Language lab activities and conversations

IPA:

Interpretive task: article related to innovation/start ups

Interpersonal task: Socratic seminar surrounding innovation and startups

Presentational task: presentational writing reflection on innovation, incorporating ideas from the article.

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how different professions can change as a result of technological advances.

#### Learning Target:

##### Students can

- identify jobs have changed over time and how jobs will adapt for future needs
- understand how technology may change what the job market looks

#### Relevance:

##### Real World Connection

- Students will be entering the workforce in the near future and it is essential to understand which areas are in demand and which are becoming obsolete

#### Success Criteria:

##### Students Can

- use job terms in speaking and writing
- identify job terms in infographics

like in future job opportunities		<ul style="list-style-type: none"> <li>• describe the jobs replaced by technology using proper connectors.</li> <li>• Make predictions as to how jobs will be affected in the future</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

☰ I 10 lavori che non esisteranno tra 20 anni: ecco quali sono

☰ Infographic- 12 lavori del futuro

☰ Infographic- automazione

☰ Teacher edition- lessico

### Activity/Task 2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how different fields can change as a result of technological advances

#### Learning Target:

##### Students can

- identify how technology has changed over time in various fields and applications
- discuss technology may change what different fields look like in the future

#### Relevance:

##### Real World Connected

- Students work with changing technology on a daily basis and can must be able to adapt to the change that they encounter

#### Success Criteria:

##### Students Can

- Use the imperfect tense to describe what different field were like in the past
- Predict how jobs might be different in the future
- Compare past and future differences in various fields and applications (i.e. education, communication, transportation, etc.)

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

☑ Tecnologia nel passato

☰ Cambiamenti- com'era? com'e'?

☰ Prova del lessico

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how agriculture has/will change as a result of technological advances

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• identify how agriculture has changed over time and how agriculture will adapt for future needs</li> <li>• discuss how technology may change what agriculture looks like in the future</li> </ul>	<p><b>Real World Connection</b></p> <ul style="list-style-type: none"> <li>• How agriculture is changing and affecting lives</li> </ul>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• use the imperfect tense to describe what agriculture was like in the past.</li> <li>• compare agriculture in the past to today's.</li> <li>• describe the role of agriculture in a changing world.</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

-  **Campo Agricolo**
-  **Serra idroponica- video**

**Activity/Task 4**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Mini presentations that help students prepare for the PBA through the following ways: Practice presenting in front of the class, practice communicating in the past as well as the future tenses.

Student groups choose a specific field to research and create a mini presentation explaining the evolution of technology in this field.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Learn how various fields have changed over time and how they will need to adapt for future needs</li> <li>• Learn how technology may change what various fields look like in the future</li> </ul>	<p><b>Real World Connection</b></p> <ul style="list-style-type: none"> <li>• The technology used in the past was not the same as it is now. Students will research these differences and give a presentation to the class on how technology in a certain sector has evolved. Students will also want to think about what technology in their given field will be like in the future for their kids.</li> </ul>	<p><b>Students Can</b></p> <ul style="list-style-type: none"> <li>• use the imperfect tense to describe their specific fields in the past</li> <li>• use the future tense to describe their specific fields in the future</li> <li>• use the present tense to describe how their fields currently are</li> <li>• compare aspects of their field in the past to today's aspects.</li> <li>• make predictions on how technology will change their field and what role the new technology will play.</li> </ul>

## Assessment

Department rubrics: Intermediate Mid + Intermediate Low

### Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

PBA - Shark Tank

#### Learning Target:

##### Students can

- create and pitch an innovation that satisfies a need in an identified field
- discuss and negotiate their product to sell their idea to mock investors

#### Relevance:

##### Real World Connected

- Students use imagination to create items/service relevant to their lives
- Students choose a field of interest that is relevant to their personal interests and future areas of study/employment

##### Student Interest

- Students will be able to choose their own field and area of need to create a new invention of their choosing.

#### Success Criteria:

##### Students Can

- use past and future time indicators to express past and future events
- describe items and their usage in complete and connected sentences.
- present and discuss their inventions to/with a panel in the target language

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

Summative: [PBA- Shark Tank- Presentational Speaking](#)

### Activity/Task 6

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

IPA - Startup

Interpretive - Startups in Italy

Interpersonal - Socratic Seminar

Presentational - Written reflection

#### Learning Target:

##### Students can

- interpret a text about business initiatives in Italy

#### Relevance:

##### Real World Connected

- Students will be able to see how various programs exist that foster innovative

#### Success Criteria:

##### Students can

- identify a main idea, supporting details, and





<p>and its impact on both Italy and new innovators.</p> <ul style="list-style-type: none"> <li>Engage in conversations with peers about innovations and technological changes over time</li> <li>explain the impact(s) that innovation has both on a country and its ability to flourish as well as an individual and their preparedness for the future</li> </ul>	<p>ideas and when they graduate they will have a broader understanding of opportunities that may exist for them beyond the United States.</p> <ul style="list-style-type: none"> <li>Students in future classes or careers need interpersonal skills where they can sustain a conversation and defend their opinion.</li> <li>Students can reflect upon the impact that being innovative can have on a community as well as on their own personal life, and use this as potentially a motivating factor for future educational/career path choices</li> </ul>	<p>cultural perspective of the authentic text</p> <ul style="list-style-type: none"> <li>recognize vocabulary from context from the text and make inferences.</li> <li>Form and defend opinions related to innovation in the target language</li> <li>Engage in conversations using the present, future and past tenses to talk about their experiences and ideas/opinions</li> <li>challenge other opinions and ideas respectfully in order to encourage their peers to think outside the box</li> </ul>
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### Assessment

List any formative or summative assessments that should be administered within this learning sequence.


*(They can be listed/linked below)*

### Summative:


-  2022- IPA Interpretive
-  2022- IPA Interpretive Domande
-  2023- IPA Interpersonale- Seminario Socratico
-  2023- IPA Presentazione

### Resources

Any materials and resources related to Stage 3 learning activities.

-  2023-2024 4ECE- ottobre
-  2023-2024 4ECE Novembre

## Latin Year 4: Unit 2-Science & Technology

Unit Overview	
<b>Unit Title:</b>	Prose Semester: View of Self / Internal View 
<b>Grade Level/Course:</b>	Intermediate Mid Latin 4ACA / Intermediate High Latin 4ECE
<b>Length/Dates:</b>	8 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about Roman identity and what it meant to the Romans to be Roman. They will also explore the impact of politics and culture on the Romans themselves and their view of the world. Students will examine rhetorical and literary devices used to explain/justify Roman identity and the Roman experience.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages:
<p>COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>CULTURES Interact with cultural competence and understanding.</p> <p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p><b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

**Cultures:** Interact with cultural competence and understanding

**Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

**Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence

**Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities

### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

#### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

#### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

#### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

#### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

#### Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

### Enduring

#### Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

- Students will develop an understanding of the significance and changing requirements of Roman citizenship.

- Students will read and translate Latin passages from authentic Latin texts that focus on Roman identity, such as Cicero's speeches against Catiline (*In Catilinam*) or his speech in defense of the poet Archias (*Pro Archia Poeta*).

- Students will analyze the rhetorical and literary techniques used by the Roman author.

- Students will evaluate the cultural, political, and social impact of Roman citizenship on the Roman view of the ancient world.

### Essential

#### Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What made someone a Roman citizen?

- Why was citizenship valued by the Romans?

- How did Romans view themselves as citizens?

- How were other cultures impacted by Roman citizenship and identity?

- How do you effectively translate an authentic text to preserve original meaning and cultural message?

### What will students know...

Factual information, vocabulary and basic concepts related to each indicator

### What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Factual information about the selected Roman author;</li> <li>• Historical information about the ancient world and Rome;</li> <li>• Rhetorical and literary techniques used by Roman authors;</li> <li>• Topic and author specific vocabulary</li> <li>• Appropriate Latin grammar to accurately translate authentic texts</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Translate authentic Latin texts with attention to rhetorical and literary techniques;</li> <li>• Translate authentic Latin texts accurately with attention to historical and cultural contexts;</li> <li>• Discuss and explain reasons for Roman expansion and conquest;</li> <li>• Discuss and explain reasons some Romans opposed expansion and conquest.</li> </ul>
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Re-create ancient political rhetoric (inspired by the selected Roman author) in modern/contemporary context
- **Role:** modern/contemporary figure (real or fictional) of student's choice
- **Audience:** target of modern figure's rhetoric (plus class/teacher)
- **Situation:** Write a speech from the point of view of a modern figure *against* or *in defense of* a modern figure in the style of the selected Roman author/text (example - Mr. Krabbs giving a speech against Plankton trying to steal the Krabby Patty recipe)
- **Product/Performance/Purpose:** comparison of ancient and modern rhetorical devices, presentational speaking
- **Standards and Criteria for Success:**
  - Research chosen figure (real or fictional)
  - Research & summarize the chosen situation (real or fictional)
  - Write a speech using rhetorical devices
  - Provide explanation of rhetorical devices used/effect of devices

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Link websites for sources (student provided - teacher checked)

[Rhetorical devices](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[Rubric](#)

[4C Rubrics](#) (Critical Thinking - Interpretation & Analysis strand incorporated into above rubric)

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Authentic text possibilities - Must be PROSE:

Cicero *In Catilinam* (I, II, III, or IV)

Cicero *Pro Archia*

Livy *Ab Urbe Condita*

Suetonius *De Vita Caesarum*

other texts & authors depending on student interest

(must explore Roman identity and views of self - internal view)

[as opposed to external view / view of other]

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

#### Formative:

Exit ticket

Assessment of rhetorical devices

Assessment of text translation

[Proficiency activities](#)

#### Summative:

[Vocab quizzes](#)

[Skill quest](#)

Rubric for author profile (WIP)

## Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Rhetorical Devices

#### Learning Target:

##### Students can:

Define, identify, and explain various rhetorical devices used by Roman authors

#### Relevance:

##### Necessary for large scale process and concepts:

Students must understand Roman rhetorical devices to be able to comprehend and discuss authentic Latin texts

#### Success Criteria:

##### Students will:

- Correctly identify rhetorical devices
- Discuss/debate the impact of those devices on the audience of a text
- Explain their reasoning

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

#### Formative

Games - blookets, gimkits

Class discussions

#### Summative

[Rhetorical Device](#) Quiz

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### Author biographical study

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> Investigate author's life to orient him in the larger context of Ancient Rome and create an infographic for him highlighting his skills and accomplishments, ex. a linkedin profile.	<b>Student interest and necessary for large scale process and concepts:</b> Understanding an author's background is necessary to navigate the context and bias within that author's work(s).	<b>Students will:</b> <ul style="list-style-type: none"><li>● Investigate author's life</li><li>● Create a profile for him</li><li>● Demonstrate knowledge of his life, skills, and accomplishments</li></ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<b>Formative:</b> Graphic organizers <b>Summative:</b> Professional social media profile for ancient author - <a href="#">linkedin</a> (rubric WIP, coming soon)		

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### Authentic Latin text - Historical background for the text

Learning Target:	Relevance:	Success Criteria:
<b>Students can:</b> investigate the background to a historical text, research its impact and relation to the concept of Roman identity, and present that information	<b>Student interest and necessary for large scale process and concepts:</b> Understanding the historical background is necessary to navigate the context of the ancient Latin text.	<b>Students will:</b> <ul style="list-style-type: none"><li>● investigate the background to a historical text</li><li>● Share their findings through an infographic</li><li>● Reflect on the historical background for the text they are going to read</li></ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<b>Formative:</b> <a href="#">Infographic</a>		

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### Paragraph by paragraph translation - authentic Latin [text](#)

Learning Target:	Relevance:	Success Criteria:
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<p><b>Students can:</b> Read the text and translate into English while offering commentary and discussion about themes, rhetorical devices, historical and cultural contexts, etc.</p>	<p><b>Real-world connection:</b> Students are translating authentic Latin texts; Students are discussing themes, devices, and context within authentic Latin texts <b>Student interest:</b> Fulfills the objective of the course</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Accurately translate Latin text;</li> <li>• Identify and/or analyze grammatical structures;</li> <li>• Identify and analyze and discuss rhetorical devices;</li> <li>• Explain historical and cultural contexts.</li> </ul>
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Formative:**

Checking translations  
Exit tickets  
Verbal analysis  
games (vocab blookets, kahoots, etc.)

**Summative:**

[Skill quests](#) - reading comprehension and translations

**Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

Unit 2/Quarter 2 History: 2nd Punic War through Late Republic

<b>Learning Target:</b>	<b>Relevance:</b>	<b>Success Criteria:</b>
<p><b>Students can:</b> identify the key players of Roman history identify pivotal moments in Roman history</p>	<p><b>Necessary for large scale process and concepts:</b> Romans viewed Roman history as contemporary life, so students translating Latin texts from any particular period of Roman history need to understand the events &amp; major players of that time period. They also need to understand where that period of history exists in the larger narrative of Rome.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• state the names of the key players of Roman history</li> <li>• organize pivotal moments in Roman history along a general timeline</li> <li>• answer reflection/ comprehension questions about the interplay/ relation between pivotal moments</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Formative:**

History [Peardecks](#) (Middle Republic)

**Summative:**

## Reflection / Comprehension Questions

### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)


- Author Specific Vocabulary Quizzes: ACC = fill in the blank; ACA = matching/word bank
- Skill Quests:
  - ACC = no grammar charts, quizzed vocabulary must be memorized
  - ACA = use of relevant grammar charts allowed, vocabulary provided

### Resources

Any materials and resources related to Stage 3 learning activities.

[Agenda Slides](#)

## Mandarin Year 4: Unit 2-Science & Technology

<b>Unit Overview</b>	
<b>Unit Title:</b>	Science and Technology Year 4 
<b>Grade Level/Course:</b>	Intermediate High and Intermediate Mid Year 4
<b>Length/Dates:</b>	6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures: Interact with cultural competence and understanding

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

### **Transfer Goals (Vision of the Graduate)**

List the long-term and/or school-wide independent student behaviors that this unit will address.

#### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

#### **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

#### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

#### **Creativity Transdisciplinary Goal:**

Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

### **Enduring Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

- Understanding the importance of learning from past innovations and improving upon them in order to meet relevant needs.
- That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment.
- That our actions and the way we innovate impacts other global and local community members, and ourselves.

### **Essential Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How does technology change over time?
- How can we best prepare for a changing future?
- What is global citizenship?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• How technology has adapted to meet global changes/needs.</li> <li>• What the process of creating a new invention entails.</li> <li>• Vocabulary related to technology and innovation</li> <li>• About the various impacts that innovations have on the local and global communities around them.</li> <li>• How to persuade and express opinions</li> <li>• How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Narrate and describe past, present and future events.</li> <li>• Use persuasive expressions in order to give their opinions and make an argument.</li> <li>• Apply knowledge of innovation to create a product that addresses a current global challenge</li> <li>• Anticipate the impact an innovation will have on a local or global community</li> <li>• Incorporate vocabulary related to technology and innovation in speech and writing</li> <li>• Interpret authentic articles and videos about innovation and technology</li> <li>• Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries.</li> <li>• Speak and write in simple and complex phrases</li> <li>• maintain communication in the target language 95% or more of the time.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.
- **Role:** Innovator
- **Audience:** Investors (“sharks”) - class peers and teachers
- **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community
- **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.
- **Standards and Criteria for Success:**

- Students' speaking will be evaluated on the WL Department **Interpersonal** rubric at the appropriate proficiency level
- Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

☰ 2022-23 Shark Tank PBA

📄 Example of Shark Tank visual element.pdf

IPA: ☰ 中文四 unit 2 IPA interpretive

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

☰ Intermediate Mid

☰ Intermediate Low

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet/Gimkit practice

Language lab activities and conversations

IPA:

Interpretive task: article related to innovation (top 10 technology changes)

Interpersonal task: Socratic seminar surrounding innovation and startups

Presentational task: presentational writing reflection on innovation, incorporating ideas from the article.

### Stage 3: Instructional Design

#### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students can discuss the jobs replaced by new technology

**Learning Target:**

**Relevance:**

**Success Criteria:**

<p><b>Students can...</b></p> <ul style="list-style-type: none"> <li>• Identify how jobs have changed over time and how jobs will adapt for future needs</li> <li>• Understand how technology may change what the job market looks like in future job opportunities</li> </ul>	<p><b>Real World Connection</b></p> <ul style="list-style-type: none"> <li>• Students will be entering the workforce in the near future and it is essential to understand which areas are in demand and which are becoming obsolete</li> </ul>	<ul style="list-style-type: none"> <li>• use job terms in speaking and writing</li> <li>• identify job terms in infographics</li> <li>• describe the jobs replaced by technology using proper connectors.</li> <li>• Make predictions as to how jobs will be affected in the future</li> </ul>
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative**

 中文四 取代的工作

 ChatGPT会替代我们的工作吗.docx

**Activity/Task 2**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students can use technology related terms in sentences in speaking and writing


Learning Target:	Relevance:	Success Criteria:
<p><b>Students Understand</b></p> <ul style="list-style-type: none"> <li>• How technology terms are used in sentences.</li> </ul>	<p><b>Real World Connected</b></p> <ul style="list-style-type: none"> <li>• Students work with changing technology on a daily basis and are able to adapt to the change that they encounter</li> </ul>	<p><b>Students Can</b></p> <ul style="list-style-type: none"> <li>• Identify technology related terms.</li> <li>• Use unit terms in sentences.</li> <li>• Explain technology related terms in target language</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative:**


 中文四 22-23 科技词汇 单词表 vocab

**Give me 6 activity :**

**Gimkit vocab practice**

 中文四 battle ship  Copy of 中文四 battle ship

 科技进步Circumlocution Lab.docx

 中文四 Give me a word with letter

**Tarsia vocab puzzle**

**Activity/Task 3**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students discuss technology advancement in other fields about past, present and future events

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b> compare and contrast the technology changed over time</p>	<p><b>Real world relevance</b> Students encounter technology in their daily life and is interested in discussing the changes that technology changed in various fields</p>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• use past time indicator in sentences to describe past events</li> <li>• use future time indicator in sentences to describe future events</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**formative :**

📄 科技进步 过去现在 将来

☰ H / CCP 科技变化

☰ 星期五

**Activity/Task 4**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**PBA:** Students present their innovations through presentation

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b> discuss innovations that are beneficial to the society</p>	<p><b>Real World relevance</b> Students use imagination to create items/service relevant to their lives</p>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• use past and future time indicators to express past and future events</li> <li>• describe items and their usage in complete sentences.</li> </ul>

**Assessment**

**Formative**

📄 科技进步的mini演讲.docx

**Summative**

☰ 中文四 Unit 2 PBA 科技进步 2022-23 Shark Tank

☰ Shark Tank 视频 练习

### Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**IPA:** Students will interpret passages about current technology innovations and discuss the impact of technology on current society

Learning Target:	Relevance:	Success Criteria:
<b>Students Understand</b> <ul style="list-style-type: none"><li>How technology has changed over time and how innovation is impacting the world</li></ul>	<b>Real World Connected</b> <ul style="list-style-type: none"><li>Students work with changing technology on a daily basis and can must be able to adapt to the change that they encounter</li></ul>	<b>Students Can</b> <ul style="list-style-type: none"><li>Compare past and future differences in various fields and applications (i.e. education, communication, transportation, etc.)</li><li>Find key information about technology change</li><li>Answer questions about technology change</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Summative:

Speaking: ☰ 中文四 IPA preparation

interpretive: ☰ 中文四 unit 2 IPA interpretive

Writing: ☰ IPA. 写作


[https://drive.google.com/drive/folders/1YhIBfvtJRlZPfOmRk1Jp7QML6ugBSCbk?usp=drive\\_link](https://drive.google.com/drive/folders/1YhIBfvtJRlZPfOmRk1Jp7QML6ugBSCbk?usp=drive_link)

### Resources

Any materials and resources related to Stage 3 learning activities.

☐ 中文四 23-24 科技进步 Unit 2- slides

## Spanish Year 4: Unit 2-Science & Technology

Unit 2 Overview	
<b>Unit Title:</b>	Science and Technology Year 4 
<b>Grade Level/Course:</b>	Intermediate High and Intermediate Mid Year 4
<b>Length/Dates:</b>	7 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)-List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures: Interact with cultural competence and understanding

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

### Creativity Transdisciplinary Goal:

Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

### Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- the importance of learning from past innovations and improving upon them in order to meet relevant needs.
- That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment.
- That our actions and the way we innovate impacts other global and local community members, and ourselves.

### Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- How does technology change over time?
- How can we best prepare for a changing future?
- What impact does/can technology have on our local and global communities?

### What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know:

- How technology has adapted to meet global changes/needs.
- What the process of creating a new invention entails.
- Vocabulary related to technology and innovation
- About the various impacts that innovations have on the local and global communities around them.
- How to persuade and express opinions
- How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes

### What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Students can:

- Use past, present and future tenses in order to narrate and describe
- Use persuasive expressions in order to give their opinions and make an argument.
- Apply knowledge of innovation to create a product that addresses a current global challenge
- Anticipate the impact an innovation will have on a local or global community
- Incorporate vocabulary related to technology and innovation in speech and writing
- Interpret authentic articles and videos about innovation and technology
- Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries.
- Speak and write in simple and complex phrases
- maintain communication in the target language 95% or more of the time.

## Stage 2: Evidence of Student Learning

### Performance Tasks


#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.
- **Role:** Innovator
- **Audience:** Investors (“sharks”) - class peers and teachers
- **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community (Spanish-speaking country).
- **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.
- **Standards and Criteria for Success:**
  - Students’ speaking will be evaluated on the WL Department **Interpersonal** rubric at the appropriate proficiency level
  - Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

 2022-23 Shark Tank PBA

 Example of Shark Tank visual element.pdf

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

 Intermediate Mid

 Intermediate Low

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Plan in advance with other Spanish speaking members of the language department/school community to serve as sharks during your class presentations.

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet/Gimkit practice

Language lab activities and conversations

IPA:

Interpretive task: article related to innovation (Startup Chile or alike)

Interpersonal task: Socratic seminar surrounding innovation and startups

Presentational task: presentational writing reflection on innovation, incorporating ideas from the article.

## Stage 3: Instructional Design

### Activity/Task 1

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how different professions can change as a result of technological advances.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"><li>• identify jobs have changed over time and how jobs will adapt for future needs</li><li>• understand how technology may change what the job market looks like in future job opportunities</li></ul>	<p><b>Real World Connection</b></p> <ul style="list-style-type: none"><li>• Students will be entering the workforce in the near future and it is essential to understand which areas are in demand and which are becoming obsolete</li></ul>	<p><b>Students Can</b></p> <ul style="list-style-type: none"><li>• use job terms in speaking and writing</li><li>• identify job terms in infographics</li><li>• describe the jobs replaced by technology using proper connectors.</li><li>• make predictions as to how jobs will be affected in the future</li></ul>

### Assessment

#### Formative:

☰ Diez empleos que pronto serán sustituidos por robots

☰ 10 trabajos y ocupaciones obsoletas que ya no existen

☰ ¿Cómo cambian las profesiones durante el tiempo

### Activity/Task #2

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing how the school/classroom environment can change as a result of technological advances.

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"><li>• Identify how school has changed over time and how school will adapt for future needs</li><li>• discuss technology may change what school looks like in the future</li></ul>	<p><b>Real World Connection</b></p> <ul style="list-style-type: none"><li>• The school the students' parents or grandparents attended is not the same as school now. Students will discuss with older family members about these differences and share with the class. Students may want to think about what school will be like in the future for their kids.</li></ul>	<p><b>Students Can</b></p> <ul style="list-style-type: none"><li>• use the imperfect tense to describe what school was like in the past.</li><li>• compare aspects of the classroom environment in the past to today's classroom environment.</li><li>• describe the role of technology in changing the school environment.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Formative:

- ☰ Por qué tu profesor del futuro no va a ser un robot (pero sí tendrá que utilizar uno)
- ☰ la clase del futuro...verbos en el futuro
- ☰ Comparación de la vida escolar

### Activity/Task #3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Discussing and comparing past/present/future innovation and technological advances using new vocabulary.

### Formative:


- ☰ Unidad 2 vocabulario - ciencia y tecnología (NEW)
- ☰ Past/present/future innovation comparison
- ☰ Los avances tecnológicos 18 noviembre
- ☐ Copy of Tecnología en el Pasado

Learning Target:	Relevance:	Success Criteria:
<b>Students will</b> <ul style="list-style-type: none"> <li>Learn how technology has changed over time in various fields and applications</li> </ul>	<b>Real World Connected</b> <ul style="list-style-type: none"> <li>Students work with changing technology on a daily basis and can must be able to adapt to the change that they encounter</li> </ul>	<b>Students Can</b> <ul style="list-style-type: none"> <li>Discuss how jobs were in the past</li> <li>Predict how jobs might be different in the future</li> <li>Compare past and future differences in various fields and applications (i.e. education, communication, transportation, etc.)</li> </ul>
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<b>Summative:</b> <ul style="list-style-type: none"> <li>Copy of 4H Prueba vocab U2</li> <li>Copy of 4CCP Prueba vocab U2</li> </ul>		

<b>Activity/Task #4</b>		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Mini presentations that help students prepare for the PBA through the following ways: Practice presenting in front of the class, practice communicating in the past as well as the future tenses.		
Student groups choose a specific field to research and create a mini presentation explaining the evolution of technology in this field.		
Learning Target:	Relevance:	Success Criteria:
<b>Students can</b> <ul style="list-style-type: none"> <li>Learn how various fields have changed over time and how they will need to adapt for future needs</li> <li>Learn how technology may change what various fields look like in the future</li> </ul>	<b>Real World Connection</b> <ul style="list-style-type: none"> <li>The technology used in the past was not the same as it is now. Students will research these differences and give a presentation to the class on how technology in a certain sector has evolved. Students will also want to think about what technology in their given field will be like in the future for their kids.</li> </ul>	<b>Students Can</b> <ul style="list-style-type: none"> <li>use the imperfect tense to describe their specific fields in the past</li> <li>use the future tense to describe their specific fields in the future</li> <li>use the present tense to describe how their fields currently are</li> <li>compare aspects of their field in the past to today's aspects.</li> <li>make predictions on how technology will change their field and what role the new technology will play.</li> </ul>

## Assessment

### Formative:

 Copy of mini presentaciones evolucion de tecnología

**Department rubrics:** Intermediate Mid + Intermediate Low

## Activity/Task #5

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

PBA - Shark Tank

### Learning Target:

#### Students will

- create and pitch an innovation that satisfies a need in an identified field
- discuss and negotiate their product to sell their idea to mock investors

### Relevance:

#### Real World Connected

- Students use imagination to create items/service relevant to their lives
- Students choose a field of interest that is relevant to their personal interests and future areas of study/employment

#### Student Interest

- Students will be able to choose their own field and area of need to create a new invention of their choosing.

### Success Criteria:

#### Students Can

- use past and future time indicators to express past and future events
- describe items and their usage in complete and connected sentences.
- present and discuss their inventions to/with a panel in the target language

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Summative:

 2022-23 Shark Tank PBA

## Activity/Task #6

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

IPA - Startup Chile

Interpretive - Article about Startup Chile program

Interpersonal - Socratic Seminar

Presentational - Written reflection		
Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>interpret a text about a business initiative in Chile and its impact on both Chile and new innovators.</li> <li>Engage in conversations with peers about innovations and technological changes over time</li> <li>explain the impact(s) that innovation has both on a country and its ability to flourish as well as an individual and their preparedness for the future</li> </ul>	<p><b>Real World Connected</b></p> <ul style="list-style-type: none"> <li>Students will be able to see how various programs exist that foster innovative ideas and when they graduate they will have a broader understanding of opportunities that may exist for them beyond the United States.</li> <li>Students in future classes or careers need interpersonal skills where they can sustain a conversation and defend their opinion.</li> <li>Students can reflect upon the impact that being innovative can have on a community as well as on their own personal life, and use this as potentially a motivating factor for future educational/career path choices</li> </ul>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>identify a main idea, supporting details, and cultural perspective of the authentic text</li> <li>recognize vocabulary from context from the text and make inferences.</li> <li>Form and defend opinions related to innovation in the target language</li> <li>Engage in conversations using the present, future and past tenses to talk about their experiences and ideas/opinions</li> <li>challenge other opinions and ideas respectfully in order to encourage their peers to think outside the box</li> </ul>
<p><b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>		
<p><b>Summative:</b>  <a href="#">☰ Copy of IPA all parts - Startup Chile ACC</a></p>		

### Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Flip grids are possible for presentations instead of live presentations**

### Resources

Any materials and resources related to Stage 3 learning activities.

[Slides](#)

Curriculum

Units: 2

Years 1-5

All Languages



## World Language Southington High School

Chinese, French, Italian, Latin, Spanish

## World Language Units

6 overarching themes repeat each year with a different sub theme focus.

All units are culture focused; grammar and vocabulary are necessary tools to complete the real world tasks with the appropriate text type for their proficiency level.



## 6 Cultural Themes for all years, all levels

### Personal & Public Identities



### Science & Technology



### Beauty & Aesthetics



### Families & Communities



### Global Challenges



### Contemporary Life



## ACTFL Proficiency Levels

**Novice Mid =**  
year 1 ACA

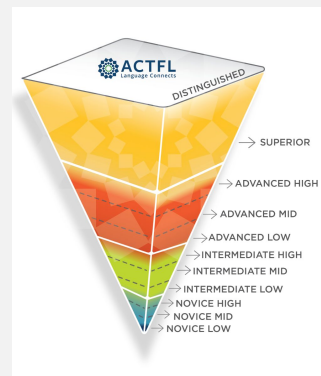
**Intermediate Low =**  
year 2 ACC  
Year 3 ACA

**Intermediate High =**  
year 4 ACC  
year 5 ACA

**Novice High =**  
year 1 ACC  
year 2 ACA

**Intermediate Mid =**  
year 3 ACC  
year 4 ACA

**Advanced Low =**  
year 5 ECE



# ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
<b>Superior</b>	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>			1	<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice High</b>	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			
<b>Novice Low</b>				<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>

slidesmania.com

## Year 1-Unit 2: Families & Communities

Novice Mid/High Proficiency Level

Students can describe themselves and their family members physically and their personalities. They can discuss their holidays and compare and contrast them with the holidays in the target language culture.



slidesmania.com

**Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person



PBA

**Year 2-Unit 2:  
Global Challenges**

Novice High or Intermediate Low Proficiency  
Level

Students can discuss their impact on the environment and give advice on how to improve one's environmental habits.



# PBA

## **Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

## Year 3-Unit 2: Contemporary Life

Intermediate Low/Mid Proficiency Level

Students can discuss their good and bad school/study habits in the present tense.

Students will compare the university admissions process in the United States to the process in the target language culture.



**Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Italy.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include.



PBA



## Year 4-Unit 2: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.



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## Presentational Speaking:

**Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.

**Role:** Innovator

**Audience:** Investors (“sharks”) - class peers and teachers

**Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.

**Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.

PBA

## Year 5-Unit 2: Families & Communities

Intermediate high/Advanced low Proficiency Level

Students can share their holidays and traditions and compare them to holidays and traditions in the target language culture.



**Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

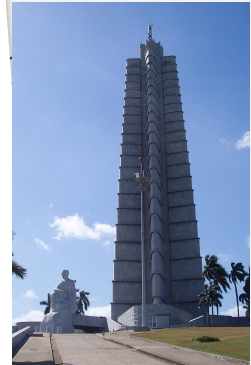
**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

PBA

**Year 5 Latin American Studies Unit 2**  
**Families & Communities**

Intermediate High Proficiency Level

Students can build on their understanding of identity from unit 1 & examine the entry of European and African cultures in Latin America. Students can critically interpret texts about the conquest by the Spanish, the “mestizo” culture in Latin America & how much of Latin American identity is a mix of many cultures.



# PBA

## **Presentational Speaking Mode:**

**Goal:** Students will participate in a forum representing a historical figure from the Columbian Era.

**Role:** Historical Figure /Each student will be assigned on of the following participants to represent:

Hernan Cortés, Bernal Díaz de Castillo, El Inca Garcilaso de la Vega, Moctezuma, Bartolomé de las Casas, Enriquillo, Cristóbal Colón, Los reyes católicos, Doña Marina/ La Malinche

**Audience:** Other participants and teacher

**Situation:** You are a historical figure discussing some of the issues that took place during the Columbian era. You are explaining your perspective of the conquest and questioning others to share their perspectives.

**Product Performance and Purpose:** The purpose is to view the different perspectives of all the different people who participated in the colonization of the Latin American countries.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date November 14, 2024

Decision Requested X Agenda Code 8 h.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS World Language Year 5, Unit 2: Global Communities – Revised Curriculum – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS World Language Year 5, Unit 2: Global Communities – Revised Curriculum.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

**Cost (if applicable):** N/A **Funding Source:** N/A

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve SHS World Language Year 5, Unit 2: Global Communities – Revised Curriculum as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal




\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

## French Year 5: Unit 2-Families & Communities

Unit Overview	
<b>Unit Title:</b>	Families and Communities - My traditions and Heroes year 5 
<b>Grade Level/Course:</b>	ADVANCED LOW ECE FRENCH 5
<b>Length/Dates:</b>	8 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will share their holidays and traditions and compare them to holidays and traditions in the target language culture.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"> <li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li> <li>• Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 &amp; 2.2)</li> <li>• Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (5.1 &amp; 5.2)</li> </ul>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b>
<b>Cultures: Interact with cultural competence and understanding</b>
<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities</b>

## Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

## Enduring

### Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

*Students will understand...*

- current holidays and traditions come from ancient traditions and belief systems and evolve over time.
- the traditions and customs that one chooses to preserve or abandon reflect their system of beliefs and values.
- that heroes change over time based on changing values and perspectives
- that countries develop over time with shared values, symbols, language, and identity
- families are the basic unit of a society and can include members that don't have legal or biological connections.
- the role family plays in the target language culture.
- all families have traditions and customs based on their values and belief systems.
- the family unit has much influence on the formation of values of young people.

## Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- Why does our definition of a hero change over time? Who are our heroes and what are the characteristics of a hero?
- How does a country become a country and create national unity?
- How do language and national symbols impact national identity?
- Why is belonging to a family an important part of many cultures?
- Why do families have rules and customs?
- How do families share their values and belief systems with their youth?
- In what ways do current holidays and traditions retain their ancient roots?
- Why do people choose to preserve or abandon certain customs and traditions?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>- vocabulary associated with holidays &amp; traditions/customs.</li> <li>- the characteristics of a hero according to past and present values/perspectives.</li> <li>- historical and modern heroes from home and target language countries.</li> <li>- that families are the basic unit of a society and can include members that don't have legal or biological connections.</li> <li>- the role of the family unit and individual family members in the target culture in developing their values and belief systems.</li> <li>- that the family unit has much influence on the formation of values and belief systems of other members.</li> <li>- current holidays and traditions originate from ancient traditions and belief systems</li> <li>- that the traditions and customs that one chooses to preserve or abandon reflect their evolving system of beliefs and values.</li> <li>- present and past tenses.</li> </ul>	Students can... <ul style="list-style-type: none"> <li>- discuss and describe their holidays &amp; traditions.</li> <li>- describe their families.</li> <li>- read authentic stories and press releases about identity, heroes, belonging, and immigration in target language countries.</li> <li>- discuss how symbols and language contribute to national identity.</li> <li>- identify the relationship between members of their family.</li> <li>- discuss how families develop and maintain customs and traditions that support their values and belief systems.</li> <li>- investigate traditions and holidays in the target culture and compare/contrast those to traditions and holidays in their own culture.</li> <li>- speak in present and past tenses.</li> <li>- maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### **Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Role:** Yourself

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

#### **Standards and Criteria for Success:**

*Your presentation should include:*

- choose a target language country or region
- choose a product or practice from that country or region.
- create a visual presentation of the product or practice
- create an activity for the attendees to do when they visit your station
- explain the perspective behind the product or practice

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[La Nuit Culturelle](#)

[Vocabulaire](#)

[Diapositives de l'année dernière](#)

[La Nuit Culturelle](#)

 **FR5 ECE Seminaire Socratique Traditions**

[Le mariage arrange](#)

[Les Heros Francais Controverses](#)

[Héroïsme et mémoire nationale](#)

[NAPOLEON BONAPARTE](#)

[CHARLES DEGAULLE](#)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[C Rubrics](#)

[Communication rubric](#)

[Intermediate High rubric](#)

[Advanced Low rubric](#)

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

### Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooet, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet practice  
 Language lab activities and conversations  
[Language Lab Activity](#)  
 Weekly journal entries  
 CBAs  
[Proficiency checks](#)  
 Ipa  
[IPA-Interpretive, Presentational and Interpersonal](#)

### Stage 3: Instructional Design

*These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.*

Activity/Task		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<b>Investigation of France’s traditional holidays and celebrations - Comparison of products, practices and perspectives around Halloween, Mother’s Day, and All Saints Day</b>		
Learning Target:	Relevance:	Success Criteria:
<b>Students can</b> <b>First couple of days</b> <ul style="list-style-type: none"> <li>Identify the most popular festivals and holidays in France</li> <li>Discuss their traditions</li> <li>Compare their traditions with those of France</li> <li>Interpret texts about</li> </ul> <b>Holidays in France</b> <b>Next couple of days</b> <ul style="list-style-type: none"> <li>Investigate the traditional French holidays</li> <li>Identify the practices and products of those celebrations</li> <li>Discuss the perspectives - why they engage in these activities and use these products</li> </ul> <b>Last 2 days</b> <ul style="list-style-type: none"> <li>Compare festivals in France with festivals in their own culture</li> <li>Discuss the origin of the festival’s products and practices</li> </ul>	<b>Student interest - This unit occurs at the holiday season so it is relevant to their experiences in their own culture</b>	<b>Students can</b> <ul style="list-style-type: none"> <li>Compare their festival with one in their own culture using information from texts</li> <li>Discuss the origin of the festival - ancient influences</li> <li>Explain the importance of the festival and its meaning in the target culture</li> </ul>

## [Vocabulaire sur les fêtes](#)

### [Les fêtes Parisiennes](#)

Formative:

### [Les fêtes françaises-Activités en classe](#)

### [Organisateur graphique les fêtes dans mon pays](#)

October 1st- November 9

### Activity/Task 3

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### Festivals in the French Antilles - Investigation of festivals in chosen target country

Learning Target:	Relevance:	Success Criteria:
<p><b>Over the course of the unit - individual or pair investigation</b></p> <p><b>Students can</b></p> <ul style="list-style-type: none"><li>• Investigate the festivals in their chosen target language country</li><li>• Create a presentation about the festival - products, practices &amp; perspectives</li><li>• Teach their classmates about their target country's festival</li><li>• Create an engaging activity for their classmates related to the festival</li><li>• Discuss the origins of the festival</li></ul>	<p><b>Student interest - further investigation into their chosen target language country</b></p>	<p><b>Students can</b></p> <ul style="list-style-type: none"><li>• Create a presentation about their chosen festival and present it to their classmates in a gallery walk</li><li>• Discuss the origins of the festival - ancient influences</li><li>• Identify the practices and practices of the festival</li><li>• Explain the perspective of the festival - why it is important to the people and why it continues</li></ul>

Informative

### [Origines des fêtes et des traditions](#)

Summative

### [Mes Traditions](#)

### [Organisateur Graphique-Les fêtes](#)

November 13- November 17

### Activity/Task 4

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**La tradition du Corrida en France**  
**Investigation and debate about the bullfight**  
**Texte Authentique:**  
[La corrida en France](#)  
[Francis Cabrel-La corrida](#)

Learning Target:	Relevance:	Success Criteria:
<p><b><u>La tauromachie</u></b>  <b><u>Over the course of 5 lessons</u></b>  <b>Students can</b></p> <ul style="list-style-type: none"> <li>• Investigate the products and practices in the bullfight</li> <li>• Interpret texts about bullfighting</li> <li>• Interpret texts about the French opinion and interest in bullfights</li> <li>• Discuss the origin and meaning of the festival - perspective</li> <li>• Debate: Students create debate teams and, using information from texts, debate if bullfighting should continue or be eliminated as part of the festivals and sports in France</li> </ul>	<p><b>Real world - there is much debate about sports and animal abuse in many countries</b></p>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Identify the parts of the bullfight</li> <li>• Identify the products and practices of the bullfight</li> <li>• Explain the perspective of the bullfight - the reason why it continues</li> <li>• Explain why there is opposition to the bullfight</li> <li>• Debate their assigned position - should the bullfight continue or be eliminated</li> </ul>

**Formative**  
**Summative:**  
**DEBATE:**  
[La lutte contre la Tauromachie à Nîmes](#)  
[Instructions sur le Débat](#)

**November 19- November 22**

### Activity/Task 5

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**Investigation on France's regional languages and dialects**  
**Texte Authentique**  
[Les langues régionales de la France](#)

Learning Target:	Relevance:	Success Criteria:
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<p><b>Students can</b></p> <p><b>First days</b></p> <ul style="list-style-type: none"> <li>• Identify the regional languages in France</li> <li>• Identify the various dialects in France</li> <li>• Discuss the cultural implications of multiple regional languages</li> </ul> <p><b>Second days</b></p> <ul style="list-style-type: none"> <li>• Investigate the cultures and groups that developed France</li> <li>• Investigate the formation of France as a country</li> </ul> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>• Discuss the influences native people have on today's French language and culture</li> </ul>	<p><b>Real world relevance - students understand the various languages in France and the impact that they have on French politics and the cultures of those regions</b></p>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Identify the languages and regions of France</li> <li>• Explain the linguistic differences of those languages and dialects</li> <li>• Discuss how the various peoples of France helped shape France</li> <li>• Explain the impact each group had on the French culture</li> </ul>
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**Formative:**  
**Séminaire Socratique**  
**L'importance de la reconnaissance des langues minoritaires pour le développement de la démocratie**  
[Reconnaissance de la richesse linguistique de la France](#)  
[Le peuple Languedocien](#)

**November 27- November 30**

<b>Activity/Task 6</b>		
<p>What is the actual instructional task that supports student learning in this lesson?  Tasks can be linked in here. Include technology integration as applicable to support learning.</p>		
<b>Investigation of France's &amp; Quebec's traditional languages</b>		
<p><b><u>Over the course of 4 days</u></b></p> <p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Investigate the Christmas celebrations in France and Quebec</li> <li>• Interpret texts about holiday celebrations in both countries</li> <li>• Compare and contrast the celebrations in those countries with their own</li> </ul>	<p><b>Student interest - this happens right before Christmas break and they can compare it to the traditions they are experiencing in the moment</b></p>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the celebrations in both countries with their own using information from the texts</li> <li>• Discuss the reasons for practices and products</li> <li>• Explain the origin of these practices, products, and traditions</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the meaning of the festivals and the products and practices</li> <li>• Discuss the perspectives and the connection to ancient rituals and traditions</li> </ul>		
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**Formative:**  
[La Langue Joul Québécoise](#)

**Activity/Task 7**  
 What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**Investigation of the marriage traditions in France**  
**Texte Authentique**  
[Le mariage arrangé des Roms \(Gitanes\)](#)

Learning Target:	Relevance:	Success Criteria:
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Investigate the Gitanes in France</li> <li>• Investigate the concept of arranged marriage</li> <li>• Identify the advantages and disadvantages of arranged marriage</li> <li>• Explain why the “Traveling People” (gitanes or Roms) are conservatives</li> <li>• Discuss the Gitanes’ family values and the exclusion they are going through in France</li> </ul>	<p><b>Global relevance - this information helps students understand the importance of conserving family ties for minorities and how they should be integrated for national unity.</b></p>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>• Explain the different marriage protocols of the Gitanes of France</li> <li>• Discuss the short and long term impacts arranged marriage has on Gitanes’ families</li> <li>• Investigate and discuss how important it is to involve all minority groups to build a strong national unity</li> </ul>

**Formative:**  
[Edpuzzle-Les Roms Victimes de Préjugés](#)

**Summative**  
[PBA- La nuit Culturelle](#)

**December 1- December 6**

## Activity/Task 8

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### Investigations et interprétation du mariage des peuples manouches en France

Texte Authentique:

[Le mariage après évasion du peuple Manouche](#)

Learning Target:	Relevance:	Success Criteria:
<p>Students can</p> <ul style="list-style-type: none"><li>Investigate the Manouches in France</li><li>Investigate the concept of eloping before marriage</li><li>Identify the advantages and disadvantages of elopement marriage</li><li>Explain why the adult Manouches secretly endorse the youth elopement</li><li>Discuss the advantages and disadvantages of early marriage</li><li>Discuss the Manouches' family values and the exclusion they are going through in France</li></ul>	<p>Global relevance:</p> <p>This information helps students understand the importance of taking one's responsibilities for marriage, the advantages and disadvantages of early marriage and how minorities should be integrated for national unity.</p>	<p>Students can</p> <ul style="list-style-type: none"><li>Explain the different marriage protocols of the Manouches of France</li><li>Discuss the short and long term impacts elopement and marriage at teenage age has on Manouches' families</li><li>Investigate and discuss how important it is to involve all minority groups to build a strong national unity</li></ul>

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

### Formative:

[Le mariage chez les manouches](#)  
[Organisateur Graphique](#)

December 7- December 11

## Activity/Task 9

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### Heroes - Investigation of the target countries' heroes

Texte Authentic:

[Vocabulaire sur l'héroïsme](#)  
[Héroïsme et mémoire nationale](#)  
[NAPOLÉON BONAPARTE](#)

[CHARLES DEGAULLE](#)

December 12- December 15

Students can

First few days

- investigate important heroes in their target country's history;
- identify heroes and list important events/accomplishments ;

Next few days

- prepare a presentation about the events during that historical period;

Last days

- present their presentations to their classmates - gallery walk
- reflect on how every; group (national, ethnic, etc) has their unique history, memories, and manner in which they see the world and forms their worldview;
- discuss how countries develop over time with shared values, symbols, language, and identity.

Global relevance: There are many discussions in many countries about past heroes and if they are still heroes based on modern values and belief systems.

Students can

- create a brief presentation about a national hero from the assigned period of target country's history;
- present information about the hero to their group;
- decide if the hero is still a hero by today's values and belief systems;
- discuss how and why values and belief systems change and the role history plays in that development.

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

**Formative:**

[Les Heros Francais Controverses](#)

[Gallery Walk](#)

Share the heroes from different countries

**Summative:**

[Analyse de l'héroïsme de Gassama](#)

[La marche du heros](#)

December 18- December 20

## Activity/Task

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

## Integrated Performance Assessment

Learning Target:	Relevance:	Success Criteria:
<p>Students can write and discuss about the 3 topics:</p> <p><b>Nation</b> - How does a country develop and unify? Is it necessary to have a national language? What role does the family and/or school play in the formation of national values in young people? What role do traditions and customs play in unifying a country? How is national unity impacted when values change and consequently cause traditions to change?</p> <p><b>Heroes</b> - Why does our definition of a hero change? Who is a hero today? What requirements do we have for someone to be a hero? Why do we need heroes? What impact do national heroes have on a country? How does our idea of a hero change when our values change?</p> <p><b>Traditions and Customs</b> - How do our traditions and customs change throughout history? Are there certain traditions that we should eliminate? Why? What are the advantages and disadvantages to eliminating traditions? What impact do traditions have on the economy of a country? How do our changing values impact our traditions?</p>	<p><b>Real-world relevance, global relevance, student interest</b></p> <p><b>Students can choose the theme they want to write about (except the one they had in their seminar). Students can enter any seminar via the hot seat.</b></p>	<p><b>Students</b></p> <ul style="list-style-type: none"><li>• read/watch and interpret authentic texts about the 3 themes.</li><li>• discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit.</li><li>• write about one of the themes using evidence from the IPA texts and the texts we used throughout the unit.</li><li>• use present and past tenses.</li><li>• use appropriate, specific unit vocabulary.</li></ul>

## Assessment

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

## Summative:

[IPA-Interpretive, Presentational and Interpersonal](#)

December 20- December 22

**Extension/Modification**

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)


**Flip grids are possible for presentations instead of live presentations**

**Resources**

Any materials and resources related to Stage 3 learning activities.

[Instructional Slides](#)

## Year 5 Latin American Studies: Unit 2- Families & Communities (UCONN ECE)

Unit 2 Overview	
<b>Unit Title:</b>	Families & Communities: Colonization and independence in Latin America 
<b>Grade Level/Course:</b>	UCONN ECE Latin American Studies Spanish 5
<b>Length/Dates:</b>	6 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will build on their understanding of identity from unit 1 and examine the entry of European and African cultures in Latin America. Students will critically interpret texts about the conquest by the Spanish. They will learn about the “mestizo” culture in Latin America and how much of Latin American identity is a mix of many cultures.

### Stage 1: Desired Results

#### Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.
- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards & intercultural competency standards).

#### Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures: Interact with cultural competence and understanding

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

#### Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

##### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

##### **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● There are multiple perspectives of the intentions and impact of the Spanish conquistadors.</li> <li>● Transculturalization is when multiple cultures meet and one's identity is formed from elements of each culture.</li> <li>● Latin America's mestizo culture is formed from indigenous, European, and African influences.</li> <li>● The leaders of the Latin American independence movements capitalized on a newly formed Latin American identity to separate their communities from Spain.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● How did colonization change Latin America?</li> <li>● What are the Indigenous, European, and African influences in Latin American culture?</li> <li>● What is "mestizo"?</li> <li>● Who were the heroes that led Latin American countries to independence?</li> </ul>
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<b>What will students <u>know</u>...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u>...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>Students will know</p> <ul style="list-style-type: none"> <li>-the historical context of Spain's arrival in America.</li> <li>-the reactions to the New World by various conquistadors and their impressions of the indigenous people who lived there.</li> <li>-what the Spaniards did to colonize the land, ie set up schools, encomiendas, new government and social hierarchy</li> <li>-basic facts around the slave trade in colonial Latin America</li> <li>-the African influence on music in Latin America</li> <li>-the factors that lead to the independence movement</li> <li>-the cultural heroes that led the independence movement</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>-can interpret authentic texts and resources relating to the conquest, colonization, and independence of Latin America.</li> <li>-can participate in discussion in the target language related to the variety of perspectives of the conquest and colonization of Latin America.</li> <li>-can present information about the European, indigenous, and African influences on Latin American culture and what it means to be mestizo.</li> </ul>

**Stage 2: Evidence of Student Learning  
Performance Tasks**

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<b>Presentational Speaking Mode:</b> <b>Goal:</b> Students will participate in a forum representing a historical figure from the Columbian Era.

**Role:** Historical Figure /Each student will be assigned on of the following participants to represent: Hernan Cortés, Bernal Díaz de Castillo, El Inca Garcilaso de la Vega, Moctezuma, Bartolomé de las Casas, Enriquillo, Cristóbal Colón, Los reyes católicos, Doña Marina/ La Malinche

**Audience:** Other participants and teacher

**Situation:** You are a historical figure discussing some of the issues that took place during the Columbian era. You are explaining your perspective of the conquest and questioning others to share their perspectives.

**Product Performance and Purpose:** The purpose is to view the different perspectives of all the different people who participated in the colonization of the Latin American countries.

**Standards and Criteria for Success:**

Your presentation should include:

- Introduction to the forum: Say who you are and what your main contribution was during the colonization.
- Questions and answers: Prepare questions for other members of the group and prepare to answer questions from your group members.
- Conclusion: Prepare a closing statement to defend your position / decisions during the colonization or apologize for your actions.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

☰ interpersonal forum representing historical figures

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

☰ Spanish 5 latin american studies rubric

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

IPA: What is colonization? How did colonization change Latin America? What is cultural decolonization?

☰ IPA descolonización

☰ IPA seminario + parte escribir como cambió con la colonizacion

## Stage 3: Instructional Design

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Review of preterite tense to narrate historical events. Review of biographical information about Christopher Columbus and his journey to the New World.

Learning Target:	Relevance:	Success Criteria:
Students can: <ul style="list-style-type: none"> <li>Communicate biographical information about Christopher Columbus.</li> <li>Identify intentions the Spanish royalty had in exploring the Americas.</li> <li>Interpret Columbus' first impression of his discovery.</li> </ul>	<b>Real-world connected:</b> The conquest of America had a large impact on the current society and there are many perspectives to explore regarding what happened.	Students <ul style="list-style-type: none"> <li>Interpret a letter written by Christopher Columbus to the king and queen of Spain.</li> <li>Identify evidence in the letter of themes given: nature/weather is a paradise, the opportunity for the Spanish to evangelize and colonize the land.</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

**Formative:**

**Language lab activities**

**Edpuzzle**

**Exit tickets**

**Summative:**

 **Carta a Luis Santángel<sup>o</sup> - repaso**

**Activity/Task**

What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.

Review of preterite tense to narrate historical events. Biographical information about Bartolomé de las Casas and reading texts about defense of indigenous rights in the Spanish colonies.

Learning Target:	Relevance:	Success Criteria:
Students can <ul style="list-style-type: none"> <li>Use the preterite tense to narrate historical events</li> <li>Analyze how Bartolome de las Casas denounced the inhumane treatment of indigenous people during the Spanish colonization.</li> </ul>	<b>Real-world connected:</b> The conquest of America had a large impact on the current society and there are many perspectives to explore regarding what happened.	<ul style="list-style-type: none"> <li>Retell the short story using a storyboard and pictures.</li> <li>Answer inference questions using evidence from the text.</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

**Formative:**

## Language lab activities

Edpuzzle

Exit tickets

 preguntas de análisis - rebelión de enriquillo

 rebelión de enriquillo.pdf

Storyboard - represent the story with drawings

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

PBA: Students will participate in a forum representing a historical figure from the Columbian Era.

Learning Target:	Relevance:	Success Criteria:
Use the preterite tense to explain the historical figures' role in the colonization of Latin America.	<b>Real-world connected:</b> The conquest of America had a large impact on the current society and there are many perspectives to explore regarding what happened.	<ul style="list-style-type: none"><li>Communicate the perspective of the historical figure they are representing in a forum.</li></ul>

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

### Forum debating the perspectives of the conquest

 interpersonal forum representing historical figures

### Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Class discussion on: How did African people arrive in Latin America? Students will examine the amount of slaves traded during colonial times and the products or practices brought with them.

Maps on Slave trade

 Cómo nació la música de raíces africanas en Latinoamérica

Learning Target:	Relevance:	Success Criteria:
Transculturalization is when multiple cultures meet and one's identity is formed from elements of each culture.  Latin America's mestizo culture is formed from indigenous, European, and African influences.	<b>Global relevance:</b> In order to understand one's identity it is necessary to recognize how history has shaped it.	Students name a product or practice that has African influence.

### Assessment

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative: language lab activities, exit tickets, Edpuzzle activities**

**Activity/Task**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students will interpret authentic resources around Latino people reflecting on their African roots.

**Learning Target:**

Transculturalization is when multiple cultures meet and one's identity is formed from elements of each culture.

Latin America's mestizo culture is formed from indigenous, European, and African influences.

**Relevance:**

**Global relevance:** In order to understand one's identity it is necessary to recognize how history has shaped it.

**Success Criteria:**

Students can identify the specific cultural product or practice in their host country specialty that has African roots.

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

*(They can be listed/linked below)*

**Formative: language lab activities, exit tickets, Edpuzzle activities**

Documentary: "They Are We"  preguntas de reflexión they are we

 Nicolás Guillén analysis of poem "Balada de los dos abuelos"

**Summative:**

**Current event analysis of African influence in host country specialty**


**Activity/Task**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Students interpret texts with new vocabulary to define the causes of the independence revolutions.

From the texts, students organize causes and effects of the revolution.

 causas e efectos

**Learning Target:**

The leaders of the Latin American independence movements capitalized on a newly formed Latin American identity to separate their communities from Spain.

**Relevance:**

**Global:** Students learn how Latin American nations ended up how they are today. Students reflect on the impacts on colonization that

**Success Criteria:**

Students can identify specific events that led to independence.

	resulted in declaring independence.	
<b>Assessment</b>		
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
<b>Formative: language lab activities, exit tickets, Edpuzzle activities</b>		

<b>Activity/Task</b>		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students will interpret a text, engage in a socratic seminar, and write a response to the prompt.		
<b>Learning Target:</b>	<b>Relevance:</b>	<b>Success Criteria:</b>
<ul style="list-style-type: none"> <li>There are multiple perspectives of the intentions and impact of the Spanish conquistadors.</li> <li>transculturalization is when multiple cultures meet and one's identity is formed from elements of each culture.</li> <li>Latin America's mestizo culture is formed from indigenous, European, and African influences.</li> </ul>	<b>Global:</b> Students learn how Latin American nations ended up how they are today. Students reflect on the impacts on colonization that resulted in declaring independence.	Students can use an authentic text to engage in a conversation and write a response about colonization and its impact on Latin America. Students can use vocabulary from the unit to explain the changes that occurred in Latin America and the impacts that continue today.
<b>Assessment</b>		
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Summative assessment: Integrated Performance assessment: What is colonization? How did colonization change Latin America?		
<a href="#">☰ IPA descolonización</a>  <a href="#">☰ IPA seminario + parte escribir como cambió con la colonizacion</a>		


<b>Extension/Modification</b>
Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
<b>Flip grids are possible for presentations instead of live presentations</b>

## Resources

Any materials and resources related to Stage 3 learning activities.

 [Stevens SPAN 5 Unit 2 22-23](#)

## Spanish Year 5: Unit 2-Families & Communities

<b>Unit Overview</b>	
<b>Unit Title:</b>	Families and Communities - My traditions and my family year 5 
<b>Grade Level/Course:</b>	ADVANCED LOW ECE Spanish 5
<b>Length/Dates:</b>	8 weeks
<b>Unit Summary:</b>	Students will share their holidays and traditions and compare them to holidays and traditions in the target language culture.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ul style="list-style-type: none"> <li>• 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.</li> <li>• Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding. (2.1 &amp; 2.2)</li> <li>• Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (5.1 &amp; 5.2)</li> </ul>

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>Cultures: Interact with cultural competence and understanding</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities</p>

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand... <ul style="list-style-type: none"> <li>● Current holidays and traditions come from ancient traditions and belief systems and evolve over time.</li> <li>● The traditions and customs that one chooses to preserve or abandon reflect their system of beliefs and values.</li> <li>● that countries develop over time with shared values, symbols, language, and identity</li> <li>● families are the basic unit of a society and can include members that don't have legal or biological connections.</li> <li>● the role family plays in the target language culture.</li> <li>● all families have traditions and customs based on their values and belief systems.</li> <li>● The family unit has much influence on the formation of values of young people.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● Why does our definition of a hero change over time? Who are our heroes and what are the characteristics of a hero?</li> <li>● How does a country become a country and create national unity?</li> <li>● How do language and national symbols impact national identity?</li> <li>● Why is belonging to a family an important part of many cultures?</li> <li>● Why do families have rules and customs?</li> <li>● How do families share their values and belief systems with their youth?</li> <li>● In what ways do current holidays and traditions retain their ancient roots?</li> <li>● Why do people choose to preserve or abandon certain customs and traditions?</li> </ul>
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<b>What will students know...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students be able to do...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... <ul style="list-style-type: none"> <li>● vocabulary associated with holidays &amp; traditions/customs.</li> <li>● that families are the basic unit of a society and can include members that don't have legal or biological connections.</li> <li>● the role of the family unit and individual family members in the target culture in developing their values and belief systems.</li> <li>● that the family unit has much influence on the formation of values and belief systems of other members.</li> <li>● current holidays and traditions originate from ancient traditions and belief systems</li> <li>● that the traditions and customs that one chooses to preserve or abandon reflect their evolving system of beliefs and values.</li> <li>● present and past tenses.</li> </ul>	Students can... <ul style="list-style-type: none"> <li>● discuss and describe their holidays &amp; traditions.</li> <li>● describe their families.</li> <li>● read authentic stories and press releases about traditions, holidays, and family relationships</li> <li>● discuss how symbols and language contribute to national identity.</li> <li>● identify the relationship between members of their family.</li> <li>● discuss how families develop and maintain customs and traditions that support their values and belief systems.</li> <li>● investigate traditions and holidays in the target culture and compare/contrast those to traditions and holidays in their own culture.</li> <li>● speak in present and past tenses.</li> <li>● maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.</li> </ul>

## Stage 2: Evidence of Student Learning

## Performance Tasks

### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

#### **Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Role:** Yourself

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

#### **Standards and Criteria for Success:**

Your presentation should include:

- choose a target language country or region
- choose a product or practice from that country or region.
- create a visual presentation of the product or practice
- create an activity for the attendees to do when they visit your station
- explain the perspective behind the product or practice

'Starts in Unit 1 and continues until half way through Unit 2

### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

[Organizador para noche de cultura](#)

[Investigaciones para la noche de cultura](#)

[mi pasaporte español y de dónde soy](#)

[¿Qué necesitas para la presentación?](#)

[Héroes de los países](#)

### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

#### **C Rubrics**

[Communication rubric](#)

[Intermediate High rubric](#)

[Advanced Low rubric](#)

[Description of an Intermediate High Speaker](#)

[2. Description of an Advanced Low Speaker](#)

### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

#### **Instructional Strategies**

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooket, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking  
 Identifying similarities & differences  
 Cooperative/collaborative activities

**Other Evidence**

**Assessment Evidence**

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Interpretive vocab quiz
- Exit tickets
- Edpuzzle
- Quizlet practice
- Language lab activities and conversations
- Weekly journal entries
- CBAs
- [Proficiency checks](#)
- [IPA](#)

**Stage 3: Instructional Design**

**#1. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**Day of the Dead - investigation and comparison with Halloween**

Learning Target:	Relevance:	Success Criteria:
Students can (2 lessons) <ul style="list-style-type: none"> <li>● Identify products (vocabulary words) related to day of the dead festivities</li> <li>● Discuss their prior knowledge about day of the dead</li> <li>● Interpret texts about day of the dead</li> <li>● Discuss the grammatical construction (estar muerto/vivo)</li> <li>● Discuss the practices of day of the dead</li> <li>● Compare day of the dead with Halloween</li> <li>● Discuss the perspectives associated both traditions</li> </ul>	Real world connected - Students can explain the perspectives and belief systems of various cultures and compare them to our own.	Students can <ul style="list-style-type: none"> <li>● interpret a text about Day of the Dead and Halloween;</li> <li>● identify the products and practices;</li> <li>● discuss the perspectives</li> <li>● list the similarities and differences between the 2 holidays;</li> <li>● express their opinions and beliefs about paranormal activities, ghosts, life after death, etc.;</li> <li>● use present tenses and describe and share opinions;</li> <li>● use past tenses to explain past events/experiences.</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Formative:**

- [Artículo nuevo y organizador](#)
- [Día de los muertos actividad - video](#)
- [Día de los muertos actividades](#)
- [Vocabulario actividad](#)
- [Actividad vocabulario-fotos](#)
- [Actividad vocabulario - texto](#)
- [Textos interpretativos](#)
- [Actividad para los textos interpretativos](#)
- [Halloween y Día de los muertos - organizador](#)

Oct 30-Nov 2

**#2. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

**Patron Saint Festivals - Investigation of Spain's patron saint festivals**

Learning Target:	Relevance:	Success Criteria:
<p>Students can</p> <p>First lesson</p> <ul style="list-style-type: none"> <li>● Identify the most popular festivals in Spain</li> <li>● Discuss their traditions</li> <li>● Compare their traditions with those of Spain</li> <li>● Interpret texts about patron saints</li> </ul> <p>Next lesson</p> <ul style="list-style-type: none"> <li>● Investigate the patron saint festivals - Soria</li> <li>● Identify the practices and products of those festivals</li> <li>● Discuss the perspectives - why they engage in these activities and use these products</li> </ul> <p>Last lesson</p> <ul style="list-style-type: none"> <li>● Compare festivals in Spain with festivals in their own culture</li> <li>● Discuss the origin of the festival's products and practices</li> </ul>	<p>Student interest - This unit occurs at the holiday season so it is relevant to their experiences in their own culture</p>	<p>Students can</p> <ul style="list-style-type: none"> <li>● Compare their festival with one in their own culture using information from texts</li> <li>● Discuss the origin of the festival - ancient influences</li> <li>● Explain the importance of the festival and its meaning in the target culture</li> </ul>

[Vocabulario](#)  
[vocabulario](#)

**Formative:**

[texto](#)

[organizador](#)

[San Juan - vocabulario](#) <https://dle.rae.es/>- de San Juan - ejemplo

[organizador](#)

<https://www.soria.es/ciudad/mas-fiestas-de-san-juan>

[página para investigar las fiestas del país](#)

[Soria information](#)

[Organizador - fiestas en España - jigsaw](#)

[Fiestas de España organizador](#)

<https://www.topschoolinspain.com/actividades/fiestas-locales-en-espa>

[Tabú - vocabulario](#)

Nov 3-Nov 29

### #3. Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Festivals in Latin America - Investigation of festivals in chosen target country

Learning Target:	Relevance:	Success Criteria:
<p><u>Over the course of the unit - individual or pair investigation</u></p> <p>Students can</p> <ul style="list-style-type: none"><li>Investigate the festivals in their chosen target language country</li><li>Create a presentation about the festival - products, practices &amp; perspectives</li><li>Teach their classmates about their target country's festival</li><li>Create an engaging activity for their classmates related to the festival</li><li>Discuss the origins of the festival</li></ul>	<p>Student interest - further investigation into their chosen target language country</p>	<p>Students can</p> <ul style="list-style-type: none"><li>Create a presentation about their chosen festival and present it to their classmates in a gallery walk</li><li>Discuss the origins of the festival - ancient influences</li><li>Identify the practices and practices of the festival</li><li>Explain the perspective of the festival - why it is important to the people and why it continues</li></ul>

**Summative**

[Mis tradiciones organizador](#)

**#4. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**Corrida de toros**  
**Investigation and debate about the bullfight**

Learning Target:	Relevance:	Success Criteria:
<p><u>Corrida de Toros</u>  <u>(2 lessons)</u>            Students can</p> <ul style="list-style-type: none"> <li>Investigate the products and practices in the bullfight</li> <li>Interpret texts about bullfighting</li> <li>Interpret texts about the Spanish opinion and interest in bullfights</li> <li>Discuss the origin and meaning of the festival - perspective</li> <li>Debate: Students create debate teams and, using information from texts, debate if bullfighting should continue or be eliminated as part of the festivals and sports in Spain</li> </ul>	<p>Real world - there is much debate about sports and animal abuse in many countries</p>	<p>Students can</p> <ul style="list-style-type: none"> <li>Identify the parts of the bullfight</li> <li>Identify the products and practices of the bullfight</li> <li>Explain the perspective of the bullfight - the reason why it continues</li> <li>Explain why there is opposition to the bullfight</li> <li>Debate their assigned position - should the bullfight continue or be eliminated</li> </ul>

**Formative**

[corrida parte 1](#)

[corrida parte 2](#)

[Opinar sobre la corrida](#)

<https://videoele.com/B2-Conocer-los-toros-1.html>

<https://videoele.com/B2-Conocer-los-toros-2.html>

[Opinar https://youtu.be/ovEgeXf8t9g?si=4cXh0NplrAeAiMgT](https://youtu.be/ovEgeXf8t9g?si=4cXh0NplrAeAiMgT)

<https://youtu.be/qkmJ2nQfPkg>

**Summative:**

DEBATE: [Debate](#)

[Debate información](#)

[apuntes del debate profe](#)

[Debate assessment](#)

[preparación para el grupo](#)  
[preparación individual](#)

- [A favor 1](#) [A favor 2](#) [A favor 3](#)
- [En contra 1](#) [En contra 2](#)

Nov 30 - Dec 11

### #5. Activity/Task

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

#### Investigation of Spain's official languages and dialects

Learning Target:	Relevance:	Success Criteria:
<p>Students can</p> <p>Lesson 1</p> <ul style="list-style-type: none"><li>• Identify the official languages in Spain</li><li>• Identify the various dialects in Spanish</li><li>• Discuss the cultural implications of multiple official languages</li></ul> <p>Lesson 2</p> <ul style="list-style-type: none"><li>• Investigate the cultures and groups that developed the peninsula</li><li>• Investigate the formation of Spain as a country</li><li>• Discuss the influences native people and invaders have on today's Spain's - language and culture</li></ul>	<p>Real world relevance - students understand the various languages in Spain and the impact that has on Spanish politics and the cultures of those regions</p>	<p>Students can</p> <ul style="list-style-type: none"><li>• Identify the languages and regions of Spain</li><li>• Explain the linguistic differences of those languages and dialects</li><li>• Discuss how the various peoples of the peninsula helped shape Spain</li><li>• Explain the impact each group had on Spanish culture</li></ul>

#### Formative:

[Lenguas de España](#)

[historia de la península](#)

[Investigaciones de España](#)

Actividades - map of languages & dialects, crossword puzzle of arab influence words, historical groups in Spain

[Repaso de la historia de España organizador](#)

Edpuzzle - historia del imperio

Dec 8-13

### #6. Activity/Task

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**Investigation of target country's indigenous languages**

During the last 2 weeks of the unit  
 Students can

- Investigate the indigenous languages of their chosen target language country
- Present their information in a gallery walk to their peers
- Draw conclusions about why indigenous languages are spoken today in many Latin American countries but not in the US

Student interest - further investigation into their chosen target language country

Students can

- Present their information about indigenous languages in their target country to their peers
- Draw conclusions about why indigenous languages survived in Latin America but not in the US based on the information from the history of Spain's arrival and their background knowledge about the US' historical interactions with indigenous peoples

**Summative:**

[Investigaciones - Lenguas de las Américas - ¿Cuáles son las lenguas indígenas de tu país? - lengua materna](#)

Dec 4-21

**#7. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

**The Spy (el espía) short film - interpretation and reflection**

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can ( <u>1 lesson</u> ) Previewing <ul style="list-style-type: none"> <li>• interpret screenshots from the short to determine the content, the purpose, and message;</li> <li>• discuss their ideas with classmates;</li> </ul> viewing <ul style="list-style-type: none"> <li>• watch and interpret the short film;</li> </ul>	Global relevance: short film about an Argentinian family. Discussion about different types of families and how families evolve	Students can <ul style="list-style-type: none"> <li>• interpret the short text.</li> <li>• discuss character development, plot and theme of the short;</li> <li>• express their opinions about family relationships;</li> <li>• compare family values in Argentina and the US</li> </ul>

<ul style="list-style-type: none"> <li>● interpret authentic texts about family relationships and family dynamics;</li> <li>● share observations and opinions with a classmate;</li> <li>● answer questions about the content of the short;</li> </ul> <p>post viewing</p> <ul style="list-style-type: none"> <li>● compare their family relationships with the family in the short;</li> <li>● share ideas about the authentic text;</li> <li>● reflect on the relationship between the characters in the video;</li> <li>● explain how our preconceived ideas influence our decisions and judgements about others;</li> <li>● explain how families evolve and change over time and how values impact that evolution.</li> </ul>		
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Formative:**  
**ELLA Y YO**  
**organizador**

**Dec 18/19**

**#8. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

**Investigation of Spain's & Mexico's Christmas Holiday traditions**

<p><u>2 lessons</u> Students can</p>	<p>Student interest - this happens right before Christmas break and they can compare it to the</p>	<p>Students can</p> <ul style="list-style-type: none"> <li>● Compare and contrast the celebrations in both countries with their own</li> </ul>
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<ul style="list-style-type: none"> <li>• Investigate the Christmas celebrations in Spain and Mexico</li> <li>• Interpret texts about holiday celebrations in both countries</li> <li>• Compare and contrast the celebrations in those countries with their own</li> <li>• Discuss the meaning of the festivals and the products and practices</li> <li>• Discuss the perspectives and the connection to ancient rituals and traditions</li> </ul>	<p>traditions they are experiencing in the moment</p>	<p>using information from the texts</p> <ul style="list-style-type: none"> <li>• Discuss the reasons for practices and products</li> <li>• Explain the origin of these practices, products, and traditions</li> </ul>
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**Formative:**

[Las navideñas en México diapositivas organizador](#)

[Las navideñas en España](#)

jigsaw

<https://youtu.be/zFPUywLHfw> sorteo de la navidad

IKEA - 3 Reyes Magos [antes y después de ver video](#) [ver caga tío](#)

[Epifania - 3 reyes video edpuzzle Ikea](#)

Dec 20 - Jan 2

**#9. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Integrated Performance Assessment**

Learning Target:	Relevance:	Success Criteria:
<p><u>2 days</u> Students can write and discuss about the 3 topics: The impact of values on traditions; how traditions unite a nation; the role of family in continuing traditions &amp; teaching national values; the</p>	<p>Real-world relevance, global relevance, student interest</p> <p>Students can choose the theme they want to write about (except the one they had in their seminar). Students can enter any seminar via the hot seat.</p>	<p>Students</p> <ul style="list-style-type: none"> <li>• read/watch and interpret authentic texts about the 3 themes.</li> <li>• discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence for the IPA texts and the</li> </ul>

		<p>texts we used in class throughout the unit.</p> <ul style="list-style-type: none"> <li>• write about one of the themes using evidence from the IPA texts and the texts we used throughout the unit.</li> <li>• use present and past tenses.</li> <li>• use appropriate, specific unit vocabulary.</li> </ul>
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**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Summative:**

[IPA - interpretive, interpersonal, presentational](#)

**#12. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

**Students can teach about a product or practice in their target country's culture and explain the perspective to the public.**

Learning Target:	Relevance:	Success Criteria:
<p>Students</p> <ul style="list-style-type: none"> <li>• Investigate an important cultural aspect of a country</li> <li>• Present information about the products and practices associated with that cultural aspect</li> <li>• Discuss the perspective of the cultural practices and products</li> <li>• Teach the public to do the practice - i.e. speak a language, do a dance, etc.</li> </ul>	<p>Real world relevance - students share what they have learned with the public. This addresses the community standard of sharing their learning beyond the classroom</p>	<p>Students can</p> <ul style="list-style-type: none"> <li>• Present their information to the audience</li> <li>• Teach the public a practice or custom from their chosen country</li> <li>• Create a poster with information about the country and the practice/custom</li> </ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

**Summative:**

**PBA**

[Noche de cultura](#)

[Organizador para noche de cultura](#)

[Investigaciones para la noche de cultura](#)

**#13. Activity/Task**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**Past tenses**

Learning Target:	Relevance:	Success Criteria:
Throughout the unit Students can <ul style="list-style-type: none"><li>• Narrate and describe in the past tenses</li><li>• Use the past tenses to discuss past events in the history of Spanish speaking countries</li><li>• Use past tenses to discuss the origins of festivals and products and practices</li></ul>	Real world relevance - students need to be able to narrate and describe in the past to achieve the Advanced low proficiency level	Students can <ul style="list-style-type: none"><li>• narrate and describe in the past tenses</li><li>• use the past tenses appropriately</li></ul>

**Assessment**

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

**Formative & Summative**

**Assessments throughout the unit**

[Rellenar las páginas](#)

[Artículo organizador subrayar los verbos en el pretérito circular los verbos en el imperfecto](#)

[Pretérito v imperfecto](#)

[Juegos del imperfecto y pretérito](#)

**Extension/Modification**

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Flip grids are possible for presentations instead of live presentations**

**Resources**

Any materials and resources related to Stage 3 learning activities.

[Día de los muertos actividad - video](#)

[Vocabulario](#)

[texto](#)

[organizador](#)

[Fiestas de los santos - de San Juan - ejemplo](#)

[página para investigar las fiestas del país](#)

[Soria information](#)

[Mis tradiciones](#)

[organizador](#)

[corrida parte 1](#)

[corrida parte 2](#)

<https://videoele.com/B2-Conocer-los-toros-1.html>

<https://videoele.com/B2-Conocer-los-toros-2.html>

<https://youtu.be/qkmJ2nQfPkg>

[Debate](#)

[Debate información](#)

[apuntes del debate profe](#)

[Debate assessment](#)

[preparación para el grupo](#)

[preparación individual](#)

[Lenguas de España](#)

[historia de la península](#)

[Investigaciones - Lenguas de las Américas - ¿Cuáles son las lenguas indígenas de tu país?](#)

[- lengua materna](#)

[Las navideñas en México diapositivas organizador](#)

[Las navideñas en España - jigsaw](#)

[https://youtu.be/\\_zFPUywLHfw](https://youtu.be/_zFPUywLHfw) sorteo de la navidad

[IKEA - 3 Reyes Magos antes y después de ver video ver](#)

<https://youtu.be/Xa9EnGqaT0s> caga tío

[Epifanía - 3 reyes video edpuzzle Ikea](#)

<https://edpuzzle.com/assignments/61d450bd9678e742d2a91b63/watch>

[Historia de España en las Américas](#)

[edpuzzle - los reyes](#)

[Organizador - heroes de países latinoamericanos](#)

[Gallery walk -](#)

[El espía video](#)

[El espía actividad](#)

[El espía preview](#)

[Investigaciones de la historia España](#)

[Infografías de la identidad](#)

[Noche de cultura](#)

[Organizador para noche de cultura](#)

[Investigaciones para la noche de cultura](#)

[Riccio slides](#)

Curriculum

Units: 2

Years 1-5

All Languages



## World Language Southington High School

Chinese, French, Italian, Latin, Spanish

## World Language Units

6 overarching themes repeat each year with a different sub theme focus.

All units are culture focused; grammar and vocabulary are necessary tools to complete the real world tasks with the appropriate text type for their proficiency level.



## 6 Cultural Themes for all years, all levels

### Personal & Public Identities



### Science & Technology



### Beauty & Aesthetics



### Families & Communities



### Global Challenges



### Contemporary Life



## ACTFL Proficiency Levels

**Novice Mid =**  
year 1 ACA

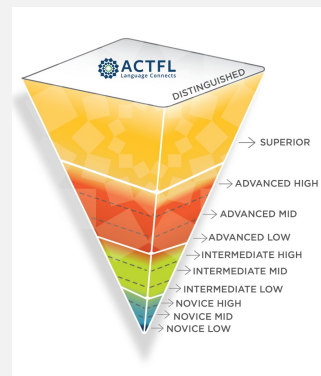
**Intermediate Low =**  
year 2 ACC  
Year 3 ACA

**Intermediate High =**  
year 4 ACC  
year 5 ACA

**Novice High =**  
year 1 ACC  
year 2 ACA

**Intermediate Mid =**  
year 3 ACC  
year 4 ACA

**Advanced Low =**  
year 5 ECE



# ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	4			
<b>Superior</b>	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>	1			<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice High</b>	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

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## Year 1-Unit 2: Families & Communities

Novice Mid/High Proficiency Level

Students can describe themselves and their family members physically and their personalities. They can discuss their holidays and compare and contrast them with the holidays in the target language culture.



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**Presentational Speaking Mode:**

**Goal:** Students will be able to introduce and describe their family members.

**Role:** You are welcoming a host student that will be staying with you this summer.

**Audience:** A student from the target culture who is looking to study abroad in Southington and stay with you.

**Situation:** Before your host student arrives, you are sharing descriptions of family and friends that are important to you and that your host student is likely to meet upon their arrival.

**Product:** slideshow presentation with photos and basic information for each person



PBA

**Year 2-Unit 2:  
Global Challenges**

Novice High or Intermediate Low Proficiency  
Level

Students can discuss their impact on the environment and give advice on how to improve one's environmental habits.



# PBA

## **Presentational Writing Mode:**

**Goal:** Create a flyer that promotes an environmental awareness event in the community.

**Audience:** The SHS community

**Situation:** You have noticed the need for an event to bring awareness to people's environmental habits.

**Product Performance and Purpose:** Your flyer should persuade people to participate and be more eco-conscious.

## Year 3-Unit 2: Contemporary Life

Intermediate Low/Mid Proficiency Level

Students can discuss their good and bad school/study habits in the present tense.

Students will compare the university admissions process in the United States to the process in the target language culture.



**Interpersonal Speaking Mode:**

**Goal:** To compare and evaluate the University admissions process in the United States and Italy.

**Role:** Yourself

**Audience:** Classmates/teacher

**Situation:** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.

**Product Performance and Purpose:** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include.



PBA



## Year 4-Unit 2: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.



## Presentational Speaking:

**Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.

**Role:** Innovator

**Audience:** Investors (“sharks”) - class peers and teachers

**Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.

**Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.

PBA

## Year 5-Unit 2: Families & Communities

Intermediate high/Advanced low Proficiency Level

Students can share their holidays and traditions and compare them to holidays and traditions in the target language culture.



**Presentational Writing and Speaking Mode:**

**Goal:** To teach your peers and the greater Southington community information about a product or practice and perspective in the target culture.

**Audience:** Southington High School community (teachers, students, & admin) and the greater Southington community

**Situation:** You are going to participate in the SHS Culture Knight and teach the attendees how to do something or about something in your target culture.

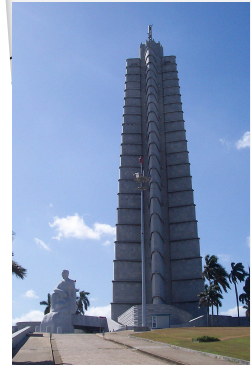
**Product Performance and Purpose:** You will prepare a presentation and an activity for the attendees to watch and do.

PBA

**Year 5 Latin American Studies Unit 2**  
**Families & Communities**

Intermediate High Proficiency Level

Students can build on their understanding of identity from unit 1 & examine the entry of European and African cultures in Latin America. Students can critically interpret texts about the conquest by the Spanish, the “mestizo” culture in Latin America & how much of Latin American identity is a mix of many cultures.



# PBA

## **Presentational Speaking Mode:**

**Goal:** Students will participate in a forum representing a historical figure from the Columbian Era.

**Role:** Historical Figure /Each student will be assigned on of the following participants to represent:

Hernan Cortés, Bernal Díaz de Castillo, El Inca Garcilaso de la Vega, Moctezuma, Bartolomé de las Casas, Enriquillo, Cristóbal Colón, Los reyes católicos, Doña Marina/ La Malinche

**Audience:** Other participants and teacher

**Situation:** You are a historical figure discussing some of the issues that took place during the Columbian era. You are explaining your perspective of the conquest and questioning others to share their perspectives.

**Product Performance and Purpose:** The purpose is to view the different perspectives of all the different people who participated in the colonization of the Latin American countries.