

Southington Board of Education Meeting

Thursday, March 20, 2025 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. Celebration of Excellence
 - a. 2024 Connecticut Fire Prevention Poster Recognition Program Winners for Southington and Hartford County - Alana Armack (4th Grade) and Ashlyn Kasica (5th Grade)
6. Approval of Minutes - February 27, 2025
7. 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
8. Committee Reports
 - a. Curriculum & Instruction Committee Meeting - March 14, 2025
 - b. Finance Committee Meeting - March 17, 2025
 1. Bid 2025-08 - SHS Room W284 Dark Room Removal
 2. RFP 2025-006 Award - Agriculture Science Barn Facility
 3. Approval of STELLAR Lease Proposal
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
 - b. Policy 1312 - Public Complaints - Revised - Second Reading
 - c. Policy 1316 - Relations Between Public and School Personnel - Revised - Second Reading
 - d. Policy 6144 - Controversial Issues - Revised - Second Reading
 - e. Policy 6146 - Graduation Requirements - Revised - Second Reading
11. New Business
 - a. Approval of Out of State/Overnight Field Trips
 1. SHS - Grade 9-12 French Students - Rouen, France
 2. SHS - Chinese Program - Hangzhou, Shanghai and Guilin, China

- b. Appointment of AFSCME (Custodial/Maintenance) Negotiating Committee
 - c. Appointment of UPSEU (Paradeducators/ ABA's/ML Tutors) Negotiating Committee
 - d. 2025-2026 Healthy Food Certification
 - e. 2025-2026 Food and Beverage Exemption
 - f. SHS - Food and Nutrition - Revised Curriculum - First Reading
 - g. SHS - Foundations of Art 1 - Revised Curriculum - First Reading
 - h. SHS - Foundations of Art 2 - Revised Curriculum - First Reading
 - i. SHS - World Religions - Revised Curriculum - First Reading
 - j. SHS - Advanced Outdoor Recreation - New Course Proposal - First Reading
12. Public Communications
- a. Public
13. Adjournment

The minutes presented within the document provide a summary of the discussion that 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 – Operations

February 27, 2025, 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 6:30 p.m.

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

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

2. Executive Session

MOTION made by Mr. Derynoski and seconded by Mr. Williams “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and Pending Litigation, and upon conclusion reconvene to public session.” Motion carried unanimously 6-0

Mr. Madancy and Mr. Pepe were invited to attend the meeting.

At 6:32 p.m. Mrs. Michelle Laubin was invited to attend the meeting.

Mr. Baczewski joined at 6:34 p.m.

Mr. Carson joined at 6:45 p.m.

a. Student Matters

b. Pending Litigation

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

Mrs. Clark called the regular meeting to order at 7:05p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri 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; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services.

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

4. Pledge of Allegiance - Moment of Silence

Ann Sciota passed away on February 7, 2025. She was a Business Teacher at Southington High School. Over 14+ years she was a 2-time nominee for Teacher of the Year and was Class Advisor for the Class of 1984. Mrs. Sciota was the mother of our former Town Manager, Mark

Sciota and Rose Risser, a former teacher at Kelley School. She was the mother-in-law of Karen Sciota, a teacher at JFK and our current Athletic Director, Steve Risser. She retired in 1991.

5. Celebration of Excellence

a. Connecticut Region Scholastic Art Awards - Ellen Serenson and Riley Welch

Mr. Madancy called up Mrs. Levinthal to speak about the award recipients.

Mrs. Levinthal stated, “The Southington High School Art Department is proud to announce its two student winners from the Connecticut Regional Scholastic Art Awards.” The competition includes public, private and parochial schools from around the state. Riley Welch earned a civil key award for her graphite skeleton drawing. Ellen Serenson earned an honorable mention award for her mixed media self-portrait drawing. This is the third year in a row Ms. Serenson’s artwork has been chosen as a winning piece. Both were honored at the Connecticut Regional Scholastic Art Award Celebration held at the University of Hartford, Lincoln Theater in January. Their artwork was also featured in the Connecticut Regional Scholastic Art Awards Exhibit.

Ms. Serenson was selected by the Southington High School Art Department as the Connecticut Association of Schools Award recipient for the 2025 Visual Arts Award. Ms. Serenson will be honored for this award on Tuesday, April 1, 2025, at the Aqua Turf Club.

Ms. Welch was selected by the Southington High School Art Department to receive the Annual Art Award for her excellence in art and her amazing contributions to the overall Art experience. Ms. Welch will be presented with this award at the annual awards night on Wednesday, May 7, 2025, at Southington High School.

Mrs. Clark recognized the talent of the students and thanked them for sharing their creativity; she presented both with their awards.

A brief recess was taken at 7:13 p.m. for the Board members to congratulate the students and admire their artwork.

The meeting reconvened at 7:17 p.m.

b. **MOTION made by Mr. Zaya Oshana and seconded by Mr. Jasper Williams, “move item 11b, Approval of Out of State Field Trips, up to 7e.” Motion carried unanimously 7-0.** Mr. Derynoski was not in the room at this time.

6. Approval of Minutes

a. January 23, 2025

MOTION made by Mr. Robert Brown and seconded by Mrs. Terri Carmody “Move to approve the regular BOE Meeting Minutes of January 23, 2025.” Motion carried unanimously 8-0.

Attachments: (1)

b. February 5, 2025

MOTION made by Mrs. Terri Carmody and seconded by Mr. David Derynoski, “Move to approve the Special BOE Meeting Minutes of February 5, 2025.” Motion carried unanimously 8-0.

Attachments: (1)

7. Public Communications

a. Communications from Student Board Representatives

Mr. Hoffman presented the School Report:

- The Drama Club has been hard at work preparing for this year’s production of Cinderella, which will take place on March 7 and 8, 2025.
- The 11th graders will be participating in NGSS testing. These assessments are an important part of measuring students’ understanding of Next Generation Science Standards.
- The Annual Course Fair was recently held, where students had the opportunity to tour different classes offered at SHS. This event was a great success, helping students make informed decisions about their course selections for the upcoming school year.
- Planning for the All Knight Grad Party has officially begun. This event is a great way to celebrate our seniors, and fundraising efforts are already underway. Updates, including fundraiser dates and locations, can be found on the SHS Class of 2025 Instagram page. The community is encouraged to get involved and support our graduating class.

Mr. Hoffman presented the Sports Report:

- The SHS Varsity Cheerleading Team won the overall CCC Championship competition on February 17, 2025. The team competes in the CIAC Class LL State Championship Saturday March 1, 2025, at Trumbull HS.
- The Girls' Basketball Team won its first ever CCC Conference Championship Monday February 24, 2025, at the University of Hartford defeating East Catholic High School. The team defeated the state's #1 rated team Northwest Catholic in the CCC Semi’s on Saturday, March 22, 2025, to advance to the championship game. They play in the Class LL State Championship Tournament next Wednesday March 5, 2025.
- The Boys' Basketball team won the CCC South, regular season and qualified for the Division 2 State Championship playing Westhill on Monday February 24, 2025, at SHS.
- The Wrestling Team finished in 5th place at the Class LL Tournament last weekend. The team is competing in the State Open this coming weekend.
- The Girls Gymnastics Team finished the regular season with an undefeated record. The team finished 2nd in the Class L Championship meet Saturday, February 22, 2025, and has five members of the team competing in the CIAC State Open Meet this Saturday, March 1, 2025.

- The Blue Knights Girls and Boys' indoor track teams both won the CCC South Division Championship 2 weeks ago.

Ms. Mellitt presented the District Report:

- South End Elementary School is once again participating in One Book, One School. This year, each family received a copy of *Escape from Mr. Lemoncello's Library*, generously provided by the PTO. Families are reading together each night and even have the option to listen to South End staff reading pre-recorded chapters—while trying to guess the mystery reader. Several culminating activities are planned as the school community wraps up this fantastic adventure
- On February 7 and 8, 2025, Kelley Elementary School's Drama Club transformed the JFK Middle School stage into the colorful world of Dr. Seuss with their production of *Seussical Jr.* Nearly 50 third, fourth, and fifth graders performed to an almost sold-out audience both nights. This production was directed by Southington High School students, Ms. Mellitt and Ms. Tarfano who dedicated countless hours to bringing the show to life.
- Students in grades 4 and 5 across all elementary schools recently participated in the Fire Prevention Poster Contest. At Kelley School, fourth-grader Alana Armack and fifth-grader Ashlyn Kasica won the town-level competition, with their posters advancing to the Hartford County competition. This week, we received the exciting news that both Alana and Ashlyn won at the county level. They will be honored at a statewide luncheon on April 11, 2025, where the state winner will be announced. Notably, Ashlyn also won the Hartford County competition last year as a fourth grader. This is the first time Southington has had county winners in both fourth and fifth grade, and even more special they are both from Kelley School.
- A special congratulations to JFK sixth grader Aria Drake, whose Invention Convention project has earned her an invitation to represent Connecticut at the National Invention Convention in Michigan this June.
- The JFK PTO recently coordinated an inspiring visit from BMX rider and motivational speaker Mannie Nogueira. During his visit, Mannie impressed students with his amazing bike tricks while sharing an important message about following their dreams and treating others with kindness and respect.
- It has been a fantastic season for our Unified Sports athletes. They recently participated in local competitions and a tournament at Wilcox Technical High School.
- A special thank you to JFK staff members Betty Bove, Pam Stone, Tim Roarty, Jillian Leblanc, and Jon Rossi for representing the Kennedy Eagles at last weekend's Sloper Plunge. Their participation helped raise over \$1,400 to support YMCA camperships.

b. Communications from Board of Education

Mr. Brown noted the Wall of Honor at the High School has a deadline of May 1, 2025, for applications. Applications are available on the Southington Public Schools Website under the High School and then Wall of Honor. Mr. Brown can also be contacted for the application.

Ms. Mellitt stated she would post this information on the SPS Instagram and Facebook page.

Mrs. Clark had the pleasure of attending One Book, One Community: The Age of Anxiety. Thank you to Mr. Madancy, Mr. Pepe, and Mrs. Kelleher for the phenomenal job with their presentation and engaging the community. It was an eye-opening event getting to see different perspectives from different generations. March 12, 2025, will be the next session.

c. Communications from Administration

Mr. Madancy highlighted the SHS Girls Basketball Team and mentioned their Coach who recently passed away. There is a chance Southington will be hosting a double header for the Girls and Boys Basketball Teams on Wednesday, March 5, 2025.

Mr. Madancy got to attend Terrier Hockey Saturday, February 22, 2025: the Co-op Southington High School is a part of with a few other towns for High School Hockey. Four of Southington's seniors were recognized at Senior Night. The hockey players are extremely devoted and sacrifice a lot to be part of the hockey team.

The Board of Finance, Public Hearing will be held Monday, March 3, 2025, at 7:00 p.m. located at DePaolo Middle School.

On February 13, 2025, Mr. Madancy testified in Hartford in front of the Select Special Education Committee. He spoke to reducing the threshold from 4.5 times to 3 times for district programs. On February 26, 2025, he testified on 4 separate bills; an unfunded mandate that he spoke against, he then spoke in favor of a working group to study fighting antisemitism in the community, to add a hold harmless provision, and reduce standardized assessments for students.

Mr. Madancy spoke about the Sloper Plunge which took place on Saturday, February 22, 2025. The Central office, Board of Education team members were Steve Madancy, Jackie Nadeau, Peter Romano and Tyler Savage. Thank you to all the staff members who participated.

Southington High School DECA store is among only 4 other school-based enterprises in the state achieving Gold Certification for the 2024-25 school year. They will be recognized during DECA's International Career Development Conference this April in Orlando, FL. The DECA State Competition this year will be held at the Aqua Turf Club on Monday, March 3, 2025.

Attachments: (1)

d. Communications from Public - Agenda Items Only

No public comment.

e. Approval of Out of State/Overnight Field Trips

1. SHS - DECA - Orlando, FL

MOTION made by Mr. Zaya Oshana and seconded by Mr. David Derynoski, “Move to approve the out of state field/overnight trip to Orlando for DECA.” Motion carried unanimously 8-0.

Attachments: (1)

2. SHS - Spanish - Grades 10-12 - Salamanca, Spain

MOTION made by Mr. Zaya Oshana and seconded by Mr. David Derynoski “Move to approve the SHS field trip to Salamanca, Spain as presented by the administration.” Motion carried unanimously 8-0.

Attachments: (1)

3. SHS - Jazz Ensemble - Philadelphia, PA

MOTION made by Mr. Zaya Oshana and seconded by Mr. David Derynoski “Move to approve the SHS - Jazz Ensemble field trip to Philadelphia, PA as presented.” Motion carried unanimously 8-0.

Attachments: (1)

8. Committee Reports

a. Policy & Personnel Committee Meeting - February 11, 2025

Mr. Pepe read the minutes for the February 11, 2025, Policy & Personnel Committee Meeting.

Mr. Derynoski thanked Mr. Pepe and Mrs. Passamano for a terrific job and a smooth meeting. Mrs. Clark acknowledged there was a lot of work involved and thanked the two again.

Attachments: (1)

b. Districtwide Facilities Committee Meeting - February 20, 2025

Mr. Madancy reviewed the minutes for the February 20, 2025, Districtwide Facilities Committee Meeting.

Mr. Madancy is waiting on the “High Level Redistricting Report” and the “Do Nothing Report.” Once he receives the reports, he will then be able to present the information to the Board with what it will cost to either do nothing, renovate to new, or build new construction. A special meeting will need to be held with the only agenda item being the Elementary Facilities Project. This will be a good opportunity for information to be present to the community and also the community to give input if they choose. The Grant application is due to the State by June 30, 2025; by June 1, 2025, everything needs to be completed up to the Grant submission.

Mr. Madancy was made aware of a pending bill suggesting if in a new construction building Preschool and/or Special Ed programs are incorporated, there will be a 15% increase reimbursement rate for each. At this time our reimbursement rate is about 46%; adding Preschool and/or Special Ed programs would increase our rate by up to 30%. This means we would get 76% reimbursement on new construction. Mr. Madancy is watching this bill very closely.

Mr. Derynoski clarified the 15% would be for the whole project. Mr. Brown noted, if the bill passes, it would be cheaper to build new construction than to do a renovation.

Attachments: (1)

c. Finance Committee Meeting - February 24, 2025

Mr. Carson reviewed the minutes for the February 24, 2025, Finance Committee Meeting. He spoke about the 5 topics discussed at the meeting.

1. Bid 2025-07 - SHS West Gym Floor Resurfacing

MOTION made by Mr. Sean Carson and seconded by Mr. Jasper Williams, “Move to award BID 2025-07 for the West Gym Floor Resurfacing at Southington High School to New England Overland Floor Specialists from Madison, CT in the amount of \$43,150.” Motion carried unanimously 8-0.

2. Preschool Regular Education Tuition Rates 2025-2026

MOTION made by Mr. Sean Carson and seconded by Mr. Jasper Williams, “Move to approve the Preschool Regular Education tuition rates for the 2025-2026 school year as presented by the administration.” Motion carried unanimously 7-0.

3. Food Service Financial Update FY 2024-25

Mr. Carson made a public plea to student families and the entire local community that we do have a negative meal debt within the district right now of \$17,038 and it is trending in the wrong direction. Any opportunity to help the district collect the outstanding debt, or a donation to the district to help support the families that are unable to pay for their students’ meals would be greatly appreciated.

Mrs. Mellitt indicated it was expected for the meal counts to go down this year do to the change in the structure of funding from the State. A projection is being worked on thorough the end of the year to better understand the impact. There is still a strong fund balance but at this time there are students receiving meals and are not paying for the meals. There has been continuous communication with the families who have a balance of over \$10. Mrs. Mellitt acknowledges there most likely is confusion on how the program works due to multiple changes from year to year by the Federal Government. Letters were sent home explaining the program included with an application for the free and reduced meals along with the States “SNAP” program.

Mr. Cason reminded parents to pay attention to their Parent Square Email as that is a good place to receive communications.

4. BOE Financial Update FY 2024-25

The combined utility lines are currently showing a surplus of approximately \$120,000 and the administration continues to monitor the electricity invoices with the new billing rates that came out at the beginning of the year.

Our Magnet School tuition line is currently projected to have a surplus of approximately \$90,000 for FY 2024-25 due to lower than budgeted enrollments.

The Transportation Line has been reviewed by our Director of Operations and are currently in line with our FY 2024-25 budget item lines.

Currently in the legislature in Hartford, on Monday February 24, 2025 there was a discussion about increasing the Special Education Grant Excess Cost Reimbursement Rate. Mr. Madancy indicated the bill did pass and has also passed the senate. It is now waiting for the Governor to veto or approve. If the Governor were to veto it, the house and senate can override a veto with a 2/3 vote. This is not “new money,” it would essentially make us whole.

5. Considered Voluntary taking an ADA Compliance Inspection at the Highschool. Due to funding concerns and pending legal review, this item has been tabled and will be brought up in future committees’ session.

Mr. Baczewski asked about the (STABLE) funds pertaining to Food Service. Mrs. Mellitt clarified the numbers are higher than Pre-Covid but are less than the previous few years when all meals were free. Mr. Baczewski also asked about evaluating the interest in meal options that are offered.

Attachments: (3)

9. Superintendent's Report

- a. Personnel Report

MOTION made by Mrs. Terri Carmody and seconded by Mr. Jasper Williams, “Recommend that the Board of Education approve the Personnel Report as submitted by the Human Resource Department.” Motion carried unanimously 8-0.

Attachments: (1)

10. Old Business

- a. Town Government Communications

Nothing new at this time.

- b. SHS - Earth Science - NEW Unit: Geodynamics - Energy, Forces & Earth's Crust - Second Reading

MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson, “Move that the Board of Education approve the SHS - Earth Science - NEW Unit: Geodynamics - Energy, Forces & Earth's Crust - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

- c. SHS - Accelerated Biology - NEW Unit - Unit 7: Evolution - Second Reading
MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson, “Move that the Board of Education approve the SHS - Accelerated Biology - NEW Unit - Unit 7: Evolution - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

- d. SHS - Accelerated Biology - NEW Unit - Unit 8: Ecology - Second Reading
MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson “Move that the Board of Education approve the SHS - Accelerated Biology - NEW Unit - Unit 8: Ecology - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

- e. SHS - Health I - Revised Curriculum - Second Reading
MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson, “Move that the Board of Education approve the SHS - Health I - Revised Curriculum - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

- f. SHS - Health II - Revised Curriculum - Second Reading
MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson, “Move that the Board of Education approve the SHS - Health II - Revised Curriculum - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

- g. SHS - Artificial Intelligence - NEW Course Proposal - Second Reading
MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson, “Move that the Board of Education approve the SHS - Artificial Intelligence - NEW Course Proposal - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

- h. SHS - Video Game Design - NEW Course Proposal - Second Reading
MOTION made by Mr. Jasper Williams and seconded by Mr. Sean Carson, “Move that the Board of Education approve the SHS - Video Game Design - NEW Course

Proposal - as presented by the Curriculum & Instruction Committee.” Motion carried unanimously 8-0.

Attachments: (1)

11. New Business

a. STEPS Presentation

Katie Cavanaugh Ava LeBlanc, and Paige Tierinni (absent) are the 3 members of the Southington Townwide Effort to Promote Success (STEPS), Youth Council. They started off their presentation by thanking Mrs. Clark, the Board Members, Mr. Madancy and Mr. Pepe for their continued support of STEPS. They then spoke about the history of STEPS and how it got started.

There are about 20 members on STEPS Youth Council from Southington High School who meet twice a month to learn leadership skills and plan projects. They focus on promoting Mental Wellness and other positive things that help prevent substance use. From a survey STEPS puts out every other year, it was reported only 34% of students report having “positive family communication.” They decided their target audience should be parents of teenagers so they can be proactive as opposed to reactive. They created an online quiz to reach their goals. From this emerged their “It’s Not Cheesy” Campaign.

Their “It’s Not Cheesy” Campaign is their most impactful project. STEPS partnered with 7 pizza places in town. Each of them put about 100 stickers on pizza boxes in the same weekend, there was billboard on Queen Street, and flyers were handed out outside of Fancy Bagels along with at school events. This way families were able to complete the quiz from the comforts of their own home.

Last year STEPS got involved with Advocacy where they hear about unregulated drinks containing cannabis. They worked together as a group to write a letter to Representative Poulos about their concerns. There are now more restrictions around those drinks throughout the entire State of CT.

This year STEPS learned about Kratom. After doing some research they wrote a letter to Legislators and began to advocate for an age restriction of 21+ to purchase Kratom. Kratom is an herbal product that comes from Southeast Asia. It has many active chemical compounds called alkaloids; two of them can stimulate opioid receptors. Kratom was nicknamed “Gas Station Heroin” and there is no age limit on buying it in CT. Some Kratom products are designed to appeal to kids and the packaging is misleading. Representative Poulos and Martinez show their support to propose a bill restricting Kratom sales to individuals over age 21. On February 5, 2025, STEPS hosted an advocacy day at the Capitol along with Legislators, their aids attended. Dr. White, a professor for the School of Pharmacy at UCONN presented his research on Kratom. Kratom has been added to a bill covering the Department of Consumer Protection. It has been added to a list a substance that will be classified as drugs if the bill passes. The outcome of the bill will be unknown for the next few weeks/months.

Mr. Steve Nyerick, current President of the STEPS Coalition, thanked Katie and Ava for their presentation on the drug Kratom. He once again thanked Mrs. Clark, Mr. Madancy, Mr. Pepe and all the Board Members for Supporting STEPS, C3 Communities, and the Asset Building Classroom Initiative. Steve stated, “Southington Board of Education, Teachers and the STEPS Initiative grow great kids.”

Mrs. Clark thanked Katie, Ava and all of the STEPS members.

Mr. Oshana acknowledged Katie’s and Ava’s presentation for being impeccable and they should be proud of themselves.

Mrs. Clark was speechless when reminiscing on how STEPS started 18 years ago, to what is has become today.

Mr. Derynoski thanked Mrs. Kenefick for being actively involved in the Red Ribbon Rally,

Mr. Carson thanked Mrs. Clark for her community focus and Megan Albanese for her work with STEPS.

Attachments: (1)

- b. Southington High School Graduation Date
MOTION made by Mr. Jasper Williams and seconded by Mr. David Derynoski, “Move that the Board of Education approve Thursday, June 12, 2025, as the date for the Southington High School graduation ceremony.” Motion carried unanimously 8-0.

Attachments: (1)

- c. Leonard & Gladys Joll Scholarship Committee Appointment
Mr. Brown, Mr. Derynoski, and Mr. Williams volunteered.

Attachments: (1)

- d. Policy 1312 - Public Complaints - Revised - First Reading

Attachments: (1)

- e. Policy 1316 - Relations Between Public and School Personnel - Revised - First Reading

Attachments: (1)

- f. Policy 6144 - Controversial Issues - Revised - First Reading

Attachments: (1)

- g. Policy 6146 - Graduation Requirements - Revised - First Reading

Attachments: (1)

- h. Approval of Job Descriptions

MOTION made by Mr. David Derynoski and seconded by Mr. Robert Brown, “Move to approve the job description for items 1-13 as presented by the administration.”

Motion carried unanimously 8-0.

1. Administrative Assistant - Accounts Payable - REVISED
2. Administrative Assistant - Athletics - REVISED
3. Administrative Assistant - Human Resources - REVISED
4. Administrative Assistant - Information Technology - REVISED
5. Administrative Assistant - Operations - REVISED
6. Administrative Assistant - Payroll and Benefits - REVISED
7. Administrative Assistant - Production/Maintenance/Purchasing - REVISED
8. Administrative Assistant - Pupil Personnel Services - REVISED
9. Administrative Assistant - Pupil Personnel Services/Data Management - REVISED
10. Administrative Assistant - Pupil Personnel Services/Pre-K - REVISED
11. Administrative Assistant - Pupil Personnel Services/Transportation - REVISED
12. Administrative Assistant - Purchasing – REVISED
13. Administrative Assistant - Technology – REVISED

Attachments: (13)

MOTION made by Mr. David Derynoski and seconded by Mr. Zaya Oshana, “Move that the Board of Education approve the job description for items 14-15 as presented by the administration.” Motion carried unanimously 8-0.

14. Executive Assistant - Human Resources - REVISED
15. Executive Assistant - Superintendent/Assistant Superintendent – REVISED

Attachments: (2)

MOTION made by Mrs. Terri Carmody and seconded by Mr. Zaya Oshana, “Move that the Board of Education approve the job description presented by the administration.” Motion carried unanimously 8-0.

16. District Registrar – NEW

Attachments: (1)

MOTION made by Mr. Robert Brown and seconded by Mr. David Derynoski, “Move that the Board of Education approve the job description presented by the administration.” Motion carried unanimously 8-0.

17. Therapy Department Lead – NEW

Attachments: (1)

12. Public Communications

- a. Public
No public comment.

13. Adjournment

MOTION made by Mr. David Derynoski and seconded by Mr. Joseph Baczewski “Move to Adjourn.” Motion carried unanimously 8-0.

Meeting adjourned at 8:22 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Julie Hudson". The signature is written in a cursive style with a long, sweeping underline.

Recording Secretary

Board of Education
Administrative Report
March 20, 2025



1. Southington DECA State Results
2. CEA Communications
3. Veteran's Diploma Presentation
4. Tech Ed Advisory met on 3/13/25
5. Strategic Planning Committee Meeting met on 3/12/25
6. Second One-Book Series occurred on 3/12/25
7. Board of Finance Meeting, 3/26/25, 7p.m. in the Council Chambers
8. Michael Casale Basketball Game 3/26/25 at DES, 3:30pm
9. Cyber Knights Team 195 Presentation

Board of Education
Southington, Connecticut
Curriculum & Instruction Committee Meeting
Friday, March 14, 2025 - 9:30 a.m.
Technology Training Lab
200 North Main Street
Southington, CT 06489

Members Present: Committee Chair Jasper Williams, Terry Carmody, BOE Chairperson Colleen Clark

Member Absent: Bob Brown

Administration Present: Director of Teaching and Learning Amy Zappone

School Staff Present: SHS Family and Consumer Science Mary-Lynne Osborn, SHS Art Department Sara Levinthal, SHS Social Studies Stacy Ferrett, SHS Agricultural Science Teacher Nicole Wilcox

The meeting was called to order at 9:30 a.m. by the Committee Chair Mr. Williams.

Mary-Lynne Osborn presented a **revised curriculum** for the high school course, ***Food and Nutrition***. This course provides students with a foundational understanding of basic nutrition, emphasizing meal planning and snack selection for optimal health. The course will also address principles of health maintenance, food safety, and personal safety standards. Students will prepare meals in collaborative groups, using recipes designed to promote nutrition and overall well-being.

Sara Levinthal presented the **revised high school curriculum for *Foundations of Art 1* and *Foundations of Art 2***, previously known as *Art I* and *Art II*. ***Foundations of Art 1*** introduces students to the fundamentals of visual art, emphasizing the elements and principles of design as tools for communication. Through various artistic challenges, students will engage with different media, processes, techniques, and skills. Key units will focus on observational perspective, rendering form, color mixing, and surface qualities.

Foundations of Art 2 builds upon the concepts introduced in ***Foundations of Art 1***, offering students the opportunity to refine their artistic skills through more advanced challenges. The course continues to emphasize the elements and principles of design while expanding exploration into various media, processes, and techniques. Major units will focus on three-dimensional forms, portraits and figures, and linear perspective. Students will further develop their unique artistic voice and creative expression.

Stacy Ferrett presented a revised **curriculum** for the ***World Religions*** course at Southington High School. This course explores the history, core beliefs, and global impact of six major religious traditions: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. Through this study, students will gain a deeper understanding of how

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead



religious traditions have influenced world history and continue to shape societies today. Students will also explore the connection between religion, literature, history, art, and political dynamics.

Nicole Wilcox presented a **new course proposal** for the high school's Agricultural Science Department. The course titled, ***Advanced Outdoor Recreation***, is a semester-long exploration of the connection between outdoor activities and natural resource management in the United States. Students will engage in topics such as hiking, camping, fishing, hunting, boating, and off-road recreation while examining their environmental impacts and ethical considerations. Through hands-on activities, field experiences, and guest speakers, students will learn about conservation principles, land and water stewardship, wildlife management, and sustainability practices. The course also introduces career pathways in outdoor recreation, including park management, ecotourism, and natural resource conservation.

Committee members unanimously agreed to forward the above items to the full Board for review.

The meeting adjourned at 10:26 a.m.

Respectfully Submitted,

Amy Zappone
Director Of Teaching and Learning

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead



SOUTHINGTON

Public Schools

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent
of Schools

Jennifer S. Mellitt
Director of Business &
Finance

Peter J. Romano, Jr.
Director of Operations

Rebecca J. Cavallaro, EdD
Director of Pupil Services

Michelle Passamano
Human Resource Manager

Kyle R. Fickel
Accounting Manager

200 North Main St.
Southington, CT 06489

www.southingtonschools.org

OFFICE TELEPHONE
(860) 628-3200

HUMAN RESOURCE FAX
(860) 628-3211

GENERAL FAX
(860) 628-8056

FINANCE COMMITTEE MEETING
Conference Room #2 Municipal Center
Monday, March 17, 2025, 6:00 p.m.

Board Members Present: Sean Carson, Chair, and David Derynoski

Present from Administration: Jennifer Mellitt, Director of Business & Finance; Kyle Fickel, Accounting Manager and Peter Romano, Director of Operations.

The Finance Committee meeting was called to order at 6:05 p.m.

1. BID 2025-08 SHS Room W284 Dark Room Removal:
TOS Funded Account C1043:

Mr. Fickel presented the results of Bid 2025-08 to remove the darkroom section in room W284 at the high school. The bid involves the demolition of walls, cabinetry, ceiling, doors/frames, etc., and installation of new drywall, ceiling grid and flooring tiles where necessary.

One bidder responded to the bid with a price of \$49,500. The budget for this project was originally \$37,444. After the bids were opened, the administration negotiated credits to revise the scope of the work reducing the cost of the project to \$43,600. Some work, like lighting, will be completed by our maintenance staff.

Mr. Romano also discussed how another project had been budgeted to include potential costs related to asbestos. The asbestos was not an issue on the other project so the savings on that project can provide the funding for this project. Mr. Fickel confirmed this with the Town's finance staff.

The administration recommends awarding the BID 2025-08 to Acorn Builders Inc. from Vernon, CT, based on the revised scope in the amount of \$43,600. Funding for this project is the town's funding of one-time projects in account C1043. The committee agreed to bring the award to the full board as presented.

2. RFP 2025-006 Agriculture Science Barn Facility Design Specs and Material Costs – ASTE Grant Funded:

Mr. Fickel presented the results of RFP 2025-006 to obtain design specs and material cost for an Agriscience barn facility to be constructed on the Pleasant St. site next to DePaolo Middle School. One vendor responded to our RFP. The proposal includes fully site-specific blueprints, all structural beams and posts, hardware and components, stall packages, as part of their package.

Mr. Fickel reminded the committee of the award of Architectural Services and Civil Engineering for this project during the December meeting. These two firms will work in conjunction with the awarded vendor to finalize all specifications to complete construction of the facility as well as ensure it meets all Connecticut education and building code requirements. Mr. Romano further explained the need of the Architect for their role in the design of the bathroom and their management for bidding and hiring a contractor to construct the structure.

Mr. Derynoski asked for clarification that the construction of the barn was not included in the RFP price. Mr. Romano stated that this RFP only included the design and materials. Construction of the provided materials will be an additional cost which will come back to the committee for approval.

The administration recommends awarding RFP 2025-006 to Barn Pros Nationwide Inc. from Monroe, WA, in the amount of \$180,645 as presented. This project will be fully funded using the Agriculture Science Technology Education (ASTE) grant funds. The committee agreed to bring the award to the full board as presented.

3. BOE Financial Update FY 2024-25:

Mrs. Mellitt shared a general review of the financial information for FY 2024-25.

The actions by the state legislative surrounding special education excess cost reimbursement funds will increase the reimbursement to the district from January's published rate of 62% to a higher rate of 75.8%. This change will provide \$613,000 more in reimbursement revenues. The revenues are expected to be paid to districts in late April one month earlier than prior years.

The legal settlement for special education has been encumbered by the district.

Currently, the district is carefully monitoring spending, but we are not in a hard spending freeze. The committee discussed concerns about the new year budget and recommended the district continue to monitor spending.

4. STELLAR Lease Proposal:

Mrs. Mellitt presented a proposal received on March 17th for the rental of a newly vacated space at 48 North Main Street. The space is smaller than the current space and would need modification to accommodate two classrooms and a kitchen area for the program's curriculum. The proposal is for \$34,800 annually plus utilities. The memo presented to the committee reminded the committee of the proposal presented in December which was not approved by the committee.

The committee discussed the size of the space compared to the current space. Mrs. Mellitt shared that members of the administration including the special education coordinator in charge of the STELLAR program have visited the space.

The committee approved the rental at \$34,800 annually plus utilities. The term of the agreement is listed at two periods of two years, but the committee agreed the administration will work with the landlord to see if a five-year term with an option to renew could be agreed upon.

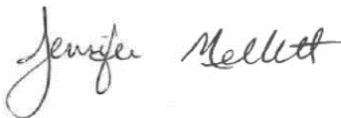
The committee also discussed the need for an architect to design the space to meet the program needs. The administration will pursue the services and will update the committee.

5. Miscellaneous:

None.

The meeting adjourned at 6:50pm.

Respectfully submitted,



Jennifer Mellitt
Director of Business & Finance

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 8 b. 1.

AGENDA REPORTING FORM

Agenda Topic: Bid 2025-08 – SHS Room W284 Dark Room Removal.

Summary of Issue: Southington High School went out to bid for the removal of the darkroom section of Room W284. The attachments include the recommendation based on the price of services as defined in the bid scope.

Background: One vendor attended a mandatory walkthrough of Room W284. This vendor then submitted a timely bid. In order to meet the project budget, further negotiations regarding the scope of services resulted in a reduction to the final project cost. The funding of this project is through the Town of Southington’s funding for one-time projects account.

Alternative Strategies: N/A

Cost (if applicable): \$43,600 **Funding Source:** Town of Southington

Beginning Date of Program or Project: Summer 2025

Ending Date of Program or Project: Summer 2025

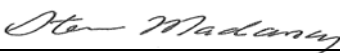
Recommendation or Comment: Move that the Board of Education award BID 2025-08, SHS Room W284 Darkroom Removal as recommended by the Administration.

Titles of Attachments:

1. Bid Award Request: BID 2025-08
2. Bid Award Memo
3. Bid Compilation



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington Public Schools
Purchasing Department**

**BID AWARD REQUEST – BID 2025-08
SOUTHINGTON HIGH SCHOOL
ROOM W284, DARKROOM REMOVAL**

The above bid is submitted for AWARD by the Finance Committee and Board of Education.

PROPOSED SUMMARY: This request seeks to award the removal of the darkroom in room W284 at the high school. The bid was advertised in the newspaper, posted to the websites of the Town of Southington and the Southington Public Schools, and posted on Planet Bids. One vendor submitted a bid.

The bid was opened on March 3, 2025. Acorn Builders, LLC of Vernon, CT was the sole bidder with a base bid price of \$49,500. Further negotiations regarding the scope of services reduced the final project cost to \$43,600. We recommend awarding BID 2025-08 to Acorn Builders, LLC, with a total bid price of \$43,600.

The award recommendation memo and bid compilation are attached.

Beginning Date of Project:	Summer 2025	Ending Date of Project:	Summer 2025
Funding Source:	Town of Southington Account C1043	Proposed Cost of Project:	\$43,600
		Original Budgeted Amount	\$37,444
		Revised Budget Amount	\$43,600

Signature of Accounting Manager

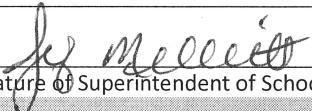
3/13/25

Date

Superintendent's Direction:

_____ **Approved As Submitted**
 _____ **Hold** (pending future action)
 _____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

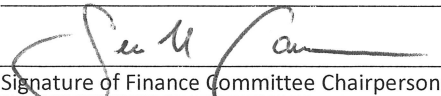


 Signature of Superintendent of Schools/ designee _____ Date

Finance Committee's Direction:

_____ **Approved As Submitted**
 _____ **Hold** (pending future action)
 _____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____



 Signature of Finance Committee Chairperson _____ Date 3/17/25

Board of Education's Direction:

_____ **Approved As Submitted**
 _____ **Hold** (pending future action)
 _____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

Signature of Board of Education Chairperson _____ Date



MEMO

TO: Finance Committee, Board of Education
DATE: 03/12/2025
RE: Bid Award Recommendation for BID 2025-08
Southington High School, Room W284 Darkroom Removal

Bid 2025-08 sought pricing for the removal of the darkroom in room W284, at the high school. This space hasn't been utilized in more than ten years as the district switched to digital photography. The removal of the darkroom will allow for the expansion of the existing classroom, which will allow higher enrollment in those courses.

One vendor attended a mandatory walkthrough of the darkroom on February 19, 2025, at 3:00 PM. The bids were opened publicly on March 3, 2025, at 2:00 PM with one vendor submitting a bid.

Acorn Builders Inc. from Vernon, CT was the sole bidder with a base bid price of \$49,500. The base bid includes the following:

- Demolition of the walls, cabinetry, ceilings, doors/frames and hardware.
- Furnish and install framing and drywall required for finished walls.
- Installation of extended acoustical ceiling grid with new tiles.
- Patch in the VCT flooring tiles where walls were removed and damaged throughout the classroom.
- Painting of all four walls with a single color of paint.
- Relocation of sprinkler heads and installation of (8) new parabolic lights into the ceiling grid.

This project will be funded through the Town of Southington's funding for one-time projects account. The original budget for the removal of the darkroom was \$37,444. A different project, the splitting of Room C230, was completed under budget providing additional funding for the darkroom removal. With these additional funds, the revised budget for BID 2025-08 is \$43,600.

Further negotiations were carried out with Acorn Builders in order help the budget deficit. Reductions to the following services will result in a \$5,900 credit applied against the original bid price. These credits include:

- \$2,500 credit for painting.
- \$1,300 credit for using SBOE maintenance staff.
- \$2,100 credit for handling the electrical using SBOE maintenance staff.

Based on the above, and with support from the Director of Operations, Mr. Romano, the Administration recommends awarding the removal of the darkroom in Room W284 to Acorn Builders Inc. in the amount of \$43,600 as defined in the bid scope and with credits taken from further negotiations agreed upon by Mr. Romano and Acorn Builders Inc.

Please find attached the Bid Compilation for BID 2025-08.

BID 2025-08 SHS Rm W284 DARK ROOM REMOVAL COMPILATION

SOUTHINGTON PUBLIC SCHOOLS

BID OPENING: Monday, March 3, 2025 at 2:00 p.m.

VENDOR	BID PRICE FOR SCOPE OF WORK *	LED Lights, Add/Alternate Price
ACORN BUILDERS, LLC	\$ 49,500.00	\$ 2,000.00

ACORN Builders, LLC 243 Lake Street Vernon, CT 06066
--

* Further negotiations have reduced bid price down to \$43,600 (see Award Memo)

* The Add/Alternate is not recommended for award.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 8 b. 2.

AGENDA REPORTING FORM

Agenda Topic: RFP 2025-006 Award – Agriculture Science Barn Facility.

Summary of Issue: The Southington Agricultural Science Program issued an RFP for the design specs and material cost for a new barn facility. The attachments include the recommendation based on the price and submitted proposal.

Background: One vendor submitted a proposal for a barn facility. The funding for this project is through the Board of Education Agricultural Science and Technology Education (ASTE) Carry-Forward Grant Program.

Alternative Strategies: N/A

Cost (if applicable): \$180,645 **Funding Source:** BOE ASTE C/F Grant

Beginning Date of Program or Project: TBD

Ending Date of Program or Project: TBD

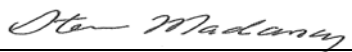
Recommendation or Comment: Move that the Board of Education award RFP 2025-006, Agricultural Science Barn Facility, Design Specs and Material Cost as recommended by the Administration.

Titles of Attachments:

1. RFP Award Request: RFP 2025-006
2. RFP Award Memo
3. RFP Compilation



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington Public Schools
Purchasing Department**

**RFP AWARD REQUEST – RFP 2025-006
AGRISCIENCE BARN FACILITY
DESIGN SPECS AND MATERIAL COST**


The above RFP is submitted for AWARD by the Finance Committee and Board of Education.

PROPOSED SUMMARY: This request seeks to award the design specs and material costs for the new Agriculture Science Barn Facility. The RFP was advertised in the newspaper, posted to the websites of the Town of Southington and the Southington Public Schools, and posted on Planet Bids. One vendor submitted a proposal.

The RFP was opened on March 5, 2025. Barn Pros Nationwide Inc. of Monroe, WA was the sole submission with a base price of \$180,645. We recommend awarding RFP 2025-006 to Barn Pros Nationwide Inc. with a total proposal price of \$180,645.

The award recommendation memo and bid compilation are attached.

Beginning Date of Project:	TBD	Ending Date of Project:	TBD
Funding Source:	BOE ASTE Grant C/F	Proposed Cost of Project:	\$180,645

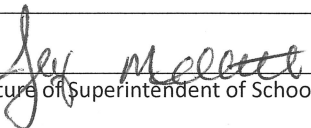
 _____ 3/13/25
 Signature of Accounting Manager _____ Date



Superintendent's Direction:

_____ **Approved As Submitted**
 _____ **Hold** (pending future action)
 _____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

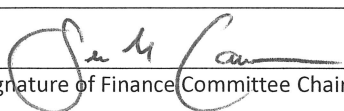
 _____ 3/13/25
 Signature of Superintendent of Schools/ designee _____ Date



Finance Committee's Direction:

_____ **Approved As Submitted**
 _____ **Hold** (pending future action)
 _____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

 _____ 3/17/25
 Signature of Finance Committee Chairperson _____ Date



Board of Education's Direction:

_____ **Approved As Submitted**
 _____ **Hold** (pending future action)
 _____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

 Signature of Board of Education Chairperson _____ Date



MEMO

TO: Finance Committee, Board of Education
DATE: 03/12/2025
RE: RFP Award Recommendation for RFP 2025-006
AgriScience Barn Facility, Schematic Design and Material Cost

RFP 2025-006 sought proposals for the schematic design and material cost to construct a barn facility on the Pleasant Street site next to DePaolo Middle School. This project is being funded with the AgriScience Technology Education (ASTE) grant for the Southington High School Agriscience Program. The RFP was opened publicly on March 5, 2025, at 2:00 PM with one vendor submission.

Barn Pros Nationwide Inc. of Monroe, WA was the sole submission with a proposed total of \$180,645. Included as part of the proposal for their Teton 60 AG Barn kit are the following:

- Five sets of fully engineered and stamped site-specific blueprints, foundation plans & comprehensive calculations package.
- Structural beams and posts, foundation hardware, framing components
- Stall packages, siding and exterior trim
- Builder support through project completion

The Teton 60 AG Barn Package offers a 36' x60' floorplan with a 12'x60' loft with hay loft door, tack-room, and open shed roofing on one side. A single occupant restroom has been included, requested as part of the design. The Equine Package includes three (3) 12'x12' animal stalls as well as one (1) 12'x24' community stall, with all stalls containing a 4'x7'dutch door.

During the December meeting, the Finance Committee and Board of Education awarded the Architectural Services and Civil Engineering for this project. Civil Engineering was awarded to Cole, Civil & Survey and the Architectural Services were awarded to Kenneth Boroson. Barn Pros will work in conjunction with these two firms to develop and finalize the project specifications, including projected final costs to complete the construction of the facility, all Connecticut education and building code requirements.

Based on the above, and with support from the Director of Operations, Mr. Romano, and Director of Agricultural Science Program, Mr. McLaughlin, the Administration recommends awarding the Barn Facility Schematic Design and Material Cost proposal to Barn Pros Nationwide Inc. in the amount of \$180,645 for the Teton 60 AG Barn package as defined in their response. This project will be fully funded using the Connecticut AgriScience Technology Education (ASTE) grant program.

Please find attached the RFP Compilation for RFP 2025-006.

SOUTHINGTON PUBLIC SCHOOLS

RFP 2025-006 AGRISCIENCE BARN FACILILTY, DESIGN SPECS AND MATERIAL COST

BID OPENING: March 5, 2025 at 2:00 p.m.

VENDOR	TOTAL COST
Barn Pros Nationwide, Inc.	\$ 180,645.00

Barn Pros Nationwide, Inc. 145 169th Dr. SE Monroe, WA 98272
--

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 8 b. 3.

AGENDA REPORTING FORM

Agenda Topic: Approval of STELLAR LEASE PROPOSAL

Summary of Issue: The STELLAR program is leasing space on North Main Street. The current lease expired on December 31, 2024. An extension for the current leased space was presented to the Finance Committee in December but was not approved at \$15.54/sf or an annual rental of \$92,167.

Background: A smaller space on North Main Street has recently become available. A proposal has been received for an annual rental of \$34,800, plus utilities. The administration and special education coordinator have toured the space. Modifications will be needed to create the two classrooms and kitchen spaces needed for the curriculum. An architect will also need to be hired to design the space and estimate the costs to modify the space. The final terms still need to be negotiated with the landlord, but the Finance Committee recommended a five-year lease with an option to renew if agreeable to the landlord.

Alternative Strategies: Remain at the current location with a higher rental cost or find another location.

Cost (if applicable): \$34,800 annual rental **Funding Source:** Operating Budget A/C 83372

Beginning Date of Program or Project: Summer 2025

Ending Date of Program or Project: Summer 2030

Recommendation or Comment: Move to approve rental for STELLAR program at 48 North Main Street in the amount of \$34,800 annually plus utilities for a term up to five years with an option to renew.

Titles of Attachments:

1. Finance Committee memo for Lease Proposal

Jennifer Mellitt
Signature of Staff Member Submitting Report

Steve Madanay
Signature of Superintendent of Schools



MEMO

TO: Finance Committee, Board of Education
DATE: March 17, 2025
RE: STELLAR Lease Proposal

The STELLAR (Southington's Transitional Education in Life Learning adult responsibilities) program has been leasing a space at 35 North Main Street. A lease proposal for the existing space was brought to the committee in December with a rental of \$15.54/sf for 5,931 rsf (rentable square feet) for a total monthly cost of \$7,680.65 (\$92,167.80 annually). The proposal also included a term of 5 years with 3% escalation in years 2-5. The committee did not support the extension as proposed and asked the administration for more information on surrounding rentals and rates in Southington.

A smaller rental space of approximately 2,516 rsf recently became available on Main Street. The space has been toured by our Special Education coordinator and the Director of Operations. A proposal was sent to the district for review today.

The landlord's proposed rental cost is \$2,900/mo or \$34,800 annually with no escalation noted for two periods of two years (4 years) or approximately \$13.83/rsf. Modifications would be needed to convert the space into two classrooms and the teaching kitchen for the program's transitional life skills curriculum. The existing equipment owned by the district for this program can be moved to the new space.

The Administration requests approval of the new rental space at \$2,900/mo (\$34,800 annually) plus utilities. The administration also requests approval to hire an architect at an estimated \$5,000-\$10,000 to evaluate the costs to modify the property for the program needs. Once the final estimated costs and terms are agreed upon, the administration will update the committee on the project.

A Summary of the costs:

<u>Expired Rental</u> Exp. 12/31/2024	<u>Monthly</u> 7,187.14	<u>Annual</u> 86,245.68	<u>RSF</u> 5,931
<u>Current Rental</u> 1/1/25-Present	<u>Monthly</u> 7,402.75	<u>Annual</u> 88,833.00	<u>RSF</u> 5,931
<u>Proposed Rental</u> Years 1-3	<u>Monthly</u> 2,900.00	<u>Annual</u> 34,800.00	<u>RSF</u> 2,516

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 2025

Decision Requested X Agenda Code 9 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 February 2025.

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

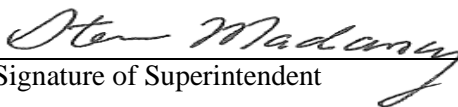
Beginning Date of Program or Project: N/A

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 – March 2025

**Personnel Report
February 2025**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Cruz, Briscia	ABA Therapist, SLC	HES	1.0	2-12-2025	N/A	\$20.50
CLASS	Hendricks, Erica	ABA Therapist, SLC	HES	1.0	3-6-2025	N/A	\$20.50
CLASS	Oulundsen, Marina	ABA Therapist, SLC	HES	1.0	2-26-2025	N/A	\$20.50
CLASS	Plate, Amy	Literacy/Math Tutor	OES	1.0	2-26-2025	N/A	\$25.00
CLASS	Pollo, Haley	ABA Therapist, Pre-K	HES/SES	1.0	3-5-2025	N/A	\$18.86
CLASS	Vale, Shakyra	ABA Therapist, SLC	HES	1.0	2-12-2025	N/A	\$20.50

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Geraci, Marina	Food Service Clerk	District	2-28-2025	6	RESIGN
CLASS	Heitmann, Brittany	Paraeducator	JAD	2-18-2025	1	RESIGN
CERT	Mattson-Riston, Carlane	Special Education Teacher	FES	6-30-2025	2	RESIGN
CLASS	McNamara, Jordyn	Paraeducator	JAD	2-5-2025	2	RESIGN
CLASS	Petropoulos, Judith	Paraeducator	SES	6-30-2025	26	RETIRE
CERT	Risser, Steven	Athletics Director	District	6-30-2025	6	RETIRE
CLASS	Smith, Destinee	Paraeducator, Pre-K	SES	2-22-2025	6 mo.	RESIGN

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
Charrette, John	Custodian, PT/JFK	0.49	Custodian, FT/JFK	1.0	2-24-2025	

TRANSFERS

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

STIPENDS

COACHING

Resignations/Non-Renewals

Dube, Rachel	Assistant Girls Softball Coach	SHS	RESIGN
Swim, Travis	Assistant Boys Lacrosse Coach	SHS	RESIGN

Appointments

None to report

OTHER

Resignations/Non-Renewals

None to report

Appointments

None to report

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Policy 1312 – Public Complaints - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1312 – Public Complaints.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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 Policy 1312 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 1312



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 1312
Public Complaints
– Revised Policy
Draft

Series 1000: Community Relations

Public Complaints

~~Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. The decision of the principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent of Schools to the Board shall be in writing and signed.~~

Complaints made to Board members about school personnel or school grounds shall be referred to the Superintendent for study and possible resolution. The individual employee shall be advised of the complaint and be given the opportunity to explain or comment on the allegations in question. **Anonymous complaints will not be considered.**

Relocate with Policy 6144 Controversial Issues

Challenged Material

~~A procedure for processing and responding to a criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.~~

~~In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.~~

Cross Reference Policy 1316 Relations between Public and School Personnel

Cf.1220 Citizens' Advisory Committees
 Cf.5145.2 Freedom of Speech/Expression
 Cf.6144 Controversial Issues
 Cf.6161 Equipment, Books, Materials: Provision/Selection

Series 1000: Community Relations**Public Complaints (continued)**

Legal Reference: ~~Keyishian v. Board of Regents 385 US 589, 603 (1967)~~

~~President's council, District 25 v. Community School Board
No. 25 (457 f. 2d 289 (1972), Cert. denied 409 US 988
(1972)~~

~~Minarcini v. Strongsville City School District, 541 F. 2d 577
(6th Cir. 1976)~~

~~Board of Education, Island Trees Union Free School, District
No. 26 v. Pico, 457 US 853 (1982)~~

~~Academic Freedom Policy (adopted by Connecticut State
Board of Education, 09/09/81)~~

~~Connecticut General Statutes 10-238 – Petition for Hearing
by Board of Education~~

Policy Adopted: October 1998

Policy Reviewed: January 2003

Policy Revised: February 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Policy 1316 – Relations Between Public and School Personnel - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1316 – Relations Between Public and School Personnel.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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 Policy 1316 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 1316



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 1316
Relations Between Public and School Personnel -
Revised Policy
Draft

Relations between Public and School Personnel**Conduct on School Property (Civility)**

The Southington Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Standards Already exists within Regulations**~~A. Expected behaviors include but are not limited to:~~**

- ~~1. Respect and courtesy in language, demeanor, and actions~~
- ~~2. Moderate tone and volume of voice~~
- ~~3. Active and respectful listening~~
- ~~4. Respectful acknowledgement of cultural differences~~
- ~~5. Respect for the personal, civil, and property rights of others~~
- ~~6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device~~
- ~~7. Appropriate and courteous written communication, including notes, letters, email and text messages~~

~~B. Unacceptable behaviors include but are not limited to:~~

- ~~1. Rude, insulting or demeaning language and/or actions~~
- ~~2. Persistently unreasonable demands~~
- ~~3. Intrusive and/or interruptive behavior~~
- ~~4. Displays of temper~~
- ~~5. Harassment and intimidation~~

Relations between Public and School Personnel

~~6. Threatening and/or abusive gestures and behavior~~

~~7. Using electronic devices to make a video and/or audio recording of private meetings with District staff without their express and mutual consent. For purposes of this policy, "private meetings" refer to meetings or conferences, whether in person, online, or telephonic, with any District administrator(s), teacher(s), and/or other staff to discuss concerns about a student and/or the operations of the Southington Public Schools. This policy does not, however, prohibit the recording of public Board meetings; events such as school performances, athletic events, and/or graduation ceremonies; Planning and Placement Team meetings; and/or other meetings in which an individual with a disability is entitled to record such interaction in accordance with the Americans with Disabilities Act.~~

~~C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.~~

~~D. The Superintendent or designee will develop administrative regulations that provide direction for occurrences of disruptive behavior, dispute resolution, and enforcement of this Civility policy.~~

Safety and Security Relocated within Regulations

~~The Superintendent or designee will ensure that a safety and/or crisis intervention techniques program is provided to raise awareness on how to deal with these situations if and when they occur.~~

~~When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their Principal or supervisor and file a written report.~~

~~An employee whose person or property is injured or damaged by willful misconduct of a student may ask the District to pursue legal action against the student or the student's parent/guardian.~~

Enforcement Already exists within Regulations

~~The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and~~

1316

~~discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from the school property or the school function. If necessary, local law enforcement authorities will be~~

Relations between Public and School Personnel

~~contacted to assist in removing the person.~~

~~The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation. The District further reserves the right to direct that communication with individuals who violate this policy be conducted via writing (e.g., e-mail) rather than in person, via web conferencing, or by telephone.~~

Documentation Relocated within Regulations

~~When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy at the time of occurrence.~~

~~Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a written report of the incident.~~

- (cf. 1110.1 - Parent Involvement)
- (cf. 1120 - Public Participation at Board of Education Meetings)
- (cf. 1250 - Visits to Schools)
- (cf. 1251 - Loitering or Causing Disturbances)
- (cf. 1310 - Relations Between the Public and School Personnel)
- (cf. 1312 - Public Complaints)
- (cf. 1330 - Use of School Facilities)
- (cf. 5131.911 - Bullying)
- (cf. 4118.15/4218.15 - Workplace Bullying)
- (cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)
- (cf. 6145.71 - Use of Alcohol by Adults)

Legal Reference: Connecticut General Statutes

- 1-225 Meetings of the government agents to be public.
- 1-232 Conduct of the meeting.
- 10-221 Boards of education to prescribe rule(s), policies, and procedures.
- 10-238 Petition for hearing by board of education.
- 10-239 Use of school facilities for other purposes.
- 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy Updated: 6.8.2023

Policy Reviewed February 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Policy 6144 – Controversial Issues - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6144 – Controversial Issues.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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 Policy 6144 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 6144



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6144
Controversial Issues - Revised Policy
Draft

Series 6000: Instruction

Curriculum

Controversial Issues

Students in the schools shall have the opportunity for responsible discussion of controversial issues.

Such free discussion requires that students have the following rights:

1. The right to study any controversial issue which has political, economic, or social significance and concern and which the student, at his/her level, should begin to have an opinion.
2. The right to freely access all relevant information, including the material that circulates freely in the community.
3. The right to form and express his/her own opinions on controversial issues without jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and representative of all major points of view held on such issues. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Instructional policy on controversial issues is stated by the Board of Education to protect teachers and school administrators from unwarranted attack by pressure groups and to ensure youth a well-balanced preparation for American citizenship.

Challenged Material

A procedure for processing and responding to a criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.

Legal Reference:

Connecticut General Statutes

(cf. 1220 – Citizens' Advisory Committees)

(cf. 1312 – Public Complaints)

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6161 – Equipment, Books, Materials, Provision/Selection)

Cf.6144 Controversial Issues

~~31-51Q: Liability of employer for discipline or discharge of employee on account of~~

~~employee's exercise of certain constitutional rights/Keyhishian v. Board of Regents
385 U.S. 589, 603 (1967)~~

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: May 1989

Policy reviewed: October 2002

Policy Revised February 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Policy 6146 – Graduation Requirements - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6146 – Graduation Requirements.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

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 Policy 6146 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 6146



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6146
Graduation Requirements
– Revised Policy
Draft

Series 6000: Instruction

Curriculum

Graduation Requirements

Section 1 of Public Act 17-42, effective July 1, 2017, revised the new graduation course credit requirements set forth in Conn. Gen. Stat. § 10-221a(c) that previously were to have become effective commencing with the graduating class of 2022. The newly revised graduation requirements will be effective for the class graduating in 2023.

The requirements set forth in the policy below reflect the existing graduation requirements for the classes 2019-2022.

In order to satisfy the high school graduation requirements within the Southington Public Schools, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the Southington Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

Required Coursework and Credits for Graduation

The Southington Board of Education conforms with state law regarding credits for graduation from high school.

~~Classes Graduating in 2018 to 2022~~

~~For classes graduating in 2018 to 2022, the following 22 credits are required:~~

~~English **4 Credits**~~

~~Mathematics **3 Credits**~~

~~Social Studies **3 credits**~~

~~**Including Civics and American Government*~~

~~Science **2 Credits**~~

~~Physical Education **1 Credit**~~

~~Health (1) **1 Credit**~~

~~Arts or Vocational Education **1 Credit**~~

~~Other (7) **7 Credits**~~

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Curriculum

Graduation Requirements

Classes Graduating in 2023 and Thereafter

For classes graduating in 2023 2025 and thereafter, the following 25 credits are required. Additionally for classes graduating in 2027 and beyond students have to complete .50 credit in Personal Finance. The breakdown of credits by class are based on Connecticut Legislation:

Class of 2025 and 2026	Credit Total	Class of 2027 and beyond	Credit Total
<i>*Refer to the Southington High School Program of Studies for course specific requirements.</i>			
Humanities	9	Humanities	9
Science, Technology, Engineering, and Math (STEM)	9	Science, Technology, Engineering, and Math (STEM) <i>Includes Personal Finance for .50</i>	9.5
World Language <i>Please note, many students take 2-4 years of a world language</i>	1	World Language <i>Please note, many students take 2-4 years of a world language</i>	1
Personal Interest Elective <i>For the class of 2025, Mastery Based Diploma is an optional 1 credit</i>	4	Personal Interest Elective	3.5
Physical Education and Wellness	1	Physical Education and Wellness	1
Health and Safety Education	1	Health and Safety Education	1
Total Credits	25	Total Credits	25

Humanities **9 Credits**, **including civics and the arts*

Science, Technology, Engineering, **9 Credits**
and Math (STEM)

Physical Education and Wellness **1 Credit**

Health and Safety Education **1 Credit**

Series 6000: Instruction

Curriculum

Graduation Requirements

World Languages **1 Credit**

Mastery Based Diploma **1 Credit**

Personal Interest Electives **3 Credits**

****Refer to the Southington High School Program of Studies for course specific information.***

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of an **eighty-eight minute period every other day for a block schedule** ~~forty minute class period for each school day of a~~ **within a** school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through online coursework that is in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Determination of Promotion to the Next Grade

Grade	Credits Needed (25)
9	5.5 6
10	11.5 12
11	18
12	25

Series 6000: Instruction

Curriculum

Graduation Requirements

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit provided that such demonstration of mastery is in accordance with such statewide subject matter content standards in the following circumstances:

- a. High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:
 - Cross-curricular graduation requirements,
 - Career and technical education,
 - Virtual learning,
 - Work-based learning,
 - Service learning,
 - Dual enrollment and early college,
 - Courses taken in middle school, and
 - Internships and student-designed independent studies;
- b. High school graduation credit may be granted to students for courses successfully completed with a final average of 60 or better in middle school so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.
- c. High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in a Southington Public Schools classroom learning the subject matter.
- d. High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.
- e. High school graduation credit may be granted to students upon the successful completion of on-line coursework in accordance with the Board's online coursework policy.
- f. A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. Such community service does not include partisan political activities.

Series 6000: Instruction

Curriculum

Graduation Requirements

Demonstration of Proficiency in Basic Skills

Connecticut law requires boards of education to specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria must include, but not be exclusively based on, the results of the mastery examination for students in grade ten or eleven. Boards of education must also identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

District methods of demonstrating proficiency may include any of the

following:

- Mastery examinations (but which cannot be the sole measure)
- Standardized testing such as AP tests
- Portfolio review
- Passing required grade 10 and 11 classes

Curriculum

- Teacher review committee of student's body of work
- Any other assessment method determined by the Board or Administration.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Academic Advancement Program

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

Honorary Diplomas for Vietnam Veterans

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

Series 6000: Instruction

Curriculum

Graduation Requirements

High School Diplomas and Veterans of World War II

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Connecticut Seal of Bilingualism

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Bilingualism" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Bilingualism."

Legal References:

Public Act 17-42, An Act Concerning Revisions to the High School Graduation

Requirements Public Act 00-124, An Act Concerning High School Diplomas and Veterans of

World War II Public Act 13-57, An Act Concerning Honorary Diplomas for Vietnam

Veterans Public Act 17-29, An Act Concerning Connecticut's Seal of Bilingualism

Conn. Gen. Stat. § 10-5c

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

ADOPTED: 1/10/19

Revised: February 2025

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 11 a.1.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – French Students Grades 9-12, French in Normandy School, Rouen, France
 - 5/22-5/30, 2026

Background: N/A

Alternative Strategies: N/A

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

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 field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
French Students Grade 9-12
French in Normandy School**

Rouen, France

(5/22/26 – 5/30/26)

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Director of Teaching and Learning

Date: February 28th, 2025

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 8500 BOE

Southington High School School French Students grades 9-12 Class/Group May 22nd-May 30th 2026 Date of Trip

Name and Address of Destination French In Normandy School (FIN) 26 Bis Rue Valmont de Bomare, 76100 Rouen, France

Reasons for Field Trip Itinerary (attach if needed) Improve French language skills and cultural experiences

Departure Date/Time Friday May 22nd 12:00 pm Return Date/Time Saturday May 30th 9:00 pm

Type: Academic (15:1) Non-Academic (10:1) Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

of Students: 15 to 24 # of Teachers/Chaperones: 2 to 3 # of Buses: 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
Nurse's Signature _____ Date _____

TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

Source of Funds	Totals	Additional Notes
	\$4,459.00	Tour Price: \$3,539.00 Cancel-at any-time Insurance (Plus Plan): \$490.00 Bus to U.S airport \$150.00 Tips for tour guide and bus driver: \$100.00
		Added Excursions -Chartres and the Loire Valley: \$180
TOTAL Anticipated Cost of Trip		
Board of Education Contribution	\$ 0	
Other	\$ 0	
Fundraising Activity	(\$ TBD)	Once we are able to discuss this trip with students, we will determine interest in appropriate fundraising to reduce cost
BALANCE	\$ 89,180.00	Estimated cost based on 20 students
Student Contribution		
Transportation	\$ 3,000.00	20 students @ \$150.00 around trip transportation to New York area airport. Price will depend on the number of students
		20 students @ \$89,180.00
Entrance Fees, Room & Board	\$89,180.00	Cost includes: round trip plane tickets, full time tour director, sightseeing with local tour guide,

Entrances Châteaux de Versailles, Musée du Louvre, La Tour Eiffel, FlyView Paris, Musée d'Orsay, overnight stay at hotels, breakfast and dinner daily.

TOTAL Cost of Trip to Each Student

\$4,459.00

SIGNATURES

Teacher

Mackla Hall



Date

2/28/2025

Dept. Head

Ma Ruciu



Date

2/28/25

Principal

R. ARDIAN



Date

2/28/25

Comments

Director of Teaching & Learning:



Date

3/3/25

Approved

Not Approved

Board of Education Approval***

YES NO

Date

Paris & Normandie, France Trip

Southington High School

Friday May 22nd-Saturday May 30th 2026

Ecole de Langue: French In Normandy (FIN)

Coordinators: Mackala Fall & Zina Sadjj

STUDY ABROAD CONTRACT

In order to participate in the Paris/Normandie study abroad program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student is currently enrolled in a French course or is a TA for French class
- The student has a minimum of 85% average in French
- The student has completed the “ **makeup work packet**” and has signatures and makeup work from all teachers.
- The student has no suspensions or behavioral issues within the academic year of the trip.
- The student has been approved to travel by the SHS Admin team and ALL support staff & services
- The student has purchased **Cancel For Any Reason** insurance.

N.B: No student will be considered for this program if he or she does not meet the above criteria.

Parents please be aware of the following stipulations:

- Your student can be removed from the French trip program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program will be chosen on the basis of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity

- If there will be a curfew in place in France, the host families will report to the teacher each day to ensure that the students are abiding by all rules
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip
- At the highest [red] alert, no field trips will be allowed out of the City of Southington for any reason

Please sign and return by _____

Parent's signature _____

Student's signature _____

Program Outline:

Traveling to Normandie

French in Normandy (FIN) Language School in Rouen offers a unique learning opportunity for teachers and students interested in immersing themselves in the French language and culture. It is located in the heart of Rouen, Normandie. The teachers are all native speakers. This study abroad program is being held in May 2026.

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide. The students from SHS will have the opportunity to study with people from all over the world. At French in Normandy (FIN) Language School, lessons are taught in a variety of modalities focusing on the topics of French traditions, past civilization and contemporary society. The rigorous course schedule will allow students to delve deeper into the language by means of the culture, art, architecture, and agriculture. The participants enrolled in this course will be reviewing advanced grammar concepts through verbal and written practice. The teachers and students enrolled in this study abroad opportunity will be required to give written and oral projects based on the subjects explored during this experience. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the French language, culture, history and arts. The program will offer 15 hours of classroom study (French baking class included), excursions and after school activities. The time spent outside of the classroom will provide resources for written and oral work as well as individual research. Upon the completion of this course study the students will receive a grade and a certificate of completion to add to their college resume. Please see attached a document for a tentative schedule of events.

The accommodations with a host family give students the opportunity to experience the culture and practice the language outside of the classroom. Students will also spend a day and a half in Paris, France's capital, to see many of its historical and cultural offerings including but not limited to the

Châteaux de Versailles, Le Musée du Louvre, La Tour Eiffel and le Musée d'Orsay.

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience the French language and culture. All students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow total immersion in the French language and culture for a reasonable price. The importance of a study abroad program is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (<https://www.diversityabroad.com/>) that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and the fact that it is changing the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communication among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, studying abroad is a life-changing experience. Students come back from study abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to studying abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The entire experience during this study abroad course can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum.

World-Readiness Standards for Learning Languages:

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

- 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.

Cultures: *Interact with cultural competence and understanding*

- 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.

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*

- 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.

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

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

- 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.

Communities: *Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*

- 5.1 School and Global Communities: Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The French curriculum for all levels discusses topics such as the geography of Paris, the study of ancient history and culture and the study of tradition and daily life.

Four Cs:

This program can help the school achieve its maximum potential using our focus on the four Cs: **communication, critical thinking, creativity** and **collaboration** rubrics through activities and situations that require students to

- Inquire and problem-solving
- Use higher order thinking
- Make cross-disciplinary connections
- Engage in authentic learning opportunities both in and out of school.

This program focuses on higher order thinking and cross disciplinary learning. This is an opportunity that will set us apart from the masses; we will be focusing on **authentic** learning opportunities in the target language and the epicenter of culture and traditions.

The students will use their **creativity** skills when they are pushed beyond their comfort zones and are required to consistently persevere when presented with linguistic and/or cultural challenges. This experience will force them to take risks and to inquire using their **communication** skills about new topics and use **critical thinking** skills to problem solve to express themselves in a foreign country. Along with using those skills, students will also be **collaborating** with one another in their French lessons as well as on excursions and at home with their host family. Furthermore, students will make cross-disciplinary connections and experience authentic learning opportunities not possible in their home country or domestic classroom.

This opportunity will also allow the teacher to delve deeper into the study of language and culture. The teacher will be able to attend lessons every day; this will become a learning experience that will affect all of the students in the French Department at SHS for years to come.

Cross Curricular Connections- Included here are connections to the Southington School District's curriculum across disciplines:

Social Science World History

- Standard 2 Expanding zones of exchange and encounter.
- Standard 3 Demonstrate and understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.
- Standard 3 Give examples of the visual arts and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- Standard 8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
- Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.

- Students will analyze examples of Impressionistic Art and science- Curriculum Maps- World History #1-3
- Students will make comparisons of cultural norms and origins that have been brought to the U.S. from France

English

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Science

- Students will go to a local Agricultural Business and observe the process of making different products in this region of France
- Students will observe and analyze the impact that French culture has had on science especially during Renaissance

Math

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
 - Understand the importance of budgeting process and determine an appropriate budget (based on your salary and living expenses)
 - Calculate and compare ordering costs of items from different stores
 - Anticipate and determine “hidden fees” and use this information to make purchasing decisions

Art

- Students will analyze examples of Renaissance art and architecture- Curriculum Maps- World History #1-3
- Students will also analyze examples of art in time periods which they will have previously learned about in French class.

Conclusion:

This experience will bring a new vision to the French classrooms at Southington High School. The historical stories, grammar concepts and

geographical studies one reads about in the textbook text will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. This opportunity will put the Southington school system on the map for offering a study abroad program where the students attend an accredited Academy, **15 hours of schooling** and the experience of a **homestay program**. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

FAQs

How much does the trip cost?

The trip will cost approximately **\$3600** per student, not including spending money or lunches. This price includes airfare and expenses for excursions. The price **does not** include spending money for gifts, souvenirs or extra meals/drinks.

Who will my child be staying with? How do I know they're safe?

All families that chose to participate in this exchange are committing to the health and well being of a child. All families are vetted by the Department of Justice who delivers them a *Casier Judiciaire*, a document which shows that they are clean.

Students will share a room and each family is required to provide the student a means of transportation, breakfast and dinner.

***All students are required to get in touch with their host family at least once before departing for Paris. This is highly suggested as a means of getting to know the students and their family prior to your child leaving.

**LANGUAGE & CULTURAL IMMERSION TRIP TO FRANCE FROM FRIDAY
MAY 22nd TO SUNDAY MAY 30th, 2026**

TENTATIVE PLANNING & ITINERARY

Paris and Normandy - Normandy is at 125 miles away from Paris
We leave JFK Airport On Friday May 22nd in the evening and we return to the US on Sunday May 30th in the evening. We are expecting to travel with 15 to 20 students

	Friday May 22 (JFK)	Saturday May 23 (Paris)	Sunday May 24 (Normandy)	Monday May 25 (Normandy)	Tuesday May 26 (Normandy)	Wednesday, May 27 (Normandy)	Thursday May 28 (Normandy)	Friday May 29 (Paris)	Saturday May 30 (Paris/Flight back home)
Morning			-Breakfast with host family 6am-Departure to Paris 8am -Dropping luggage at hotel 9am-11am Visiting the Louvres museum 2pm-4pm Visit to the Palace of Versailles	-Breakfast with host family 9:30-11:00: French class 11-11:30: Coffee Break 11:30-1pm French Class	-Breakfast with host family 8am-7:30pm Excursions at: -Bayeux Tapestry -Omaha Beach (D-Day) -The American visitors' Center -Pegasus bridge Shopping	-Breakfast with host family 9:30-11:00: French class 11-11:30: Coffee Break 11:30-1pm French Class	-Breakfast with host family 8am-7:30pm Excursion to Mont Saint Michel (3 hours away from Rouen) Shopping (time permitting)	-Breakfast with host family 9:30-11:00: French class 11-11:30: Coffee Break 11:30-1pm French Class	- 5am Breakfast at Rouen -5:30am Transfer from Rouen to CDG Airport (3h) 3pm-5pm Bus from JFK to SH! *Meals in Paris are not included

			12am- Visiting the Pantheon 1pm- Visiting Notre Dame		ng (time permitt ing)?				
Afternoon & Evening	3pm-Meet at SHS -4pm Departure from SHS to JFK -11pm Boarding	-1:55pm Arriving in Paris -1:55pm-3:pm Customs Processing 3pm-4pm Traveling to Downtown Paris 4pm-6pm Visiting la tour Eiffel and le chateau de Versailles (if possible) Lunch 6pm-7:30pm	-1pm Lunch - 2pm Excursion on bus around Paris -5pm Souvenirs shopping FIN will pick us up at the hotel to go straight to Normandie	-1pm-2pm Lunch at the Language School -4pm-7pm Orientation class and touring the Jardin Des Plantes -7pm Dinner with host family	-8pm Dinner with host family	-1pm-1:30pm Lunch at the Language School 1:30-2:30 Education Museum -2:30pm 5:30pm French cooking session (for the 2nd group of 10 students) -TBC 2pm-5pm the rest of the group will go to the Historical Museum	-8pm Dinner with host family	-2:30pm 5:30pm French cooking session (for a group of 10 students will be making French macarons) -TBC 2pm-5pm the rest of the group will go to the Historical Jeanne D'arc Museum	

		Travelin g to Rouen -8pm Dinner with host family (2 to 3 students per family)				<i>Jeanne D'arc Museu m</i> - 6pm we meet at the parking Carnot -7pm Dinner with host family			
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date March 20, 2025

Decision Requested X

Agenda Code 11 a.2.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Chinese Program, Hangzhou, Shanghai, and Guilin in China
 - 4/6-4/14, 2026

Background: N/A

Alternative Strategies: N/A

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

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 field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Chinese Program**

Hangzhou, Shanghai, and Guilin, China

(4/6/26 – 4/14/26)

Southington Public Schools
Southington, Connecticut

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Director of Teaching and Learning

BOE

Date: 2/26/2025

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 15000

Southington High School Chinese program 4/6/2026-4/14/2026
School Class/Group Date of Trip

Name and Address of Destination Hangzhou, Shanghai, and Guilin in China

Reasons for Field Trip Itinerary (attach if needed) The trip will deepen students' understanding of Chinese language and culture.

Departure Date/Time 4/6/2026 Return Date/Time 4/14/2026

Type: Academic (15:1) Non-Academic (10:1) Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

of Students: 12 # of Teachers/Chaperones: 2 # of Buses: 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
Nurse's Signature _____ Date _____

TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ 58800	
Board of Education Contribution	\$ 0	
Other (visa fee)	\$ 3000	250 per student
Fundraising Activity	(\$)	
BALANCE	\$	
Student Contribution		
Transportation	\$ 24000	Students @ \$ 2000
Entrance Fees, Room & Board	\$ 31800	Students @ \$ 2650
TOTAL Cost of Trip to Each Student	\$ 4900	

SIGNATURES

Teacher Xun Zheng Date 2/26/2025

Dept. Head Dina Riccio Date 2/26/2025

Principal [Signature] Date 2/27/25

Comments _____

Director of Teaching & Learning: [Signature] Date 2/28/25 Approved Not Approved

Board of Education Approval*** YES NO Date _____

Hangzhou-Guilin-
Shanghai
Chinese trip

Monday April 6-
Tuesday 14th, 2026

**Southington High School
Coordinator: Xun Zheng**

STUDY ABROAD CONTRACT

In order to participate in the 2026 China trip, the following criteria must apply to all applicants:

- The student is in good academic standing and must be passing all classes.
- The student is currently enrolled in a Chinese course or is a TA for a Chinese class.
- The student has an 85% average in Chinese.
- The student has completed the “Salamanca makeup work packet” and has signatures and makeup work from all teachers.
- The student has no suspensions or behavioral issues within the academic year of the trip.
- The student has been approved to travel by the SHS Admin team and ALL support staff & services.
- The student has purchased cancel for any reason insurance.

N.B No student will be considered for this program if he or she does not meet the above criteria.

Parents please be aware of the following stipulations:

- Your student can be removed from the Chinese trip if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this trip will be chosen on the basis of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity
- There will be a curfew in place in China, the teachers will ensure that the students are abiding by all rules
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip
- At the highest [red] alert, no field trips will be allowed out of the City of Southington for any reason.

Please sign and return by: _____

Parent's signature _____

Highlights of the trip

The focus of this program is to enhance students' understanding of modern China, better their language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide while also providing students an opportunity to connect to the community in China.

The program will offer daily excursions and interactions with local Chinese students, as well as Chinese language lessons to improve students' language proficiency. Upon the completion of this course study the students will receive a certificate of course or service completion to add to their college resume. Please see attached document for the tentative schedule of events.

This language and service program is being held during the spring break of 2026 in mid and Southern China. The trip is provided by Real Asia, the same travel agency organization that we used two years ago to China.

The main focus of this program is to enhance language skills, specifically oral proficiency, and cultural appreciation. Being immersed in the Chinese language requires them to use their skills thus improving their communicative abilities and interpretive skills. Students will experience the traditions and lifestyles of the Chinese people. Students will bring back extensive knowledge of China that they will share with students in their classes.

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience the Chinese language and culture. It also builds our students' global citizenship. As global citizens our students are aware and understand their place in the world and how their actions, at home and abroad, impact that world.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow students to see modern China and explore the remains and artifacts of ancient China, allowing for a deeper connection than can be experienced through classes in the school. The trip will offer students the opportunity to interact with local Chinese people, especially with Chinese students. The schedule will allow students to delve deeper into the language and culture by means of cultural investigations such as art, architecture, and agriculture. The main goal of this study abroad opportunity is to enhance the participants' communication abilities and comprehension of the Chinese language, culture, history and arts.

During language and service programs abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communication among diverse groups

- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By participating in language immersion and service, students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, participating in this unique educational experience is life-changing. Students come back from service trips, confident and eager to take on new challenges, academic, professional or personal, and an eagerness to seek out continued opportunities for service. There are many personal benefits to studying and serving communities abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The entire experience during this educational language and service program can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week's time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum.

World-Readiness Standards for Learning Languages:

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

- 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.

Cultures: Interact with cultural competence and understanding

- 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.

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

- 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.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

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

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- 5.1 School and Global Communities: Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The Italian curriculum for all levels discusses topics such as the geography of central southern Italy, the study of ancient history and culture and the study of tradition and daily life.

Connections to 4Cs:

This program helps students work toward their Capstone goal and focus on developing their C skills:

Communication: As mentioned above, students will improve skills in the following indicators:

Communication:

- Engaging in conversations and discussions
- Listening
- Communicating in diverse environments

Critical Thinking:

- Information and discovery
- Problem solving/solution finding

Collaboration:

- Leadership and initiative
- Cooperation
- Flexibility
- Responsibility and productivity

This is an opportunity that will set us apart from the masses; we will focus on **authentic** learning opportunities in the target language. The students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country. This opportunity will also allow the teachers to delve deeper into the study of language and culture. The teachers will attend lessons every day; this will become a learning experience that will affect all of the students in the World Language department at SHS for years to come.

Cross Curricular Connections- Included here are connections to the Southington School District's curriculum across disciplines:

Social Science World History

- Standard 2: Expanding zones of exchange and encounter.
- Standard 3: Demonstrate an understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.
- Standard 8: Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
 - Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.
 - Students will make comparisons of cultural norms and origins of the Chinese and the US.

English

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Science

- Students will visit a local hydroelectric plant

Math

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
 - Understand the importance of budgeting process and determine an appropriate budget (based on your salary and living expenses)
 - Calculate and compare ordering costs of items from different stores
 - Anticipate and determine "hidden fees" and use this information to make purchasing decisions

In conclusion:

This experience will bring a new vision to the Chinese classrooms at Southington High School.

The grammar concepts, geographical studies, historical stories students read about in the textbook will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

FAQs

How much does the trip cost?

The trip costs approximately \$4350 per student, not including spending money. This price includes airfare, water and three meals a day, hotel accommodations, language classes and excursion tickets. This price does not include spending money for gifts, souvenirs or extra meals/drinks. Specifically includes:

- USA-Shanghai Round trip flight ticket.
- All accommodations in mainland China
- All meals
- All first entrance fees to tourist sites
- All local transportation
- Local English-speaking guide
- Tips to bus drivers, tour guides and directors
- Unlimited water available at all times
- No shopping stops unless requested
- General liability insurance: \$2 million for each occurrence, \$2 million for aggregate
- Personal online registration*
- Pre-trip orientation*

Where will my child stay? How do I know they are safe?

Students will stay at one of the hotels used by Real Asia on this trip. Accommodation is not decided until closer to the departure date. Students will stay in rooms with two or three other students.

Here are some examples of hotels students stayed from previous trips:

Novotel Beijing Xinqiao 新侨饭店 (北京) 1 Chong Wen Men Xi Da Jie, Dongcheng, 100004 Beijing

ZhongJian·Jinjiang Metropolo Chengdu Chunxi Road Tai Koo Li Hotel: Wanda Ruihua Center, No.9 of Binjiang Middle Road, Sichuan, China

What are they going to be doing while there?

Our students will be engaged in a number of cultural and exploratory activities while in China. They will be attending Chinese lessons in formal or informal settings everyday. Then each day will have an excursion or extracurricular activity. These may include: a tour of the city and suburbs, trying local foods, cooking Chinese food, meeting local Chinese students, museum visits etc.

Tentative Trip Schedule:

*site visits subject to change; order of visits subject to change

Day 1-2 - Shanghai -Hangzhou

- Depart and arrive in Shanghai and meet your local guide
- Welcome dinner and hotel check-in

Day 3 - Hangzhou

- Morning Taichi Lesson near West Lake
- Chinese Lesson (TBD)
- Lunch
- Song Dynasty Theme Park with snack dinner • Performance of SongCheng Qiangu Qing

Day 4 - Hangzhou -Guilin

- Tea Museum and tea picking activities
- Chinese Lesson (TBD)
- Green Tea Lunch
- Qinghefang Pedestrian Street and Hu Qingyu Hall Chinese Tradition Herbal Medicine Museum
- Transfer to airport - Take evening flight to Guilin (About 2 hours) • Arrive in Guilin and transfer to hotel for check in

Day 5 - Guilin -Yangshuo

- Li River Cruise from Guilin to Yangshuo (8am-1pm) with buffet lunch
- Chinese lesson and fan painting activities on the cruise
- Arrive at Yangshuo and explore local village and practise your Chinese • Glutinous Rice Cake Making Activity
- Dinner then transfer back to Guilin (2 hours)

Day 6 Yangshuo

- School Visit (TBD)
- Lunch
- Tour of Reed Flute Cave and Elephant Trunk Hill • Dinner

Day 7 -Shanghai

- Check-out hotel
- Flight back to Shanghai in the morning
- City walk of French Concession, Nanjing Road and the Bund area

Day 8- Shanghai

- Morning explorer of Fuxing Park
- Visit Chenghuangmiao Bazaar & Yu Gardens
- Xiaolongbao Dim Sum Lunch
- Coffee Shop Chinese Language Course

Day 9

- Step into the clouds experience of Shanghai Tower Observation to see Modern Shanghai
- Take Maglev Train to the airport
- Fly to USA

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: Appointment of AFSCME (Custodial / Maintenance) Negotiating Committee

Summary of Issue: The Board of Education will enter into contract negotiations with the AFSCME (Custodial / Maintenance) bargaining unit.

Background:

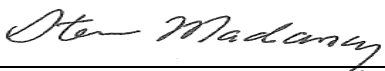
Alternative Strategies: N/A

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 Chair appoint BOE members to the negotiating committee.



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 11 c.

AGENDA REPORTING FORM

Agenda Topic: Appointment of UPSEU (Paraeducators / ABA's / ML Tutors) Negotiating Committee

Summary of Issue: The Board of Education will enter into contract negotiations with the UPSEU (Paraeducators / ABA's ML Tutors) bargaining unit.

Background:

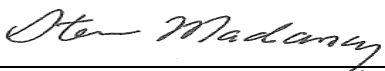
Alternative Strategies: N/A

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

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 Chair appoint BOE members to the negotiating committee.



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

Decision Requested X Agenda Code 11 d. – 11 e.

AGENDA REPORTING FORM

Agenda Topic: 2025-26 Healthy Food Certification – 2025-26 Food and Beverage Exemption

Summary of Issue: Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE’s Connecticut Nutrition Standards. For the 2025-2026 school year, the state requires the HFC statement to be part of the CSDE’s online. Application and Claiming System for Child Nutrition Programs. The Board of Education must vote at a Board meeting whether to implement the healthy food option or not by June 30, 2025 and the Board meeting minutes are uploaded on the HFC application module.

Background: The Board of Education has participated in the Healthy Food Certification Program since the 2014-2015 school year.

Alternative Strategies: To participate in the program.

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

Beginning Date of Program or Project: July 1, 2025

Ending Date of Program or Project: June 30, 2026


Recommendation or Comment: (Two motions needed)

1) Pursuant to C.G.S. Section 10-215f, the Southington Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

2) The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 20, 2025

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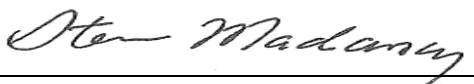
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2) The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

May be taken for Science Credit

Students will learn about basic nutritional needs and how to best meet the needs. Basic food selection will emphasize meal planning and snacks for optimal health. Health maintenance will be addressed. Students will apply food safety and personal safety standards as they prepare foods in collaborative groups using recipes focused on nutrition and health. Strong collaboration and reading skills are needed.

Unit Overview	
Unit Title:	Unit 1: Introduction to Food & Nutrition
Grade Level/Course:	9-12 Semester Course
Length/Dates:	3-4 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Fundamentals of safety and sanitation, food handling, equipment handling and knife skills, and careers relating to health, nutrition, and wellness.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement technique</p> <p>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</p> <p>9.2.1 Analyze factors that contribute to food borne illness.</p> <p>9.2.2 Analyze food service management safety and sanitation programs.</p> <p>9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.</p> <p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>9.2.6 Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.</p> <p>9.2.7 Classify cleaning and sanitizing materials and their correct use.</p> <p><i>FCS Standards 3.0 (NASAFACS 2018) Area of Study 8 Food Production and Services, June 9, 2017, page 3 of 5</i></p> <p><i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i></p>

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>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).</p> <p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p>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.</p> <p>Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p>Citizenship Transdisciplinary Goal</p>

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?	Enduring Understanding(s): Students will understand... <ul style="list-style-type: none"> ● Proper safety and sanitation practices ● Accurate measuring of dry and liquid ingredients ● Safe and effective knife skills ● A variety cooking methods ● Professional conduct and effective collaboration
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Essential Question(s): <ul style="list-style-type: none"> ● Why is food safety and sanitation important? ● How can I handle equipment and utensils safely? ● What are the proper techniques for measuring, using a knife, cleaning the lab stations and handling foods? ● How do I accurately read and analyze a recipe? ● What are the hallmarks of professionalism and collaboration in the culinary and hospitality industry?
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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
<ul style="list-style-type: none"> ● Terminology and methods of measuring dry and liquid ingredients ● Terminology and methods related to knife skills ● Terminology and methods for cooking methods ● Terminology and skills required for professional conduct and effective collaboration 	<ul style="list-style-type: none"> ● Accurately measure dry and liquid ingredients ● Accurately and safely use a knife and identify the parts of a knife ● Demonstrate effective cooking methods and proper use of equipment ● Demonstrate professional conduct and effective collaboration throughout the course in lab activities

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.
Demonstrate during lab activities: Personal Safety in the Kitchen Food Handling Safety Practices Maintaining Sanitary Food Preparation Unit 1 Safety and Sanitation Quiz - Google Forms.pdf Kitchen Lab Rubric - 4Cs Elliott Measuring Practice Lab -1

Resources

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

[Measuring Instructional Video](#)

 [What not to do in the kitchen/health and safety - Jamie Oliver's Home Cooking Skills](#)

Nutrition & Wellness for Life fifth edition by Dorothy F. West

Supplementary text: *Guide to Good Food* by Largen Bence

[What Not To Do in the Kitchen Video](#) - Students will take notes during the video and discuss with group unsafe/unsanitary practices and how they would do things correctly.

[Safety and Sanitation Slideshow](#) - Students will complete guided notes.


Evaluative Criteria



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

Food & Nutrition [4c Rubric](#)

[Lab Reflection](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p>LINK TO COURSE LEARNING TARGETS: COURSE LEARNING TARGETS</p> <ul style="list-style-type: none">• I will understand that following the principles of safety and sanitation in the kitchen are the basic building blocks for a successful experience with food.• I will be able to identify various pieces of small equipment in the kitchen.• I will understand measurements, abbreviations, and equivalents.• I will know the proper way to measure various ingredients.• I will demonstrate the various ways to measure ingredients.	<p>Meeting a level of proficiency or greater on a rubric that represents the unit standards.</p>
Learning Activities	
<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>	
<p>Equipment Scavenger Hunt - Students will identify various pieces of small equipment in the kitchen. Read Article - Simple Safety Rules For Working In the Kitchen - Students will read the article and answer questions regarding: mise en place, safety tips when prepping and working with meat and eggs. Know Your Equipment - Homework assignment - Students will read Chapter 10 from <i>Guide to Good Food</i> by Largen Bence, which includes additional information on equipment and answer the review questions.</p>	
Assessment	
<p>List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>	
<p>Unit 1 quiz assessing measurement, equipment, and safety.  Unit 1 Safety and Sanitation Quiz - Google Forms.pdf</p>	

-  Kitchen Lab Rubric - 4Cs
-  Elliott Measuring Practice Lab -1
- [Nutrition & Wellness Test: Chap. 1 & 2](#)

Unit Overview	
Unit Title:	Unit 2: Wellness Lifestyle
Grade Level/Course:	9-12 Semester Course
Length/Dates:	3-5 blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Fundamentals of the relationship of nutrition and wellness in our personal lives and across the globe. Fundamentals of evaluating food and nutrition information, including reading food labels to understand food's impact of health and wellness.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in menus.</p> <p>9.3.4 Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>9.3.5 Analyze recipe/formula proportions and modifications for food production.</p> <p><i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i></p>

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>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).</p> <p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p>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.</p> <p>Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p>Citizenship Transdisciplinary Goal</p>

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?	Enduring Understanding(s): Students will understand that... <ul style="list-style-type: none"> ● Recipes can be modified according to the needs of individuals. ● Nutrition, fitness, and lifestyle influence wellness ● Food, sleep and fitness are all important elements to good health ● Nutrition and lifestyle choices affect disease prevention ● Available resources have an impact on food selection and cultural significance
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Essential Question(s): <ul style="list-style-type: none"> ● What does it mean to make healthy food choices? ● In what way do resources determine food choices? ● What are the most important lifestyle choices that we make to maintain health? ● How could the media affect food choices? Do food choices affect lifestyle?
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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
<ul style="list-style-type: none"> ● The components of wellness ● The correlation between good nutrition and wellness ● The correlation between personal sleep habits and holistic wellness ● Lifestyle choices that will enhance health and wellness ● The relationship between culture and food ● How to create recipes with substitutions to reduce fat, sodium, and sugar content 	<ul style="list-style-type: none"> ● Define holistic wellness and identify the components of wellness ● Identify and explain 3 medical health risks related to nutrition and fitness. ● Explain how food choice is a reflection of culture, social influences, technology, economics, and politics ● Create recipes with substitutions to reduce fat, sodium, and sugar content.

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.
<div style="display: flex; gap: 10px;"> <div style="background-color: #f0f0f0; padding: 2px 5px; border-radius: 5px;"> Nutrition Facts Activity.pdf </div> <div style="background-color: #e0e0e0; padding: 2px 5px; border-radius: 5px;"> Quest Story: The Journey to Health </div> </div>

Resources

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

[Processed Foods](#)

Evaluative Criteria

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

[Food & Nutrition 4c Rubric](#)

[Lab Reflection](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
COURSE LEARNING TARGETS	
Learning Activities	
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.	
<ul style="list-style-type: none"> Fruit Salsa with Cinnamon Chips French Toast with homemade bread Homemade Cheese Crackers Broccoli and Mixed Vegetable Stir Fry Homemade Pasta Rice Pilaf HomeFriedPotatoes_FCS_Lab_Recipe Basic Loaf Bread Recipe 	
Assessment -List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Labs will also be utilized to assess student understanding. Food & Nutrition 4c Rubric Lab Reflection	

Unit Overview	
Unit Title:	Unit 3: Macronutrients, Micronutrients, and non-caloric nutrients
Grade Level/Course:	9-12 Semester Course
Length/Dates:	3-5 blocks

Unit Summary:
2-4 sentences describing the main ideas, content and skills of the unit.

Students will learn what macronutrients, micronutrients, and non-caloric nutrients are, how they support our bodies' functions, and how our personal choices contribute to health and wellness.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

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

9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.4.1 Analyze nutritional needs of individuals.

FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4

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?

Enduring Understanding(s):

Students will...

- Identify and describe the three macronutrients: carbohydrates, proteins, and fats.
- Explain the functions and sources of essential micronutrients.
- Understand non-caloric nutrients and their roles in the body.
- Analyze personal dietary choices and their impact on overall health and wellness.
- Develop a balanced meal plan incorporating knowledge of nutrients.

Essential Question(s):

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

Essential Question(s):

- What are the three main macronutrients, and what are their primary functions in the body?
- How do micronutrients differ from macronutrients, and why are they essential for our health?
- What are non-caloric nutrients, and what roles do they play in our bodies?
- How do the macronutrients, micronutrients, and non-caloric nutrients contribute to overall health and wellness?

- What are the consequences of consuming too much or too little of a particular nutrient?
- How can dietary choices impact our energy levels, mood, and overall well-being?

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
<ul style="list-style-type: none"> • Types of Nutrients: Students will be able to identify and describe the three main macronutrients (carbohydrates, proteins, and fats) and their functions. They will also understand the importance of micronutrients (vitamins and minerals) and non-caloric nutrients (water and fiber). • Nutrient Functions: Students will be able to explain how macronutrients, micronutrients, and non-caloric nutrients contribute to various bodily functions, including energy production, tissue repair, and immune system health. • Dietary Guidelines: Students will be able to understand and apply dietary guidelines, such as the recommended daily intake for different nutrients and the importance of balanced meals. • Food Labels: Students will be able to read and interpret food labels, understanding the nutritional content of different foods and making informed choices. 	<ul style="list-style-type: none"> • Nutritional Analysis: Students will be able to analyze the nutritional content of various foods and meals, assessing their overall nutritional value. • Meal Planning: Students will be able to plan balanced meals that meet their individual nutritional needs and health goals. • Healthy Eating Habits: Students will be able to develop and maintain healthy eating habits, including making mindful food choices and practicing portion control. • Critical Thinking: Students will be able to critically evaluate information about nutrition and make evidence-based decisions about their dietary choices. •

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.

[Nutrient Sources & Functions Quiz](#)

Resources

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

 [Team-Based Activity: Nutrient Exploration Project](#)

[Mock Study](#)

 [C.E.R.](#)

[Nutrient Sources](#)

[Sports Nutrition](#)

Evaluative Criteria

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

[Food & Nutrition 4c Rubric](#)

[Lab Reflection](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
LINK TO COURSE LEARNING TARGETS: COURSE LEARNING TARGETS	
Learning Activities	
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.	
<ul style="list-style-type: none"> Instant Pancake MIX Alton Brown INSTANT PANcakes Alton Brown 	

Unit Overview	
Unit Title:	Unit 4: Nutrition for Specific Needs or Lifestyles
Grade Level/Course:	9-12 Semester Course
Length/Dates:	3-5 blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Fundamentals of nutrition choices relating to specific needs, lifestyle stages and activity levels.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.4.1 Analyze nutritional needs of individuals.
<i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i>

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?

Enduring Understanding(s):

Infancy and childhood: Growing children have specific nutritional needs for proper development.

Pregnancy and breastfeeding: Pregnant and breastfeeding women require increased intake of certain nutrients to support both their health and their baby's growth.

Aging: As people age, their nutritional needs may change to address issues like bone health and muscle loss.

Athletes: Athletes need a diet that provides sufficient energy, protein, and carbohydrates to support their performance.

Allergies or intolerances: People with food allergies or intolerances need to avoid certain foods and find suitable alternatives.

<p>Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.</p>	<p>Essential Question(s):</p> <p>Infancy and Childhood</p> <ul style="list-style-type: none"> ● How do a child's nutritional needs change as they grow and develop? ● What are the essential nutrients for a child's brain development? <p>Pregnancy and Breastfeeding</p> <ul style="list-style-type: none"> ● Why is it important for pregnant women to eat a balanced diet? ● What are the key nutrients that pregnant women need to consume? <p>Aging</p> <ul style="list-style-type: none"> ● How do nutritional needs change as people age? ● What are the risks of malnutrition in older adults? ● What role does nutrition play in preventing chronic diseases in older adults? <p>Athletes</p> <ul style="list-style-type: none"> ● What are the unique nutritional needs of athletes? ● How does an athlete's diet impact their performance? <p>Allergies and Intolerances</p> <ul style="list-style-type: none"> ● How do food allergies and intolerances affect a person's diet? ● What are the common allergens and intolerances?
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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>Nutritional needs: They will identify the specific nutritional requirements for various life stages and activities, including infancy, childhood, pregnancy, breastfeeding, aging, and athletic performance.</p> <p>Dietary guidelines: Students will be familiar with general dietary guidelines and recommendations for healthy eating.</p> <p>Food allergies and intolerances: They will understand the basics of food allergies and intolerances, and be able to identify common allergens.</p>	<p>Food analysis: Students will be able to analyze food labels to determine nutritional content and make informed choices.</p> <p>Meal planning: They will be able to plan balanced meals that meet specific nutritional needs.</p> <p>Dietary adjustments: Students will be able to make dietary adjustments to accommodate allergies, intolerances, or specific health conditions.</p> <p>Critical thinking: They will be able to evaluate nutritional information from various sources and make evidence-based decisions.</p>

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.


 Allergies & Intolerances.docx [Food Allergy Project.docx](#)

Resources

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

 Overview: Nutrition Across Life Stages

 Learning Stations Activity: Nutritional Needs Across Life Stages

 Quest Story: Nutritional Odyssey

 Copy of Food-Allergies-keep-you-guest-safe-restaurant-poster-eng.pdf

Evaluative Criteria


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

Labs will also be utilized to assess student understanding.

[FFH 4c Rubric](#)

[Lab Reflection](#)

Stage 3: Instructional Design

Learning Target:		Success Criteria:	
LINK TO COURSE LEARNING TARGETS: COURSE LEARNING TARGETS			
Learning Activities			
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 work collaboratively to plan, prepare and assess a variety of recipes that they have researched and are nutritionally sound.			
 Homemade Pasta & Meatballs Meal 2 days			
Assessment-List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>			
Unit 4 test			

Unit Overview	
Unit Title:	Unit 5: Nutrition and Wellness Management
Grade Level/Course:	9-12 Semester Course
Length/Dates:	3-5 blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Understanding how to make nutrition and wellness choices that will contribute to a happy, healthy life.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.4.1 Analyze nutritional needs of individuals.
<i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i>

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?	Enduring Understanding(s): Students will understand that... <ul style="list-style-type: none"> • Nutrition, fitness and lifestyle choices shape attitudes of holistic wellness • Food, Sleep and Fitness are all important elements to Good Health • Nutrition and lifestyle choices affect disease prevention
--	--

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Essential Question(s): <ul style="list-style-type: none"> • How do the nutrition and wellness choices we make each day contribute to our overall health?
---	---

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
<ul style="list-style-type: none"> • How to create a wellness plan for themselves and/or a given case study. • Their personalize risk factors for potential health problems (controllable and uncontrollable Avenues to manage stress and improve time management • The connection that family and friends have on the choices we make 	<ul style="list-style-type: none"> • Prepare a wellness plan • Analyze personal lifestyle choices for promotion of health and wellness • Analyze personal sleep habits as they relate to health and wellness

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.

Final exam? : [W Elliott Nutritional Diseases Project.docx](#)

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

Labs will also be utilized to assess student understanding.
[FFH 4c Rubric](#)
[Lab Reflection](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
LINK TO COURSE LEARNING TARGETS: COURSE LEARNING TARGETS	
Learning Activities 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.	
Reading and Analysis Assignment Nutrition and Wellness Comp Lv1 Nutrition and Wellness Comp Lv2 The Secret to a Happy Life - Dr. Robert Waldinger Watch Video and Complete ORID Organizer Analyze personal lifestyle choices for promotion of health and wellness: Teen Compass Wellness Activity.pdf Step by step directions to create a wellness plan tangiblemovement.org-Creating a Personal Wellness Plan.pdf Organizer for plan	
Assessment	
W Elliott Nutritional Diseases Project.docx Summative: Students will research topics and create a health and wellness plan after reflecting on their own personal areas of improvement or one of the given case studies .	

Food & Nutrition

(Formerly Food for Fitness & Health)



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Grades 10-12

Academic

Half year

Can be taken for Science credit



Students learn:

- Basic nutritional needs
- How to meet the needs with
 - Whole food selections
 - Meal planning
 - Food preparation in cooperative lab groups



Unit 1



Skills for food preparation labs:

- Personal safety in the kitchen
- Food safety and sanitation practices to prevent foodborne illness
- Equipment and knife skills
- Accurate measuring of ingredients
- Healthy food preparation methods
- Professional conduct and effective collaboration

Unit 1



- Performance tasks
 - During cooperative food preparation labs, students will demonstrate:
 - Appropriate personal safety skills
 - Appropriate food safety procedures
 - Appropriate and safe use of knives
 - Accurate measuring of ingredients
 - Professional conduct and effective collaboration

Unit 1

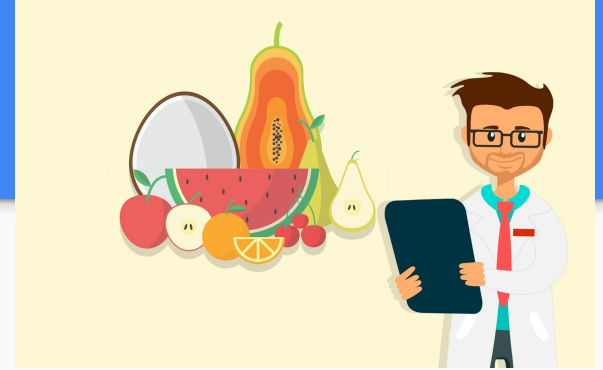
- Performance tasks
 - Safety & Sanitation Assessment
 - Food preparation labs
 - Reflection on lab performance
 - Assessment on accurate measuring



Unit 2

Wellness Lifestyle

- Role of nutritious foods in health
 - Essential nutrients
 - Whole food sources
- Role of healthy choices
 - Activity
 - Sleep and rest
 - Food selections



Unit 2

Performance tasks:

[Fruit Salsa with Cinnamon Chips](#)

[Broccoli and Mixed Vegetable Stir Fry](#)

[Homemade Pasta](#)

[Rice Pilaf](#)

[HomeFriedPotatoes](#)

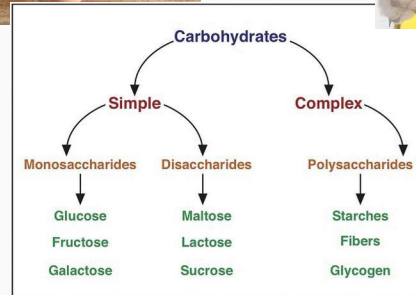
[Basic Loaf Bread Recipe](#)



Unit 3

Macronutrients: Sources and Roles in Wellness

- Protein
- Carbohydrates
- Fats
- Water



Unit 3

- Performance Tasks:

[Pumpkin Chocolate Chip Muffins](#)

[Instant Pancake MIX Alton Brown](#)

[INSTANT PANcakes Alton Brown](#)

[Mixed Berry Compote FCS Lab Recipe Template](#)

[Belgian Waffles](#)

[Western Omelet recipe](#)

[Perfect Omelet](#)

[Chili con Carne](#)

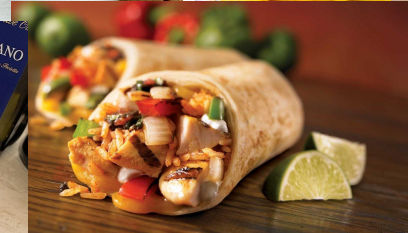
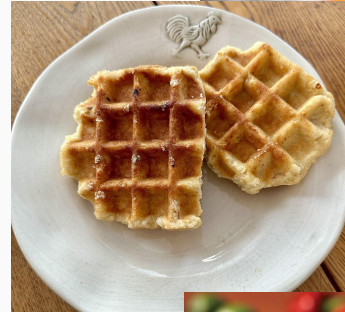
[Chicken Burrito Recipe](#)

[Pasta Fagioli](#)

[Kitchen Lab Rubric - 4Cs](#)

[Six Major Nutrients worksheet](#)

[Six Essentials Nutrients Quiz](#)



Unit 4



Micronutrients: food sources and roles for maintaining wellness

- Vitamins
- Minerals

Unit 4



Performance Tasks:

- Students will work collaboratively to plan, prepare, and assess a variety of meals that they have researched and are nutritionally sound.
- [Quiz - Vitamin & Mineral Sources and Functions](#)

Students list each micronutrient, name the food source, and explain the role in health maintenance.

Thank you

Southington High School

Family & Consumer Sciences

Mary-Lynne Osborn

Department Leader


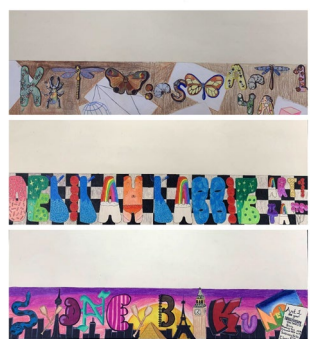
mosborn@southingtonschools.org

860 628-3229 ext. 11351




FOUNDATIONS OF ART 1 - UNIT PLANNING

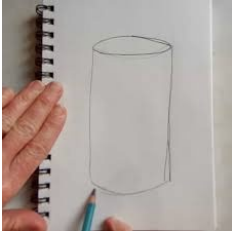
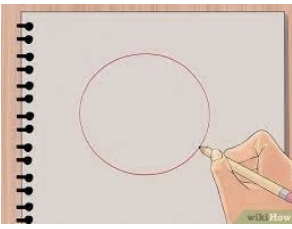
Unit: FOA 1 #1 - Creativity/Artistic Level Pre-Test		
Number of Weeks: 2 Weeks		Class Periods: 4 Blocks
Unit Summary: Students will create a name design from their own personal story. Starting from generating a list of ideas, revising that list, choosing a theme and designing the composition. A finished version will be created and shaded with markers and or colored pencils.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> To establish a baseline level of creative and technical ability in art.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> Oak tag, sketchbook, graphite, ruler, compass, eraser, sharpener, ultra fine sharpie, colored sharpie, colored pencils, image references</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <p>1. I can create a name design through research and idea generation.</p>	<ul style="list-style-type: none"> ● Class presentation and discussion on unit learning targets and expectations ● Review Content Vocabulary: Basic Art Elements technical accuracy, space, appropriate subject matter, art periods, realism, abstraction ● View student sample work ● Research fonts ● Create a list of 10 themes that represent one's interests and/or personality 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning activity:</p> <p>1. List of 10 Themes</p> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading ● Opportunity for Revision

<p>Block 2</p> <p>1. I can create a name design drawing plan.</p> 	<ul style="list-style-type: none"> ● Create 2-4 thumbnail sketches of name letter design and coordinating but also contrasting backgrounds that follow a chosen theme 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning activity:</p> <ol style="list-style-type: none"> 1. 2-4 Thumbnail Sketches <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● Peer Collaboration - Class Critique, Turn & Talk, etc. ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading ● Opportunity for Revision
<p>Block 3</p> <p>1. I can complete my name design line drawing through careful measurements and mapping.</p>	<ul style="list-style-type: none"> ● Precisely map out the spacing of both lettering and theme components utilizing drawing tools such as a ruler or compass so they equally fit across the paper ● Complete a line drawing from the chosen thumbnail sketch 	<p>How will you evaluate this task? Teacher observation</p> <p>Performance Assessment:</p> <ol style="list-style-type: none"> 1. Name Design Line Drawing <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading ● Opportunity for Revision
<p>Block 4</p> <p>1. I can shade in my name design with color, value, texture and detail.</p> 	<ul style="list-style-type: none"> ● Utilizing either colored pencils, sharpie markers or both, shade in the name design and coordinating background with a focus on color mixing, value, texture and detail 	<p>How will you evaluate this task? Teacher observation</p> <p>Performance Assessment:</p> <ol style="list-style-type: none"> 1. Name Design Shaded <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● Peer Collaboration - Class Critique, Turn & Talk, etc. ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Rubric ● Art Pre-Test Rubric ● Online Grading ● Opportunity for Revision



FOUNDATIONS OF ART 1 - UNIT PLANNING

Unit: FOA 1 #2 - Observational Perspective - Basic Shapes of Life - Line, Shape, Value & Form		
Number of Weeks:	2 Weeks	Class Periods: 4 Blocks
<p>Unit Summary: Students will learn the four basic shapes of life and how they fit within every real life object and within our environment. They will practice disciplined drawing habits and basic perspective strategies through drawing the basic shapes and then making them 3 dimensional by adding observed value.</p>		
UNIT LEVEL (Overarching-Big Picture)		
<i>Overarching Goals (What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> Students will make the connection between the 4 basic shapes of life and how they relate to all real world objects Students will recognize that successfully rendering basic forms of life are essential for drawing anything else Students will render the basic forms of life using the art elements of line, shape, value and form</p>		
<p><u>Standards:</u> VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> Sketchbook paper, graphite pencil, eraser, sharpener, spheres, cylinders, cones and cubes</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <ol style="list-style-type: none"> I will learn observational perspective through the basic shapes of life (sphere, cylinder). I will draw accurately & realistically. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> Class presentation & discussion on the 4 basic shapes of life and how they relate to real world objects Review Content Vocabulary: Basic shapes, line, shape, space(pos & neg), light source, value, value scale, form, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows Practice Rules/strategies 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> Line Drawing Sphere Line Drawing Cylinder <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> Self Assessments - Self Reflection Prompts 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product Online Grading



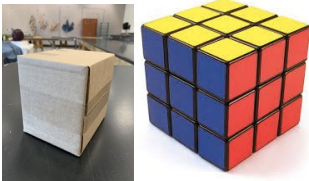
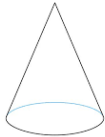
for checking sizes, spaces and angles

- Practice strategies for drawing a life size sphere free-hand and accurate (how to curve one's wrist when drawing, erasing & fixing)
- Practice strategies for drawing a life size cylinder free-hand and accurate (how to draw an ellipse, straight walls, and a curved bottom)

- Opportunity for Revision

Block 2

1. I will learn observational perspective through the basic shapes of life (**cone**, **cube**).
2. I will draw accurately & realistically.



- Practice strategies for drawing a life size cone free-hand and accurate (drawing an ellipse, using a pencil to check angled walls, curved bottom)
- Practice strategies for drawing a life size cube free-hand and accurate (front edge, using a pencil to check angled walls, using the edge of the paper to check vertical walls)
- Evaluating, revising and editing all 4 basic shape line drawings for final review

How will you evaluate this task?

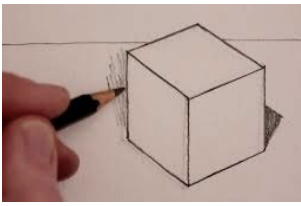
Teacher observation

Learning Activity:

1. Line Drawing Cone
2. Line Drawing Cube

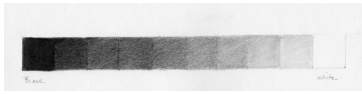
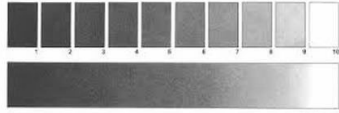
How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision



Block 3

1. I will be able to create value and tonal quality of an object.



- Create a value scale ranging from 1-10 using graphite pencil

How will you evaluate this task?
Teacher observation

Learning Activity:

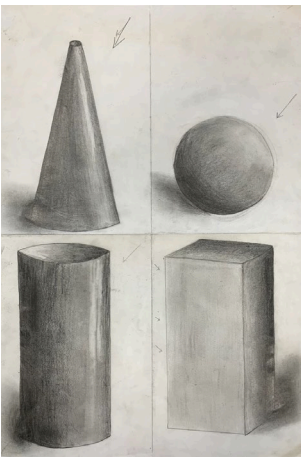
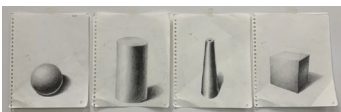
1. Tonal Value Scale

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 4

1. I will learn the value and tonal quality of an object through shading of the objects.
2. I will evaluate light sources, highlights and shadows based on how they change the tonal quality of an object.



- Establishing a light source
- Marking highlights
- Understanding cast shadows
- Shading of sphere, cylinder, cone, & cube (into the already complete line drawings)
- Evaluating, revising and editing all 4 basic shape shaded drawings for final review

How will you evaluate this task?
Teacher observation

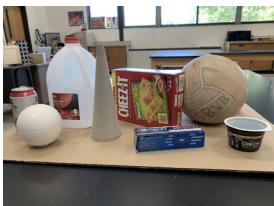
Performance Assessment:

1. 4 Basic Shapes Shaded

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [OP - Basic Shapes Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 1 - UNIT PLANNING

Unit: FOA 1 #3 - Observational Perspective - Still Life		
Number of Weeks: 3.5 Weeks		Class Periods: 8 Blocks
Unit Summary: Students will practice learned observational drawing strategies from prior knowledge. They will create a still life drawing from a classroom set-up that encompasses objects that fulfill the four basic shapes of life. The line drawing will then be shaded in to create depth.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> Students will render three dimensionality on a two dimensional surface using the elements of value, space and the design principles of scale, proportion using a still life set-up.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p><u>Unit Materials:</u> 12X18" white drawing paper, sketchbook, graphite pencil, eraser, sharpener, basic shapes still life</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1 1. I will learn still life drawing by evaluating compositions.</p> 	<ul style="list-style-type: none"> ● Review Content Vocabulary: Composition, still life, line, shape, space(pos & neg), light source, value, value scale, form, thumbnail sketch, viewfinder, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows ● Identifying compositional rules ● Evaluate a still life 	<p>How will you evaluate this task? Teacher observation Learning Activity: 1. 2 Thumbnail Drawings</p> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading ● Opportunity for Revision



utilizing compositional rules

- 2 thumbnail sketches

Block 2 - 4

1. I will create an accurate still life line drawing.

- Establish an order of objects to draw
 1. Locate a large central object that is up front. Figure out where it goes on your drawing paper and how big. Draw that object first. Line drawing only.
 2. Get it checked.
 3. Choose an object that is next to or overlapping the first object. Make comparisons in size and location.
 4. Continue adding Objects based on proximity
- Create a line drawing of a grouping of objects
- Mapping out the placement and space objects take up
- Practice drawing strategies to check sizes, spaces & angles
- Compare positive & negative shapes & space
- Edit and revise scale and proportion

How will you evaluate this task?
Teacher observation

Performance Task:

1. Still Life Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [OP - Still Life Rubric](#)
- Online Grading
- Opportunity for Revision

Block 5

1. I will refine the still life drawing by adding defining detail.

- Add major graphics, lettering and defining lines to line drawing

How will you evaluate this task?
Teacher observation

Learning Activity:

1. Still Life Drawing with Defining Detail

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 6-8

1. I will shade the still life drawing by adding tonal quality with a range from 1-10.



- Identify and evaluate light sources and their impact on a still life
- Map out highlights & cast shadows
- Shade in still life drawing using a range of value from 1-10
- Refine drawing

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Still Life Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [OP - Still Life Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 1 - UNIT PLANNING

Unit: FOA 1 #4 - Color Theory/Color Wheel - Color Mixing & Layering		
Number of Weeks: 3.5 Weeks		Class Periods: 8 Blocks
Unit Summary: Students will learn basic color theory by understanding how to use a color wheel. Color mixing and layering will be stressed to increase the artistic color palette. From this, students will design their own creative color wheel through personal idea generation.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> To understand the basics of color theory and how to interpret and utilize a color wheel; how colors are made, mixed and matched to create real color and color value to resemble real objects and environments.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> 12X12" white paper, sketchbook, graphite pencil, eraser, sharpener, rulers, compasses, colored pencil, image references</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <ol style="list-style-type: none"> 1. I will learn basic color theory by evaluating the color wheel and how to use it. 2. I will learn basic color theory by experimenting with color mixing. 	<ul style="list-style-type: none"> ● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous ● Discuss the difference between color and the absence of color 	<p>How will you evaluate this task? Teacher Observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Color Interact experiment 2. Color Mixing - Variety of Media 3. Create Tints , Tones, Shades of a Color <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson

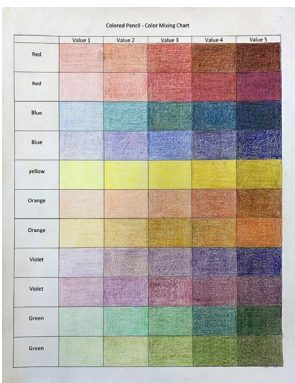


- Experiment with how colors interact with each other
- Practice mixing colors using a variety of media
- Create tints, tones and shades of a color

- Task in Progress and Final Product
- Online Grading
 - Opportunity for Revision

Block 2

1. I will create a color mixing chart that reinforces color mixing through color layering.
2. I will experiment with creating value with color.



- Create a color mixing chart
A warm and cool row for each primary and secondary color going from light to dark (except yellow which is difficult to layer and mix with)
- Colored pencils should be sharp, 45 degree angle, hand held further back on the pencil, with light pressure
- Change direction of layering or small circular motion

How will you evaluate this task?
Teacher Observation

Learning Activity:

1. Color Mixing Chart

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 3

1. I will practice shading through using the color overlay process.

WRONG



- From a simple ordinary object, create a line drawing
- Shade in the object by mixing and matching colors to emulate the real object and its environment
- Colored pencils should be sharp, 45 degree angle, hand held further back on the pencil, with light pressure
- Change direction of layering or small circular motion

How will you evaluate this task?
Teacher Observation

Learning Activity:

1. Sample Object - Color Shading Practice

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Use layering or underlying colors to mix new colors and values.

CORRECT



Block 4 & 5

1. I will create a themed color wheel through research and a drawing plan.

- Brainstorm and research themes that are both unique and varied
- Based on the theme, find and save references for each of the 12 colors
- In sketchbook draw/map out how your color objects/environments will transition around the color wheel
- Make sure objects flow and interact with each other
- Consider the background or environments around the objects

How will you evaluate this task?
Teacher Observation

Learning Activity:

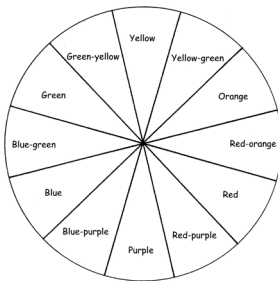
1. Research and Theme List of 10
2. Image References
3. TCW Drawing Plan

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 6

1. I can create a themed color wheel line drawing that is derived from research and planning.



- On 12X12" white drawing paper, using a compass and a ruler, create an underlying 12 wedge map to use for equal spacing
- Using the drawing plan, transfer the idea(s) to the good paper is a very precise line drawing only

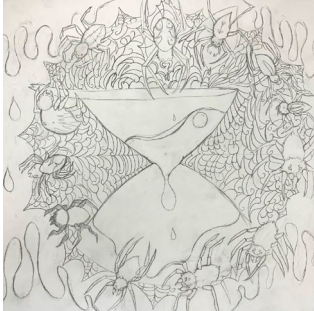
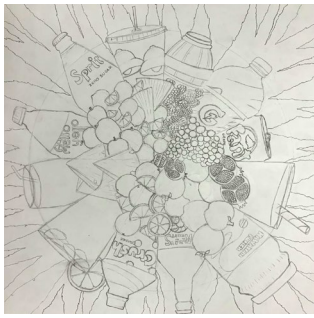
How will you evaluate this task?
Teacher Observation

Performance Assessment:

1. Themed Color Wheel Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
[CT - Color Wheel Rubric](#)
- Online Grading
- Opportunity for Revision



Block 7 & 8

1. I can shade the themed color wheel through color mixing and layering.



- Shade in Themed Color Wheel line drawing using Prismacolor colored pencils
- Layering to make colors and values using multiple colored pencils
- Colored pencils should be sharp, 45 degree angle, hand held further back on the pencil, with light pressure
- Change direction of layering or small circular motion
- Refine and detail shading

How will you evaluate this task?
Teacher Observation

Performance Assessment:

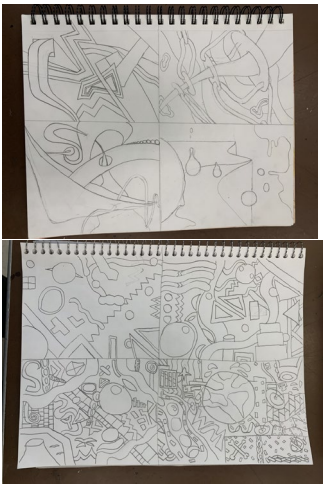
1. Themed Color Wheel Shaded

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [CT - Color Wheel Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 1 - UNIT PLANNING

Unit: FOA 1 #5 - Color Theory Schemes		
Number of Weeks: 3 Weeks		Class Periods: 7 Blocks
Unit Summary: Students will continue to understand basic color theory through exploring color schemes. Students will apply these schemes to associated abstract non-objective designs, their compositional elements and the vibe they portray.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> To be able to identify different color schemes, the intent or reason behind the use of a particular scheme and to incorporate a scheme into a work of art to convey a mood or tone.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> 12X18" gray drawing paper, sketchbook, graphite pencil, eraser, sharpener, colored pencils, oil pastels, blending stumps, newspaper</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <ol style="list-style-type: none"> 1. I will learn the 9 different color schemes that are used in art and design. 2. I can identify abstract non-objective designs. 3. I can create 2-4 Abstract Non-Objective designs that follow the unit criteria. 	<ul style="list-style-type: none"> ● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Abstract Non-Objective Thumbnail Drawings 2-4 <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product



- Discuss and analyze Abstract Non-Objective designs/art
- Research Abstract Non-Objective designs
- In sketchbook create 2-4 distinctly different Abstract Non-Objective designs using lines, shapes, textures and patterns
- Elements should create movement or interact with each other. They should overlap, wrap around, poke through, go up and over, sneak behind, etc. etc.
- There should be an obvious foreground, middle ground and background
- Use the elements of art to show motion
- Elements should vary in size from small and medium to large

- Online Grading
- Opportunity for Revision

Block 2

1. I can create a color map of the abstract non-objective design using a particular scheme.



- Using our scheme reference guide, choose a different scheme for each thumbnail design that matches the look or vibe of the design
- Shade in the thumbnail sketches using colored pencils. Use every form of each color in the scheme that you can create using the color overlay mixing process
- Add highlights and shadows to the elements of the design to create a 3 dimensional effect

How will you evaluate this task?
Teacher observation

Learning Activity:

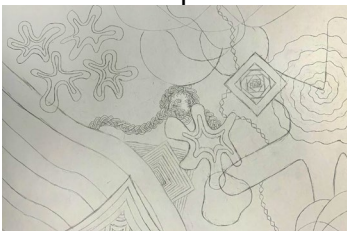
1. Abstract Non-Objective Color Maps

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 3

1. I can create an abstract non-objective line drawing following the thumbnail plan.



- Transfer line drawing from sketchbook to good paper focusing on accuracy and precise, clean lines

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Abstract Non-Objective Line drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
[CT - Schemes Rubric](#)
- Online Grading
- Opportunity for Revision

Block 4

1. I will learn control of the medium through experimenting with color mixing, color blending, and color value.



- Practice creating mixed variation of colors for each color within chosen scheme with oil pastels
- Practice creating value scales for each color within chosen scheme with oil pastels
- Practice blending from one color to another using a blending stump and oil pastels
- Practice creating hard crisp edges with a blending stump and oil pastels

How will you evaluate this task?
Teacher observation

Learning Activity:

1. Practice Color Mixing with the Media
2. Color Value Scales
3. Color Blending Samples
4. Media Edge Samples

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Blocks 5-7

1. I can shade the abstract non-objective design through color mixing, color blending, color value and control of the medium.



- Shade in the Abstract Non-Objective line drawing utilizing prior knowledge of color mixing and layering and control of the medium
- Focus on range of color within scheme, value, edges, color mixing and layering, and color blending

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Abstract Non-Objective Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
[CT - Schemes Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 1 - UNIT PLANNING

Unit: FOA 1 #6 - Texture - Surface Quality of Forms & Environments - Qualities of Line		
Number of Weeks: 4 Weeks	Class Periods: 9 Blocks	
Unit Summary: Students will practice basic line shading techniques that exemplify surface qualities and textures. They will use these techniques in a work of art to replicate real world textures, objects and environments.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
Unit Goal: Students will understand and identify texture within one's own society or world. They will emulate a variety of textures using the line shading techniques so that the perceived textures are easily identifiable. They will also match values and detail using the line shading techniques so that they match the highlights and shadows within their artwork. Students will be able to do this with a variety of media.		
Standards: VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.		
Unit Materials: 11X14" white tagboard, sketchbook, graphite pencil, eraser, sharpener, ultrafine Sharpies, colored pencil, image references		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
Block 1 1. I will learn the texture or surface quality of objects and/or environments in the real world. 2. I will be able to differentiate between perceived and real textures. 3. I will learn how you can emulate textures through line shading techniques or mark making. 4. I will learn how you can	Tasks: <ul style="list-style-type: none"> ● Review Content Vocabulary: Actual texture, perceived texture, qualities of line, stipple, dashes, hatching, cross-hatching, light to dark, thick to thin, broken lines, irregular lines, circular/curved lines, pattern, angular lines, scribbling 	How will you evaluate this task? Teacher observation Learning Activity: 1. Animal Idiom List of 10 How will you provide feedback to students? <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● Peer Collaboration - Class Critique, Turn & Talk, etc. ● 1 to 1 Daily Teacher Conferencing of Lesson

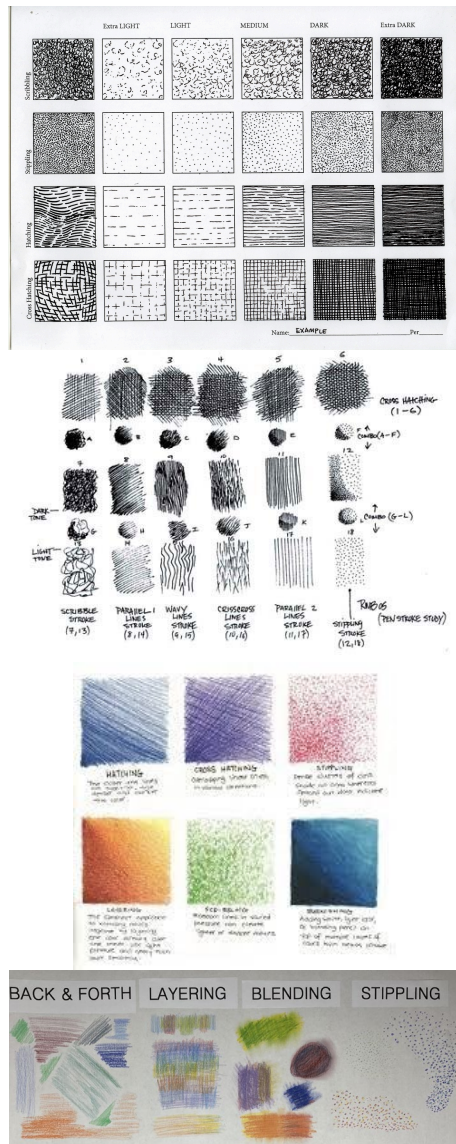
<p>use alternative methods of idea generation by utilizing idioms.</p>	<ul style="list-style-type: none"> ● Resolve how texture defines an object, how texture differentiates one object or surface from another and how you create smooth, shiny and rough textures? ● Discuss and define idioms, view student samples and identify techniques to emulate textures ● Research idioms that include an animal ● Create a list of 10 unique idioms with animals #1 – The elephant in the room #2 – One-trick pony #3 – The lion's share. #4 – Hold your horses! Etc. etc. 	<p>Task in Progress and Final Product</p> <ul style="list-style-type: none"> ● Online Grading ● Opportunity for Revision
<p>Block 2 & 3</p> <ol style="list-style-type: none"> 1. I will learn idea generation through idioms. 2. I will create a composition design utilizing an idiom. 	<ul style="list-style-type: none"> ● Narrow idiom list to best 2 ideas ● Research and find image references to draw from ● In sketchbook design the 2 compositions using reference materials so that the parts of the composition are realistic and not cartoonish while also depicting the idiom 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Reference Images 2. Animal Idiom 2 Compositions <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading ● Opportunity for Revision
<p>Block 4</p> <ol style="list-style-type: none"> 1. I will create an animal idiom line drawing using a planned idea. 	<ul style="list-style-type: none"> ● Evaluate the 2 thumbnail compositions and transfer the best one to 11X14" white tagboard. ● Drawing should be carefully sized to fit the whole board and precisely and accurately drawn 	<p>How will you evaluate this task? Teacher observation</p> <p>Performance Assessment:</p> <ol style="list-style-type: none"> 1. Animal Idiom Line Drawing <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● Peer Collaboration - Class Critique, Turn & Talk, etc. ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Rubric

[Texture Rubric](#)

- Online Grading
- Opportunity for Revision

Block 5

1. I will learn line shading techniques through value scales.
2. I will learn line shading techniques by creating various perceived textures using a variety of media.



- Practice line shading/texture techniques through value scales highlighting the change from light to dark
- Practice line shading techniques using ultrafine Sharpie, colored pencil and watercolor pencil

How will you evaluate this task?

Teacher observation

Learning Activity:

1. Line Shading Technique Value Scales

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 6

1. Create various perceived textures that are relevant to the surface of a particular object or environment

- In sketchbook, test out techniques while shading objects and environments within one's chosen composition using ultrafine Sharpie, colored pencil and watercolor pencil

How will you evaluate this task?

Teacher observation

Learning Activity:

1. Practice Object - Shading with Line Shading Techniques

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 7&8

1. Utilize media and line shading techniques to complete a work of art (animal idiom composition)



- Shade in animal idiom composition using line shading techniques to emulate real surface textures or objects and environments
- Shade work of art that showcases at least four textures

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Idiom Drawing Shaded with Line Shading Techniques

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric

[Texture Rubric](#)

- Online Grading
- Opportunity for Revision

Block 9

1. Use color and technique to direct the viewer to the focus of the idiom



- Use color, colored pencil or watercolor pencil to add additional value and texture/mark making to the animal idiom composition
- Use color to direct the viewer to areas of importance
- Fine tune artwork with finishing details

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Idiom Shaded Drawing with Targeted Color

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
 - Peer Collaboration - Class Critique, Turn & Talk, etc.
 - 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
 - Rubric
- [Texture Rubric](#)
- Online Grading
 - Opportunity for Revision

Foundations of Art 1 - Curriculum Mapping

[Link to Standards](#)

Units (Unit Number, Unit Title, Number of Weeks)	Standards/Skills (Paste in from Framework including standard numbers)	Assessments (Performance tasks, summative assessments)
<p>1. Creativity/Artistic Level Pre-Test</p> <p>(4 Blocks) / 2 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Basic Art Elements technical accuracy, space, appropriate subject matter, art periods, realism, abstraction ● Think, plan, sketch and color/shade in their own design ● Research plan of action ● Drawing plan/thumbnailed sketches ● Line drawing ● Shaded drawing <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● Art Pre-Test Rubric
<p>2. Observational Perspective - Basic Shapes of Life Line, Shape, Value, & Form</p>	<p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Basic shapes, line, shape, space(pos &

<p>(4 Blocks) / 2 Week</p>	<p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>neg), light source, value, value scale, form, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows</p> <ul style="list-style-type: none"> ● Identify the 4 basic shapes of life ● Apply basic shapes of life to the real world ● Practice Rules/strategies for checking sizes, spaces and angles ● Observational line drawing of sphere, cylinder, cone, & cube ● Value Scale 1-10 ● Establishing a light source ● Marking highlights ● Understanding cast shadows ● Shading of sphere, cylinder, cone, & cube <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● OP - Basic Shapes Rubric
<p>3. Observational Perspective - Still Life</p> <p>(8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Composition, still life, line, shape, space(pos & neg), light source,

revisions for works of art and design in progress.
VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

value, value scale, form, thumbnail sketch, viewfinder, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows

- Identifying compositional rules
- Evaluate a still life utilizing compositional rules
- 2-4 thumbnail sketches
- Establish an order of objects to draw
- Create a line drawing of a grouping of objects
- Mapping out the placement and space objects take up
- Practice drawing strategies to check sizes, spaces & angles
- Compare positive & negative shapes & space
- Edit and revise scale and proportion
- Identify and evaluate light sources and their impact on a still life
- Map out highlights & cast shadows
- Shade in still life drawing using a range of value from 1-10
- Refine drawing

Summative Assessment:

- Teacher observation

		<ul style="list-style-type: none"> ● Completed Learning Task ● Completed Artwork ● Class Critique ● OP - Still Life Rubric
<p>4. Color Theory - Color Wheel Color Mixing & Layering</p> <p>(8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous ● Discuss the difference between color and the absence of color ● Experiment with how colors interact with each other ● Practice mixing colors using a variety of media ● Create tints, tones and shades of a color ● Mix and match colors to emulate real objects and environments ● Color Mixing Chart ● Themed Color Wheel <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● CT - Color Wheel

		Rubric
<p>5. Color Theory Schemes</p> <p>(7 Blocks) / 3 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous ● Experiment with various schemes and how it impacts a composition, mood and the viewer’s interpretation ● Create a work of art that incorporates divisions or areas of different schemes <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● CT - Schemes Rubric
<p>6. Texture A - Surface Quality in Forms & Environments</p> <p>Texture B - Qualities of Line</p> <p>(9 Blocks) / 4 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Actual texture, perceived texture, qualities of line, stipple, dashes, hatching, cross-hatching, light to dark,

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

thick to thin, broken lines, irregular lines, circular/curved lines, pattern, angular lines, scribbling

- Resolve how texture defines an object, how texture differentiates one object or surface from another and how you create smooth, shiny and rough textures?
- Practice line shading/texture techniques through value scales highlighting the change from light to dark
- Create various perceived textures using a variety of media
- Create various perceived textures that are relevant to the surface of a particular object or environment
- Create a work of art that showcases at least four textures

Summative Assessment:

- Teacher observation
- Completed Learning Task
- Completed Artwork
- Class Critique
- [Texture Rubric](#)

Foundations of Art 1 - Curriculum Mapping

[Link to Standards](#)

Units (Unit Number, Unit Title, Number of Weeks)	Standards/Skills (Paste in from Framework including standard numbers)	Assessments (Performance tasks, summative assessments)
<p>1. Creativity/Artistic Level Pre-Test</p> <p>(4 Blocks) / 2 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Basic Art Elements technical accuracy, space, appropriate subject matter, art periods, realism, abstraction ● Think, plan, sketch and color/shade in their own design ● Research plan of action ● Drawing plan/thumbnailed sketches ● Line drawing ● Shaded drawing <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● Art Pre-Test Rubric
<p>2. Observational Perspective - Basic Shapes of Life Line, Shape, Value, & Form</p>	<p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Basic shapes, line, shape, space(pos &

<p>(4 Blocks) / 2 Week</p>	<p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>neg), light source, value, value scale, form, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows</p> <ul style="list-style-type: none"> ● Identify the 4 basic shapes of life ● Apply basic shapes of life to the real world ● Practice Rules/strategies for checking sizes, spaces and angles ● Observational line drawing of sphere, cylinder, cone, & cube ● Value Scale 1-10 ● Establishing a light source ● Marking highlights ● Understanding cast shadows ● Shading of sphere, cylinder, cone, & cube <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● OP - Basic Shapes Rubric
<p>3. Observational Perspective - Still Life</p> <p>(8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Composition, still life, line, shape, space(pos & neg), light source,

revisions for works of art and design in progress.
VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

value, value scale, form, thumbnail sketch, viewfinder, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows

- Identifying compositional rules
- Evaluate a still life utilizing compositional rules
- 2-4 thumbnail sketches
- Establish an order of objects to draw
- Create a line drawing of a grouping of objects
- Mapping out the placement and space objects take up
- Practice drawing strategies to check sizes, spaces & angles
- Compare positive & negative shapes & space
- Edit and revise scale and proportion
- Identify and evaluate light sources and their impact on a still life
- Map out highlights & cast shadows
- Shade in still life drawing using a range of value from 1-10
- Refine drawing

Summative Assessment:

- Teacher observation

		<ul style="list-style-type: none"> ● Completed Learning Task ● Completed Artwork ● Class Critique ● OP - Still Life Rubric
<p>4. Color Theory - Color Wheel Color Mixing & Layering</p> <p>(8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous ● Discuss the difference between color and the absence of color ● Experiment with how colors interact with each other ● Practice mixing colors using a variety of media ● Create tints, tones and shades of a color ● Mix and match colors to emulate real objects and environments ● Color Mixing Chart ● Themed Color Wheel <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● CT - Color Wheel

		Rubric
<p>5. Color Theory Schemes</p> <p>(7 Blocks) / 3 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous ● Experiment with various schemes and how it impacts a composition, mood and the viewer’s interpretation ● Create a work of art that incorporates divisions or areas of different schemes <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● CT - Schemes Rubric
<p>6. Texture A - Surface Quality in Forms & Environments</p> <p>Texture B - Qualities of Line</p> <p>(9 Blocks) / 4 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Content Vocabulary: Actual texture, perceived texture, qualities of line, stipple, dashes, hatching, cross-hatching, light to dark,

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

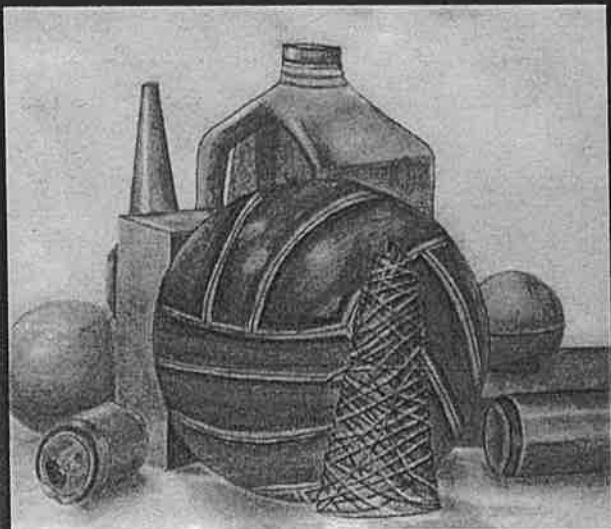
VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

thick to thin, broken lines, irregular lines, circular/curved lines, pattern, angular lines, scribbling

- Resolve how texture defines an object, how texture differentiates one object or surface from another and how you create smooth, shiny and rough textures?
- Practice line shading/texture techniques through value scales highlighting the change from light to dark
- Create various perceived textures using a variety of media
- Create various perceived textures that are relevant to the surface of a particular object or environment
- Create a work of art that showcases at least four textures

Summative Assessment:

- Teacher observation
- Completed Learning Task
- Completed Artwork
- Class Critique
- [Texture Rubric](#)



SHS Art Department

Foundations of Art 1



Unit: FOA 1 #1 - Creativity/Artistic Level Pre-Test

Number of Weeks: 2 Weeks

Class Periods: 4 Blocks

Unit Summary: Students will create a name design from their own personal story. Starting from generating a list of ideas, revising that list, choosing a theme and designing the composition. A finished version will be created and shaded with markers and or colored pencils.

Unit Goal: To establish a baseline level of creative and technical ability in art.

Unit: FOA 1 #2 - Observational Perspective - Basic Shapes of Life - Line, Shape, Value & Form

Number of Weeks: 2 Weeks

Class Periods: 4 Blocks

Unit Summary: Students will learn the four basic shapes of life and how they fit within every real life object and within our environment. They will practice disciplined drawing habits and basic perspective strategies through drawing the basic shapes and then making them 3 dimensional by adding observed value.

Unit Goal:

Students will make the connection between the 4 basic shapes of life and how they relate to all real world objects

Students will recognize that successfully rendering basic forms of life are essential for drawing anything else

Students will render the basic forms of life using the art elements of line, shape, value and form

Unit: FOA 1 #3 - Observational Perspective - Still Life

Number of Weeks: 3.5 Weeks

Class Periods: 8 Blocks

Unit Summary: Students will practice learned observational drawing strategies from prior knowledge. They will create a still life drawing from a classroom set-up that encompasses objects that fulfill the four basic shapes of life. The line drawing will then be shaded in to create depth.

Unit Goal: Students will render three dimensionality on a two dimensional surface using the elements of value, space and the design principles of scale, proportion using a still life set-up.

Unit: FOA 1 #4 - Color Theory/Color Wheel - Color Mixing & Layering

Number of Weeks: 3.5 Weeks

Class Periods: 8 Blocks

Unit Summary: Students will learn basic color theory by understanding how to use a color wheel. Color mixing and layering will be stressed to increase the artistic color palette. From this, students will design their own creative color wheel through personal idea generation.

Unit Goal: To understand the basics of color theory and how to interpret and utilize a color wheel; how colors are made, mixed and matched to create real color and color value to resemble real objects and environments.

Unit: FOA 1 #5 - Color Theory Schemes

Number of Weeks: 3 Weeks

Class Periods: 7 Blocks

Unit Summary: Students will continue to understand basic color theory through exploring color schemes. Students will apply these schemes to associated abstract non-objective designs, their compositional elements and the vibe they portray.

Unit Goal: To be able to identify different color schemes, the intent or reason behind the use of a particular scheme and to incorporate a scheme into a work of art to convey a mood or tone.

Unit: FOA 1 #6 - Texture - Surface Quality of Forms & Environments - Qualities of Line


Number of Weeks: 4 Weeks

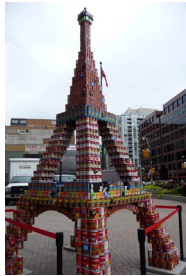
Class Periods: 9 Blocks

Unit Summary: Students will practice basic line shading techniques that exemplify surface qualities and textures. They will use these techniques in a work of art to replicate real world textures, objects and environments.

Unit Goal: Students will understand and identify texture within one's own society or world. They will emulate a variety of textures using the line shading techniques so that the perceived textures are easily identifiable. They will also match values and detail using the line shading techniques so that they match the highlights and shadows within their artwork. Students will be able to complete this with a variety of media.

FOUNDATIONS OF ART 2 - UNIT PLANNING

Unit: FOA 2 #1A - 3D Design - Found Object		
Number of Weeks: 4 Weeks		Class Periods: 10 Blocks
Unit Summary: Students will build a sculpture using recycled materials they personally gather. They will choose from four possible themes: animal, architecture, musical instrument or vehicle.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> To create a solid, well constructed, free standing and "interesting in the round" sculpture that is both unique in its building assemblage and artistic statement. To rethink what constitutes art materials, supplies and how art can be created through alternative materials.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p><u>Unit Materials:</u> Newspaper, cardboard, egg cartons, containers, plastic bottles, soda cans, tagboard, tape, wire, tacky glue, glue guns & glue, variety of found objects (puzzle pieces, old jewelry, trinkets, old toys, game pieces, silverware, food boxes and wrappers, etc. etc.)</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <ol style="list-style-type: none"> 1. I will learn what a found object is within sculpture. 2. I will learn the four options for building. 3. I will research and plan ideas for building. <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> ● Review Content Vocabulary: Sculpture, 3-dimensional, found object, manufactured, natural, form, repurposed, transformed, freestanding vs. attached, in the round, armature, positive space, negative space, solid construction, additive ● Discuss and analyze found object sculpture ● Research, view and 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Research Notes for Found Object Sculpture <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product

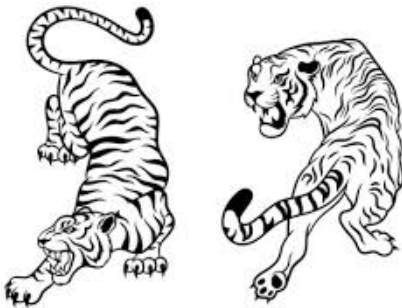


analyze recycled sculptures and artists

- Online Grading
- Opportunity for Revision

Block 2

1. I can research and plan ideas for building.



- Research found object ideas and create a multi-view building plan with notes on attachments and materials
- Create a file of picture references (front, side, top & bottom)
- Plan for size within 12"x12"x12"
- Research found object materials and make a list of needed supplies



How will you evaluate this task?
Teacher observation

Learning Activity:

1. Reference Images for Found object Sculpture
2. Found Object Sculpture Drawing Plan
3. Found Object Sculpture Supply List

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 3 - 5

1. I can build an armature by understanding the framework within a sculpture.

- Make the armature of the found object sculpture.
 1. Acquire the materials
 2. Make the wire/foil cuts
 3. Wrap the body or

How will you evaluate this task?
Teacher observation

Learning Activity:

1. Found Object Sculpture Armature

How will you provide feedback to



- core
4. Sealing the core with paper mache or paris craft

students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Blocks 6-8

1. I can assemble found object materials.



- Consider adding a base acrylic color to the solid armature
- Build the shape, form, texture, and colors using gathered found objects
- Make solid/sound connections by using the appropriate adhesive for the job

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Found Object Sculpture Form

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

Blocks 9&10

1. I can embellish a found object sculpture through refining and decorating.

- Refine or add materials that add detail or defining definition to the found object sculpture
- Clean up connections or add more for stability

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Found Object Sculpture - Surface Quality Embellishments,



- Evaluate the piece “in the round” for interests and make adjustments

Refinements and detailing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
[3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 2 - UNIT PLANNING

Unit: FOA 2 #1B - 3D Design - Mask Making		
Number of Weeks:	4 Weeks	Class Periods: 10 Blocks
Unit Summary: Students will research and create a life size wearable mask using pariscraft and other decorative materials. They will choose from themes of animals, theater, or cultural significance.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> To explore the evolution of mask making and its cultural significance, its purpose and function as a transformer of personality, a preserver of personality and as a protective device. (disguise, entertainment, storytelling and spirituality)</p> <p>To create a well constructed wearable life size mask that exemplifies a particular genre of mask making and personal artistic expression.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> Cardboard, masking tape, tag board, wire, newspaper, paper mache, acrylic paint, tacky glue, glue gun and glue sticks, decorative materials like feathers, faux fur, fabrics, colored tissue, moldable hardening clay, beads, stones, etc. etc.</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <ol style="list-style-type: none"> 1. I will learn the purpose of a mask. 2. I will learn historical strategies of mask making. 	<ul style="list-style-type: none"> ● Review Vocabulary Content: Mask, design, 3-dimensional, sculpture, modeling, armature, paper mache, helmet mask, face mask, headdress, ritual/theatrical, low relief ● Research & Discuss 	<p>How will you evaluate this task? Teacher observation Learning Activity:</p> <ol style="list-style-type: none"> 1. Strategies of Mask Making Notes <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts

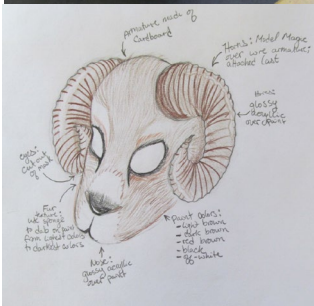


masks of many cultures,
their roles and functions

- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 2 & 3

1. I can design an animal mask by creating thumbnail drawings.



- Evaluate mask making through thumbnail sketches of animal masks using reference materials

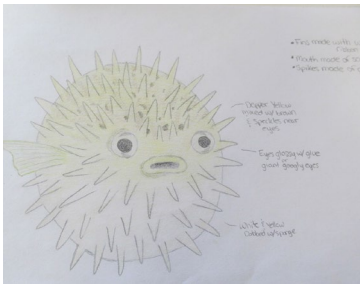
How will you evaluate this task?
Teacher observation

Learning Activity:

1. Animal Masks - Drawing Plans 2

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision



Block 4 & 5

1. I can build a mask armature.



- Build an armature using cardboard, oak tag, newspaper, hot glue, masking tape, etc. to build a basic form of a mask.
- Establish strong connections and a solid form

How will you evaluate this task?
Teacher observation

Learning Activity:

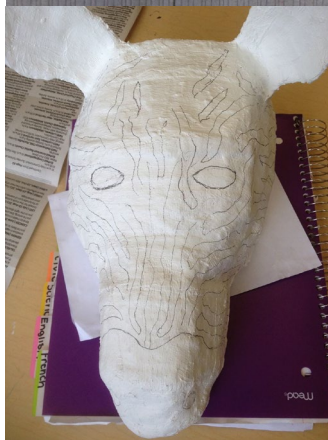
1. Animal Mask - Armature

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Blocks 6 & 7

1. I can reinforce a mask armature using connecting material.



- Solidify the shape of the mask using paper mache/paris craft over finished armature
- Creating a mask surface to decorate on

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Animal Mask Completed Form

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

Block 8-10

1. I can embellish/detail an animal mask through refinement and added materials.



- Add defining details such as paint and materials to add textures.
- Using all kinds of unique found materials to embellish the surface

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Animal Mask - Defining Detail, Embellishments and Decoration

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 2 - UNIT PLANNING

Unit: FOA 2 #2 - Observational Perspective - Self-Portrait

Number of Weeks: 3.5 Weeks

Class Periods: 8 Blocks

Unit Summary: Students will create a life size realistic self-portrait that exemplifies their own unique traits and personality. An emphasis on telling their own personal story through this portrait will be encouraged.

UNIT LEVEL (Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:

Students will be able to use observation to understand the proportions and features of the human face and then draw accurately using the elements of line, shape, value, form and texture.

Drawing a self-portrait will also allow the student to decide how they want to be seen by others.

Standards:

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

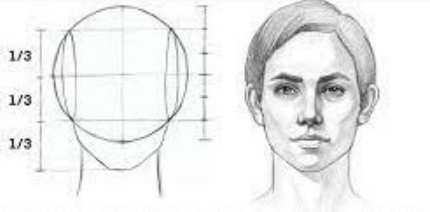
VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

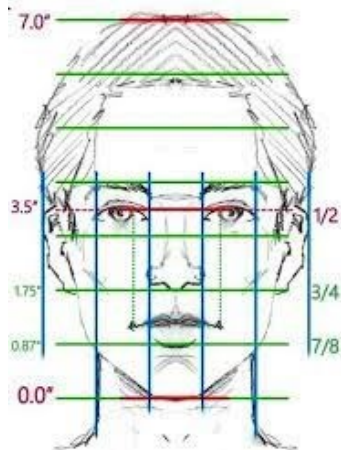
VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Unit Materials:

Sketchbook, mirrors, graphite pencils, sharpeners, erasers, value scales, 12X18" white paper, blending stumps, rulers

Lesson Level (Progression of Learning that Leads to Unit Goal)

Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <p>1. I will learn the placement of human facial features.</p> 	<ul style="list-style-type: none"> ● Content Vocabulary: Self-portrait, portraiture, facial expression, profile, full face/frontal, 3/4 view, facial features, gestures, posture ● Review rules for observational perspective - checking size relationships, space relationships and angles 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Portrait Drawing Notes <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product



Every face is 5 units (eye-widths) wide, 7 tall. Each feature placement is based on this.

- Review rules for measuring facial features and their placement
- Study human portraits, facial features, expressions and poses
- Study own face while looking into a mirror

- Online Grading
- Opportunity for Revision

Block 2 & 3

1. I will learn how to create human facial features through drawing.



- Practice drawing individual facial features
1. Draw the human eye both front and side following the 10 sequential steps. Add value when finished.
 2. Draw the human nose both front & side following the sequential steps and then add value.
 3. Draw the human mouth both front and side following the six sequential steps and then add value.
 4. Draw the human ear following the three sequential steps shown and then add value.

How will you evaluate this task?
Teacher observation

Learning Activity:

1. Human Facial Feature Studies

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 4 & 5

1. I can create a realistic self-portrait line drawing.



- Draw your entire face and shoulders focusing on proportion, main features and detail

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Self-Portrait Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [Self-Portrait Rubric](#)
- Online Grading
- Opportunity for Revision

Block 6 & 7

1. I will learn how to shade a self-portrait drawing by adding tonal quality with a range from 1-10.



- Render form/create depth by paying attention to highlights and shadows

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Self-Portrait Drawing Shaded

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [Self-Portrait Rubric](#)
- Online Grading
- Opportunity for Revision

Block 8

1. I will learn how to refine and detail a self portrait drawing.

- Accentuate details in the eyes, nose, mouth, ears and hair
- Bolden highlights and shadows
- Crisp edges
- Clean up positive and negative space

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. Self-Portrait - Refinement and Defining Details

How will you provide feedback to students?

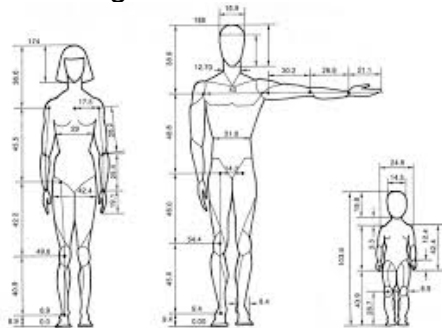
- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher





Conferencing of Lesson
Task in Progress and Final
Product

- Rubric
- [Self-Portrait Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 2 - UNIT PLANNING

Unit: FOA 2 #3 - Observational Perspective - Figures		
Number of Weeks: 3.5 Weeks		Class Periods: 8 Blocks
Unit Summary: Students will learn the basics of figure drawing by examining a real life model. Methods of gesture drawing, contour drawing, shapes and postures will be explored.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> Students will apply basic foundation drawing skills to principles of gesture, anatomy and the creative interpretation of the human figure.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> 18X24" white paper, 12X18" mid-tone gray paper, graphite pencil, charcoal pencil, conte crayon, water based colored marker, water cups, brushes, erasers, sharpeners, blending stumps</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <p>1. I will learn the proportions of the human figure.</p> 	<ul style="list-style-type: none"> ● Review Vocabulary Content: Figure drawing, anatomy, proportion, model/figure, gesture drawing, contour drawing, expressive line, line of action, action, posture, foreshortening, form ● Study images of the human body - apply measurements 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Figure Drawing Research & Notes <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading

		<ul style="list-style-type: none"> ● Opportunity for Revision
<p>Block 2</p> <p>1. I will learn proportion through figure contour line drawing.</p> 	<ul style="list-style-type: none"> ● Create figure contour line drawings using pen or marker on white drawing paper ● Capture proportion 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Figure - Contour Line Studies <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● Peer Collaboration - Class Critique, Turn & Talk, etc. ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Rubric ● Figure Drawing Rubric ● Online Grading ● Opportunity for Revision
<p>Block 3</p> <p>1. I will learn figure movement through gesture drawing.</p> 	<ul style="list-style-type: none"> ● Create figure gesture drawings using colored marker and watercolor on white drawing paper ● Capture motion 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Figure - Gesture Drawing Studies <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● Peer Collaboration - Class Critique, Turn & Talk, etc. ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Rubric ● Figure Drawing Rubric ● Online Grading ● Opportunity for Revision
<p>Block 4</p> <p>1. I will learn realistic figure drawing through practice thumbnail studies.</p>	<ul style="list-style-type: none"> ● Draw figure studies of a classmate/model using correct proportions, depicting movement if applicable on gray mid-tone drawing paper ● Experiment with graphite, charcoal and conte crayon 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Figure Drawing Studies from Posed Model 2. Figure Drawing Value Studies <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self



- Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
 - 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
 - Rubric
 - [Figure Drawing Rubric](#)
 - Online Grading
 - Opportunity for Revision

Block 5 & 6

1. I can create a realistic figure line drawing.



- Choose a final dynamic pose and create an accurate line drawing on 12X18" paper chosen based on media choice

How will you evaluate this task?
Teacher observation

Performance Task:

1. Figure Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [Figure Drawing Rubric](#)
- Online Grading
- Opportunity for Revision

Block 7 & 8

1. I can shade a figure drawing with a tonal quality range from 1-10.



- Shade in figure drawing using one of the media used throughout the figure drawing learning process.
- Use marks, lines, brushstrokes, etc, that match the vibe and motion of the figure
- Refine and detail the figure drawing

How will you evaluate this task?
Teacher observation

Performance Task:

1. Figure Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric



[Figure Drawing Rubric](#)

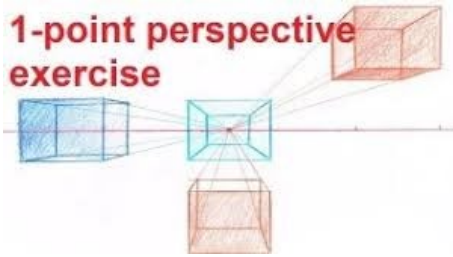
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 2 - UNIT PLANNING

Unit: FOA 2 #4 Linear Perspective - 1 Point		
Number of Weeks: 2.5 Weeks		Class Periods: 6 Blocks
Unit Summary: Students will use one-point perspective to create a city or exterior space. There will be a strong emphasis on making the environment appear to be realistic, lively and in motion.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> Students will use one-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a city or exterior space.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> Sketchbook, graphite pencil, sharpeners, erasers, 12X18" white paper, ultra fine Sharpie marker, colored pencil, picture references</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <p>1. I will learn how to create a scene with a one-point perspective.</p> <p>"One-point perspective" is a drawing technique that creates the illusion of depth on a flat surface by using a single "vanishing point" on the horizon line, where all receding parallel lines in the drawing appear to converge, giving the impression</p>	<ul style="list-style-type: none"> ● Review Vocabulary Content: Horizon line, vanishing point, one-point perspective, linear perspective, atmospheric perspective, foreshortening, birds eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background ● Create a basic composition with horizon line, vanishing 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. One Point Perspective Basic composition <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> ● Self Assessments - Self Reflection Prompts ● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product ● Online Grading

of objects shrinking as they move further away from the viewer

1-point perspective exercise



point and geometric shapes using 1 point perspective

- Opportunity for Revision

Block 2

1. I can create a cityscape composition through research and idea planning.



- Researching cityscapes images that fit 1 point perspective
- Marking the images with the point and vanishing lines in red



- Decide whether to tackle a historical, modern or futuristic composition
- Creating a list of all the parts, elements and particulars of the things in this type of city
- Create a folder of reference images to work from

How will you evaluate this task?
Teacher observation

Learning Activity:

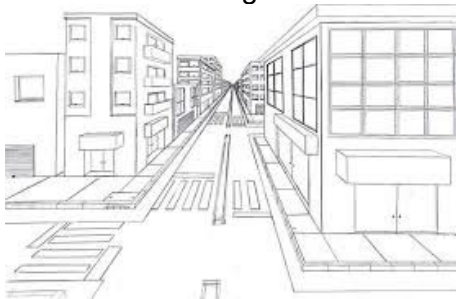
1. One Point Perspective - Red Marked Images
2. Cityscape - List of Elements
3. Reference Images

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Block 3 & 4

1. I can design and draw a cityscape/exterior space line drawing.



- Design a cityscape/exterior space line drawing utilizing 1 point perspective on 12x18" white paper
- Use mechanical lines, appropriately placed to create linear perspective

How will you evaluate this task?
Teacher observation

Performance Assessment:

1. One Point Perspective - Cityscape Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final



- Product
- Rubric
- [1 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

Block 5 & 6

- I can shade a cityscape/interior space drawing.



- Create atmospheric perspective through clarity of line and intensity of value using colored markers and colored pencils
- Use colors and values that enhance the vibe/age of the cityscape, the time of day and the season.
- Color mixing, color blending and color value should be used to add design and form to the space
- Add refinement and detail

How will you evaluate this task?
Teacher observation

Performance Assessment:

- One Point Perspective - Cityscape Shaded Drawing

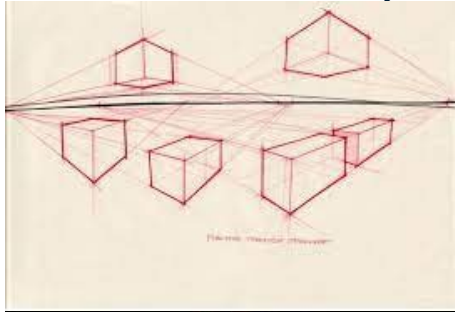
How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [1 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

FOUNDATIONS OF ART 2 - UNIT PLANNING

Unit: FOA 2 #5 - Linear Perspective - 2 Point		
Number of Weeks: 3.5 Weeks	Class Periods: 8 Blocks	
Unit Summary: Students will use two-point perspective to create a room or interior space. There will be a strong emphasis on making the environment appear to be a realistic, lived in space.		
UNIT LEVEL (Overarching-Big Picture)		
Overarching Goals <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><u>Unit Goal:</u> Students will use two-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a room design or interior space.</p> <p><u>Standards:</u> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><u>Unit Materials:</u> Sketchbook, graphite pencil, sharpeners, erasers, 12X18" white paper, ultra fine Sharpie marker, colored pencil, picture references</p>		
Lesson Level (Progression of Learning that Leads to Unit Goal)		
Learning Target: <i>(For each class)</i>	Learning Activities/Task: <i>(What student are doing)</i>	Assessment: <i>(Formal and Informal)</i>
<p>Block 1</p> <ol style="list-style-type: none"> 1. I can learn how to create a 2 point perspective composition. 2. I can learn how to create an interior space or room design using 2 point perspective. <p>"Two-point perspective" is a drawing technique where parallel lines converge towards two separate vanishing points on the horizon line, creating the illusion of depth and three-</p>	<ul style="list-style-type: none"> • Review Vocabulary Content: Horizon line, vanishing point, two-point perspective, linear perspective, atmospheric perspective, foreshortening, birds eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background • Comparing and contrasting 1 point perspective vs. 2 point perspective 	<p>How will you evaluate this task? Teacher observation</p> <p>Learning Activity:</p> <ol style="list-style-type: none"> 1. Perspective Notes - 1pt vs. 2pt Google Presentation <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> • Self Assessments - Self Reflection Prompts • 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product • Online Grading • Opportunity for Revision

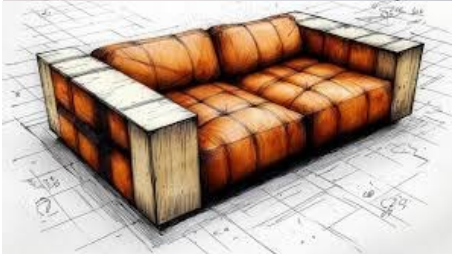
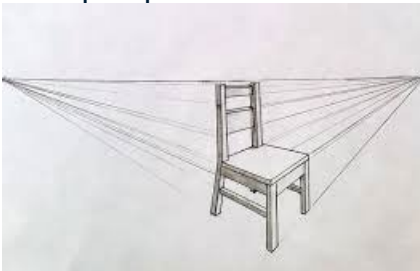
dimensional space on a flat surface, typically used when viewing an object at an angle, like the corner of a building, where each side recedes towards its own vanishing point; essentially, it's a way to depict a scene where you can see two sides of an object receding into the distance simultaneously.



- Research images and artwork of 2 point perspective interior spaces

Block 2

1. I can design furniture using 2 point perspective.



- Find reference images of a variety of furniture types
- Analyze how the parts of the furniture go back to the 2 points
- Create 4 thumbnail size 2 point perspective drawings of furniture

How will you evaluate this task?
Teacher observation

Learning Activity:

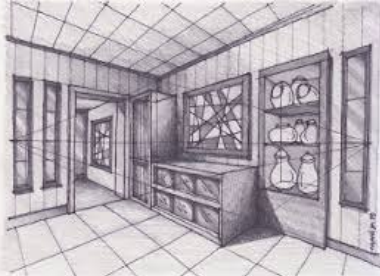
1. Furniture Reference Images
2. Two Point Furniture Drawings - Four in Total

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [2 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

Blocks 3-5

1. I can design and create an interior space line drawing.



- Create a an interior space composition using 2 point perspective
- Start by making a list of the most unique and interesting interior spaces
- Make an expanded list of all the furniture and objects within a chosen interior space
- Use mechanical lines, appropriately placed to create linear 2 point perspective
- Create a line drawing of that space
- Discuss what makes that interior space appear lived in
- Revise and edit the space to make it more inhabited

Alternative: Introduce the "outside in"

Alternative: Take a more surreal approach

- How will you evaluate this task?
Teacher observation
- Learning Activity:**
1. Interior Space Room List
 2. Interior Space Furniture and object List
- Performance Assessment:**
1. Interior Space Line Drawing
 2. Interior Space Revisions, Animations and detail
- How will you provide feedback to students?
- Self Assessments - Self Reflection Prompts
 - Peer Collaboration - Class Critique, Turn & Talk, etc.
 - 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
 - Rubric [2 Point Perspective Rubric](#)
 - Online Grading
 - Opportunity for Revision

Blocks 6-8

1. I can shade an interior space drawing.



- Create atmospheric perspective through clarity of line and intensity of value
- Use a variety of color media to shade in the interior space
- Use color media value to show depth and form
- Consider mark making and detail to define the texture of the furniture and objects within the space
- Refine and edit to make parts more pronounced

- How will you evaluate this task?
Teacher observation
- Performance Assessment:**
1. Interior Space Shaded Drawing
- How will you provide feedback to students?
- Self Assessments - Self Reflection Prompts
 - Peer Collaboration - Class Critique, Turn & Talk, etc.
 - 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
 - Rubric [2 Point Perspective Rubric](#)
 - Online Grading
 - Opportunity for Revision

Foundations of Art 2 - Curriculum Mapping

[Link to Standards](#)

Units (Unit Number, Unit Title, Number of Weeks)	Standards/Skills (Paste in from Framework including standard numbers)	Assessments (Performance tasks, summative assessments)
<p>1. 3D Design - Found Object</p> <p>(10 Blocks) / 4 Weeks</p> <p style="text-align: center;">OR</p> <p>See Mask Making Below</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Vocabulary Content: sculpture, 3-dimensional, found object, manufactured, natural, form, repurposed, transformed, freestanding vs. attached, in the round, armature, positive space, negative space, solid construction, additive ● Research, view and analyze recycled sculptures and artists ● Create a multi-view building plan of subject and materials needed ● Build an armature using found objects, cardboard, oak tag, newspaper, hot glue, masking tape, etc. ● Add a plethora of found objects that both define the subject but also finetunes and details the form

		<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● 3D Design Rubric
<p>1. 3D Design - Mask Making</p> <p>(10 Blocks) / 4 Weeks</p> <p>OR</p> <p>See 3D-Design - Found Object Above</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Vocabulary Content: Mask, design, 3-dimensional, sculpture, modeling, armature, paper mache, helmet mask, face mask, headdress, ritual/theatrical, low relief ● Research & discuss masks of many cultures, their roles and functions ● Evaluate mask making through thumbnail sketches of masks using reference materials. ● Build an armature using cardboard, oak tag, newspaper, hot glue, masking tape, etc. to build a basic form of a mask. ● Solidify the shape of the mask using paper mache over finished armature ● Add defining details such as paint and materials to add textures. <p>Summative Assessment:</p>

		<ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● 3D Design Rubric
<p>2. Observational Perspective - Self-Portrait</p> <p>(8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Vocabulary Content: Self-portrait, portraiture, facial expression, profile, full face/frontal, ¾ view, facial features, gestures, posture ● Study human portraits, facial features, expressions and poses ● Study own face while looking into a mirror ● Practice drawing individual features ● Draw entire face and shoulders focusing on proportion, main features and detail ● Render form/create depth by paying attention to highlights and shadows <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● Self-Portrait Rubric
<p>3. Observational Perspective -</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Vocabulary

<p>Figures (8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Content: Figure drawing, anatomy, proportion, model/figure, gesture drawing, contour drawing, expressive line, line of action, action, posture, foreshortening, form</p> <ul style="list-style-type: none"> ● Study images of the human body - apply measurements ● Create figure contour line drawings ● Create figure gesture drawings ● Draw studies of a classmate/model using correct proportions, depicting movement if applicable ● Create a finished shaded figure drawing <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● Figure Drawing Rubric
<p>4. Linear Perspective - 1 Point (6 Blocks) / 2.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Vocabulary Content: Horizon line, vanishing point, one-point perspective, linear perspective, atmospheric perspective, foreshortening, birds

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background

- Create a basic composition with horizon line, vanishing point and geometric shapes using 1 point perspective
- Researching cityscapes images and make note of the 1 point components
- Decide whether to tackle a historical, modern or futuristic composition
- Plan out a cityscape/exterior space
- Design a cityscape/exterior space line drawing utilizing 1 point perspective on 12x18" white paper
- Use mechanical lines, appropriately placed to create linear perspective
- Create atmospheric perspective through clarity of line and intensity of value using colored markers and colored pencils

Summative Assessment:

		<ul style="list-style-type: none"> ● Teacher observation ● Completed Learning Task ● Completed Artwork ● Class Critique ● 1 Point Perspective Rubric
<p>5. Linear Perspective - 2 Point</p> <p>(8 Blocks) / 3.5 Weeks</p>	<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ● Review Vocabulary Content: Horizon line, vanishing point, two-point perspective, linear perspective, atmospheric perspective, foreshortening, birds eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background ● Comparing and contrasting 1 point perspective vs. 2 point perspective ● Research images and artwork of 2 point perspective interior spaces ● Create a an interior space composition using 2 point perspective ● Start by making a list of the most unique and interesting interior spaces ● Use mechanical lines, appropriately placed to create linear 2 point perspective

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">● Create a line drawing of that space● Discuss what makes that interior space appear lived in● Revise and edit the space to make it more inhabited● Create atmospheric perspective through clarity of line and intensity of value |
|--|--|--|

Summative Assessment:

- Teacher observation
- Completed Learning Task
- Completed Artwork
- Class Critique
- [2 Point Perspective Rubric](#)

SHS Art Department



Foundations of Art 2

Unit: FOA 2 #1A - 3D Design - Found Object

Number of Weeks: 4 Weeks

Class Periods: 10 Blocks

Unit Summary: Students will build a sculpture using recycled materials they personally gather. They will choose from four possible themes: animal, architecture, musical instrument or vehicle.

Unit Goal:

To create a solid, well constructed, free standing and "interesting in the round" sculpture that is both unique in its building assemblage and artistic statement.

To rethink what constitutes art materials, supplies and how art can be created through alternative materials.

Unit: FIA 2 #1B - 3D Design - Mask Making

Number of Weeks: 4 Weeks

Class Periods: 10 Blocks

Unit Summary: Students will research and create a life size wearable mask using pariscraft and other decorative materials. They will choose from themes of animals, theater, or cultural significance.

Unit Goal:

To explore the evolution of mask making and its cultural significance, its purpose and function as a transformer of personality, a preserver of personality and as a protective device. (disguise, entertainment, storytelling and spirituality)

To create a well constructed wearable life size mask that exemplifies a particular genre of mask making and personal artistic expression.

Unit: FOA 2 #2 - Observational Perspective - Self-Portrait

Number of Weeks: 3.5 Weeks

Class Periods: 8 Blocks

Unit Summary: Students will create a life size realistic self-portrait that exemplifies their own unique traits and personality. An emphasis on telling their own personal story through this portrait will be encouraged.

Unit Goal: Students will be able to use observation to understand the proportions and features of the human face and then draw accurately using the elements of line, shape, value, form and texture. Drawing a self-portrait will also allow the student to decide how they want to be seen by others.

Unit: FOA 2 #3 - Observational Perspective - Figures

Number of Weeks: 3.5 Weeks

Class Periods: 8 Blocks

Unit Summary: Students will learn the basics of figure drawing by examining a real life model. Methods of gesture drawing, contour drawing, shapes and postures will be explored.

Unit Goal: Students will apply basic foundation drawing skills to principles of gesture, anatomy and the creative interpretation of the human figure.

Unit: FIA 2 #4 Linear Perspective - 1 Point

Number of Weeks: 2.5 Weeks

Class Periods: 6 Blocks

Unit Summary: Students will use one-point perspective to create a city or exterior space. There will be a strong emphasis on making the environment appear to be realistic, lively and in motion.

Unit Goal:

Students will use one-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a city or exterior space.

Unit: FIA 2 #5 - Linear Perspective - 2 Point

Number of Weeks: 3.5 Weeks

Class Periods: 8 Blocks

Unit Summary: Students will use two-point perspective to create a room or interior space. There will be a strong emphasis on making the environment appear to be a realistic, lived in space.

Unit Goal: Students will use two-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a room design or interior space.

Unit Overview	
Unit Title:	Introduction To World Religions- The Why Unit 1: Definition of religion, origins of religion, the "why" (why we study it, why humans have it)- 2 Weeks
Teacher:	Stacy Ferrett
Grade Level/Course:	9-12th World Religion
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The first unit will act as an introduction to the course, the classroom, and the guide we will use to analyze the five major world religions. During the first two weeks, students will get to know their peers, the teacher, and the course expectations. They will also learn the Definition of religion, the origins of religion, the "why" we study it, why humans have a definition of religion, the major theories regarding how religions were created, and why it is important to study religion. The unit will wrap up with an introductory project using the five elements of religion that will be used throughout the course.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases used in a text, including vocabulary describing political, social, or economic aspects of history/social science. 2. CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 4. Geo 9-12.1 Use Maps and other geographic representations to analyze the relationships, between the location of places and their political, cultural, and economic history. 5. INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weakness of the explanation given purposes.
NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)

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.

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.

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?

1. Religion can be defined as “a way of life organized around experiences and convictions concerning ultimate power”
2. A “World Religion” is one in which experience and convictions succeed in organizing a way of life beyond the local, ethnic, or national boundaries.
3. We can universally compare religions equitably using the same analysis guide for each topic.

Essential Question(s):

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

1. What is religion and how is it defined?
2. Why study world religions?
3. What roles and functions do religions fulfill in society?
4. How can we universally compare and analyze different religions?
5. How should Religions be taught in a public school system?

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>Content Vocabulary: Religion World Religion Theories on the Origin of Religion:</p> <ul style="list-style-type: none"> - Animalistic Theory - The Nature Worship Theory - The Magic Theory - Theories of Religion as Projections of Human Needs <p>The following key terms:</p> <ul style="list-style-type: none"> - Beliefs - Texts - Rituals - Religious Experience - Ethics/ Moral Conduct <p>Monotheism vs. Polytheism</p> <p>Content Knowledge: It is important to discuss religion so that students have a global awareness of the world's diverse population. It is legal to discuss religion in a public school setting under certain specifications. There are several theories for how religions have formed and they can be applied to the six major world religions.</p> <ul style="list-style-type: none"> - The 6 major world religions all have unique concepts of the human condition and these concepts have a profound effect on how each religion treats life and the afterlife. 	<ul style="list-style-type: none"> - Collaborate with peers in the classroom. - Identify and compare different theories. - Utilize the Religion Analysis Guide - Use the theories of the origins of religion to create their own unique religions. - Analyze timelines and maps to compare and comprehend how time and place impacted the formation of different religions. - Articulate a general definition of religion and enumerate elements shared by all religions through active listening - Define common religious terms and classify major world religions

Stage 2: Evidence of Student Learning

Performance Task

Assessment Evidence

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

Goal: Students will use one of the theories of the Origin of Religion and the 5 fundamental aspects of world religions, that we discussed in class, to “create a religion” using the Analysis Guide. They will then compare their religion with one of their peers and discuss how their religions are similar/different as well as how they might interact with each other due to the similarities and differences.

Role: The students will take on the role of creating a unique religion and subsequently that of a historian who is classifying/analyzing/comparing that religion to others.

Audience: Their peers, who have developed their religion.

Situation: Students are religious historical researchers, searching to compare their religions of study with that of their peers.

Product/Performance/Purpose: A thorough analysis of the religion (completed guide) they developed and a completed reflection (written paragraph) regarding how their religion of study compares to that of their peers.

Standards and Criteria for Success: Students will be successful if they have shown that they can comprehensively utilize the religion analysis guide to record the appropriate information. Students will also be successful if they have collaborated with their peers to compare their thought processes and predict how their religions would interact appropriately and academically.

[Performance Task](#)
[Creation Story](#)

Resources




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

- Religion Analysis Guide:
- Database Resources
- Online Resources

Evaluative Criteria

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

- The following Rubric will be used to grade students:
 - Critical Thinking
 - Creativity
 - Collaboration

<p>Interpretation and Analysis</p> 	<p>Expertly and appropriately selects, categorizes, and classifies a wide variety of information related to the topic.</p>	<p>Compares, organizes, and evaluates source information related to the topic.</p>	<p>Is beginning to compare and classify information; makes limited comparisons that are meaningful.</p>	<p>Makes significant errors in identifying similarities, differences, and categorization of items.</p>
<p>Creative Production & Innovation</p> 	<p>Effectively shapes original, creative ideas into a product which includes evidence of flexibility, originality, or elaboration.</p>	<p>Effectively shapes original ideas into a product in an effort to meet specifications.</p>	<p>Somewhat effectively shapes original ideas into a product in an effort to meet specifications.</p>	<p>Proposes a product that has a vague or incomplete connection to the task.</p>
<p>Leadership and Initiative</p> 	<p>Plays a passive role; and tends to be an observer rather than taking initiative.</p>	<p>Fulfills roles and responsibilities with regular prompting and coaching.</p>	<p>Fulfills roles and responsibilities with little prompting or coaching.</p>	<p>Shows a willingness to challenge the mission and vision for the team's work; diplomatically</p>

				y demonstrate s a critical stance.
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Comments
 Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

The purpose of this assessment is to gather data on how well students understand the Analysis Guide, the Theories on the Origin of Religions, as well as their collaborative abilities. The rubric works as a measurement tool for the teacher to determine which aspects of the Analysis Guide students are mastering as well as areas in which they need support.

Other Evidence

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

- Do Now/Exit Tickets
- End of unit Vocabulary Quiz

Stage 3: Instructional Design

Lesson #1:

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> - I will know a little about my teacher, the expectations of the class, and I will participate in 6 mini-learning activities. - I can define world religion - I can evaluate why we should study religion in schools. 	<ul style="list-style-type: none"> - I will take notes on the definition of world religion and use it later in the class. - I will participate in discussions with my peers and the teacher (either on paper or verbally). - I will use what we learned in class to answer exit ticket questions.

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

1. Students will engage in Icebreaker activities with their peers.
2. The teacher will guide a discussion about the course, the expectations, the syllabus, and the outline. (variety of ways to complete this- stations, etc) [Classroom Expectations/Syllabus](#)
3. As students enter the room they will be asked to find their seats and prove that “religion is everywhere” [Religion is Everywhere](#)
4. The teacher will show the definition of World Religion to the students and ask them to compare it with their peers.
5. Students will work together to complete a symbols scavenger hunt. Symbols Go Over
6. The teacher will ask students to think about the legality of teaching religion in school.

- a. Students will discuss with their neighbors
 - b. The teacher will show the First Amendment on the board and ask students to think about their answers and reconsider them based on the Amendment
 - c. The teacher will ask students to think about how a teacher may teach a class legally.
7. Exit Ticket:
- a. Students will be asked to think of why it is important to study world religions.
 - b. Students will be asked to think about what questions they still have about the course.
 - c. Students will be asked to revisit their definition of religion and reword it.

Assessment

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

- Do Now
- Class Participation
- [Symbol Scavenger Hunt](#)
- Exit Ticket

Lesson #2:

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> - I can identify how to have academic conversations about religion - I can identify and compare the theories of the origin of religion. - I can analyze the term God and how different religions approach the term. - I can define the 5 fundamental aspects of religion. 	<ul style="list-style-type: none"> - I will take complete notes on the rules for a proper academic conversation. - I will participate in a gallery walk on the origins of theories and complete a Venn diagram - I will differentiate between monotheism, polytheism, and nontheism in written format. - I will note the 5 fundamental aspects of religion and reflect on my understanding of them by completing the exit ticket.

Learning Activities

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

1. Do Now:
 - a. Why should we study Religion?
 - b. How do Religions emerge?
 - c. What was your definition of Religion?
2. The teacher will discuss the [Do Now](#) with the class.
3. The teacher will discuss the rules and expectations for how to discuss religion in class.
4. The students will engage in a gallery walk that discusses the 5 different theories of the origins of religion.
 - a. Students will complete a Venn diagram while participating in the gallery walk.
 - b. Students will discuss the merits of theories and compare them to each other with their peers and then with the teacher.
5. Students will participate in a quick write on the following prompt.
 - a. How would you describe the term to someone else?
 - b. Students will discuss this with their neighbors.
 - c. Students will discuss this with the class.
6. The teacher will discuss polytheism vs. monotheism
 - a. Students will participate in a jigsaw activity where students will work in groups of two or four with each reading a different article. The articles will either discuss polytheism, monotheism.

- b. Students will then answer the questions provided to them and compare their answers to their peers.
 - c. Together they will fill out a [Venn diagram](#) comparing the two.
7. Discuss fundamental aspects of religion
 - a. The teacher will ask students to define the 5 fundamental aspects of religion based on their prior knowledge and thoughts.
 - b. The teacher will discuss the definition of the 5 fundamental aspects of religion.
 - c. The teacher will pass out the Religion Analysis guide and will show students how to use it.
 8. The teacher will talk to students about their first project and have them start thinking about their theories.
 9. Exit Ticket
 - a. Which theory makes sense to you?
 - b. Which aspect makes the most sense to you?
 - c. Which aspect is the most confusing to you?

Assessment

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

- Do Now
- Class Participation
- [Theories of the origin of religion gallery walk Venn diagram](#)
- Monotheism vs. polytheism Venn diagram & articles
- Exit Ticket

Lesson #3:

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> - I can analyze a timeline of the six major world religions - I can analyze how the geography of the major world religions has changed over time. - I can define the term human condition - I can compare how the 6 major world religions interact with human consciousness - I can use the Religion Analysis Guide to create a world religion. - I can compare the religion I developed with my peers' religions. 	<ul style="list-style-type: none"> - Creation of a new world religion - Collaborating with peers - Communicate the the similarities and differences of the 6 major religions - Reflection of classmate's religions

Learning Activities

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

1. Do Now: As students walk in, the teacher will ask them to answer the following questions:
 - a. What do you think the human condition is?
 - b. Which religion do YOU think came first? (Judaism, Christianity, Islam, Hinduism, Buddhism, or Sikhism)
 - c. What were the 5 fundamental aspects of religion?
 - d. What were the 5 theories of origin?
2. The Teacher will discuss the Do Now questions.
3. Timeline
 - a. The teacher will have students look at a timeline of when religions were created.acted in the modern day.
 - b. The students will answer the [following questions](#).

- c. Students will share their answers with the class.
4. Human Condition
 - a. The teacher will guide students on a lesson regarding the theory of the Human Condition.
5. Compare the human condition
 - a. The teacher will provide students with a list of major world religions and their related thoughts on human conditions.
 - b. Students will be asked to compare the human condition for similarities and differences and answer several reflection questions.
6. Compare religions with theories
 - a. The teacher will ask students to think about the human condition and the theories of the [origin of religion](#) and try to identify which theories connect to the origin of the six major religions.
 - b. Students will share their answers with the class.
7. Unit 1 Performance Task Work Time
 - a. The students will be provided time to work on finalizing their Performance Tasks.
 - b. The teacher will check in with students, paying close attention to students who might require more support.
8. Unit 1 Performance Task discussion
 - a. The teacher will pair students up to compare their religions and ask them to answer questions based on each other's religions.
 - b. The students will then discuss how their religions might interact with each other. The teacher will ask students to think about the similarities in their religions, proposed regions, economics, and beliefs.
 - c. The teacher will ask students to share their thoughts with the class.
9. Students will be given the rest of the day to finish their Performance Task or start working on their reflection.
10. Exit Ticket: Students will complete a 3-2-1

Assessment

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

- Do Now
- Class discussions
- Human Condition Worksheet.
- Performance Task
- Exit Ticket

Resources

Any materials and resources related to Stage 3 learning activities.

Textbook
SHS Databases
Newsela

Unit Overview	
Unit Title:	Unit 2: Abrahamic Religions- Judaism, Christianity, Islam
Teacher:	Ferrett
Grade Level/Course:	9-12
Length/Dates:	5 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit aims to provide students with a foundational understanding of the Abrahamic religions, enabling them to recognize the commonalities and differences among Judaism, Christianity, and Islam and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)

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?

1. **Impact of Belief Systems:** Understanding how beliefs and religious teachings shape societies, cultures, and individuals over time and across different geographical locations. This includes recognizing the influence of religious values on laws, ethics, art, literature, and social norms globally.
2. **Interfaith Dialogue and Cooperation:** Developing respectful dialogue and collaboration skills across religious boundaries. Students learn to appreciate similarities and differences among religions, fostering mutual understanding and promoting peaceful coexistence in diverse communities.
3. **Universal Ethical Principles:** Recognizing and applying universal ethical principles such as compassion, justice, and moral responsibility emphasized in Judaism, Christianity, and Islam.
4. **Historical and Contemporary Relevance:** Understand the historical development and contemporary significance of the Abrahamic religions. This includes exploring how these religions have adapted and evolved, and their continuing impact on global cultures, politics, and socio-economic dynamics.

Essential Question(s):

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

1. How have the foundational beliefs of Judaism, Christianity, and Islam influenced the development of legal systems, ethical norms, and cultural practices worldwide?
2. How can understanding the shared values and theological differences among Judaism, Christianity, and Islam contribute to fostering meaningful interfaith dialogue and promoting religious harmony in multicultural societies?
3. What role do the ethical teachings of justice, compassion, and moral responsibility play in guiding individual behavior and shaping societal norms within the Abrahamic traditions?

4. How have the Abrahamic religions adapted and evolved over time to meet the needs and challenges of different historical eras, and what enduring impacts do they have on contemporary global issues such as peacebuilding and social justice?
5. How do the core beliefs and practices of Judaism, Christianity, and Islam influence personal identity, values, and worldview, and what insights can individuals gain from engaging with these religious traditions in a diverse world?

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

Content Vocabulary:

Judaism-

Torah, Tanakh, Talmud, Rabbi, Synagogue, Kosher, Sabbath

Christianity-

Bible, Old Testament, New Testament, Gospel, Church, Sacrament, Trinity,

Islam-

Qur'an, Hadith, Mosque, Imam, Hajj, Zakat, Sharia.

All-

Monotheism, Covenant, Prophet, Revelation, Ethics, Ritual, Tradition.

Content Knowledge/Concepts:

Judaism

-Origins of Judaism with Abraham as a central figure.

-Basic timeline of Jewish history including key events like Exodus, Babylonian Captivity, and establishment of Israel.

-Major beliefs such as monotheism, covenant relationship with God, and the importance of the Torah.

Christianity

-Life and teachings of Jesus Christ, including key events such as birth, ministry, crucifixion, and resurrection.

-Spread of Christianity in the Roman Empire and beyond.

-Development of Christian theology and major councils (e.g., Council of Nicaea).

Islam

-Life of Prophet Muhammad, revelations of the Qur'an, and the early Islamic community in Mecca and Medina.

-Expansion of Islam through the Caliphates and influence on world civilizations.

Comparative Analysis: Compare and contrast beliefs, practices, and historical developments among the three religions.

Critical Thinking: Evaluate theological and philosophical ideas within each tradition.

Cultural Sensitivity: Appreciate diversity and different cultural expressions of faith.

Research and Communication: Research religious texts, rituals, and historical contexts, and communicate findings effectively.

Ethical Reflection: Reflect on the ethical teachings of each religion and their application in contemporary issues.

<p>-Basic tenets of Islam including the Five Pillars and the belief in Allah as the one true God</p> <p>All</p> <p>-Common Abrahamic origin and shared narratives (e.g., Adam and Eve, Noah's Ark).</p> <p>-Historical interactions and influences among Judaism, Christianity, and Islam.</p> <p>-Impact of these religions on art, literature, music, and architecture globally.</p>	
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Stage 2: Evidence of Student Learning

Performance Task

Assessment Evidence

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

- **Goal-** [Create an Abrahamic Religions Restaurant Menu](#)
- **Role-** Students are opening a new Abrahamic religion restaurant and will be asked to write an overview of the religions, and menu, place their order, and provide a rationale.
- **Audience-** Classmates and teachers
- **Situation-** A new restaurant has opened in town, and they are tasked with creating a menu
- **Product/Performance/Purpose-** Design a restaurant menu that reflects the themes, beliefs, and practices of Judaism, Christianity, and Islam. Each menu section (appetizers, main courses, desserts, beverages) should correspond to one of the religions.
Restaurant Menu with a description and rationale. By working together in small groups, students are using their communication skills to foster their creative and critical thinking skills to take the content information to a new form.

Reflection: Write a reflection explaining the thought process behind your menu choices. Discuss how each dish represents the beliefs, values, and traditions of Judaism, Christianity, and Islam. Consider the challenges and benefits of representing religious concepts through a culinary experience.

- **Standards and Criteria for Success**

Rubric (to be created)

This performance task encourages students to apply their knowledge of Judaism, Christianity, and Islam creatively and practically. By designing a restaurant menu, students demonstrate their understanding of the religions' key concepts and explore how food can serve as a cultural and symbolic bridge between different faith traditions.

Resources

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

Notes and Activities from class
Religions of the World Textbook
SHS Databases

Evaluative Criteria

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

Rubric Criteria will include:

- Accuracy and depth of factual information and understanding of each religion.
- Creativity and originality in menu design and dish descriptions.
- Clarity and coherence in connecting menu items to religious beliefs and practices.
- Presentation and visual appeal of the menu.

Comments

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

Religions of the World Textbook is useful!

Other Evidence

Assessment Evidence

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

Do Now
Exit Ticket
Learning Activities
Quizzes
Graphic Organizers
Collaborative Work
Discussions (Habits of Work)

Stage 3: Instructional Design

Lesson #1: Judaism

September, 2024

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will be introduced to Judaism’s content vocabulary, basic concepts, history, and practices 2. I will expand my questioning skills 3. I will research and work cooperatively and collaboratively 4. I will demonstrate cultural understanding. 	<ol style="list-style-type: none"> 1. I will develop a series of questions regarding Judaism 2. I will categorize my questions into topics 3. I will answer questions and cite sources about Judaism. 4. I will identify 5 Content Vocabulary words

Learning Activities

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.

1. [Do Now](#): Judaism- Quote- Respond, Discuss with Group and Whole Class
2. [QFT Process](#)-
 - 1) Write down every question you have regarding Judaism
 - 2) Whole class brainstorm
 - 3) Put the questions into topics
 - 4) As a group, research the answers and cite the source
 - 5) Whole Class, go over the questions (use rotating movement)
3. Content Vocabulary- Judaism- Using textbook- define words
4. [Students take notes on Judaism #1 Video Judaism Explained](#)
5. [Students take notes on Judaism #2 Video What is Judaism?](#)
6. Students go back into [Content Vocab](#) and add [definitions](#)
7. Students go back into QFT Questions and answer them
8. 3-2-1 Exit Slip

Assessment

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

Do Now
 3-2-1 Exit Slip
 Whole Class Discussion-QFT process
 Notes on Videos

Lesson #2 Judaism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can describe the origins of Judaism and its significance as one of the oldest monotheistic religions. 2. I can identify and explain the key figures and events in the early history of Judaism, including the covenant between God and Abraham. 	<ol style="list-style-type: none"> 1. I can accurately describe the origins of Judaism and its foundational role in religious history. 2. I can identify key figures such as Abraham and Moses and explain their significance in Judaism.

<p>3. I can explain the core beliefs of Judaism, including monotheism, the Torah, and the concept of covenant.</p>	<p>3. I can explain the importance of the Torah and the covenant in shaping Jewish beliefs and practices.</p>
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Learning Activities

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

Objective: Students will learn about the origins of Judaism, the core beliefs, and the significance of the Torah

1. Do Now
Judaism Map Activity
2. [Origins of Judaism](#)
 - Students will take guided notes on a slide presentation that discusses the origins of Judaism in the ancient Near East, focusing on the covenant between God and Abraham.
3. Origins of Judaism Continued- Mini Station Activity 3 Stations and Graphic Organizer
 - Origins of Judaism in the ancient Near East, focusing on the covenant between God and Abraham.
 - Introduce key figures such as Abraham, Isaac, Jacob, and Moses.
 - The Exodus from Egypt, the giving of the Torah at Mount Sinai, and the significance of these events in Jewish history.
4. [Core Beliefs](#)- Students will individually work on Judaism Content Vocabulary using the Textbook on religion.
5. Class Discussion- Students will write down a question, a thought or an observation
 - Pose questions about the significance of the covenant and how it shapes Jewish identity and practice.
 - Discuss the concept of chosenness in Judaism and what it means for Jewish people.
 - Share out with the entire class.
6. Group Activity
 - Divide students into small groups. Assign each group a key figure from Jewish history (e.g., Abraham, Moses) to research and create a slide on the shared slides. Each group will create a timeline or visual representation of their figure’s significance in Judaism. Each group will orally present their slide to the class.
7. EXIT Ticket- 3-21 on Judaism.

Assessment

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

- Map
- Discussion Rubric
- [Key Figure Slide and Presentation](#)
- Exit Ticket

Lesson #3 Judaism

Learning Target:	Success Criteria:
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1. I can identify and explain the key daily practices and rituals in Judaism, including prayer, Shabbat, and Kashrut.
2. I can describe the significance of major Jewish life cycle events, such as Brit Milah and Bar/Bat Mitzvah.
3. I can explain the importance and customs of major Jewish holidays, such as Rosh Hashanah, Yom Kippur, and Passover.

1. I can reflect on my previous learning by responding on a padlet
2. I can complete Jewish practices, rituals, holidays scavenger hunt
3. I can communicate effectively with my classmates
4. I research and create a slide on Jewish practices
5. I can take notes on a graphic organizer

Learning Activities

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

Objective: Students will explore the key practices, rituals, and holidays in Judaism and their significance in Jewish life.

1. Do Now- Padlet - Each student writes one question, claim, and understanding from the previous day's lesson on Judaism's core beliefs. Go over as a class.
2. Introduce the focus on Jewish practices, rituals, and [holidays-Scavenger](#) Hunt
3. Daily Practices and Rituals, Jewish Life Cycle Events, Major Jewish Holidays
 - Students will each select one aspect of Jewish Practices, Life Cycles and Holidays and will research the topic and complete a section in the graphic organizer.
 - Prayer (Tefillah): Discuss the importance of daily prayers and the use of the Siddur (prayer book).
 - Kashrut (Dietary Laws): Explain the importance of kosher dietary laws.
 - Shabbat (Sabbath): Discuss the observance of Shabbat from Friday evening to Saturday evening, its rituals, and its importance as a day of rest.

Jewish Life Cycle Events

- Brit Milah (Circumcision): Discuss this ritual performed on Jewish boys on the eighth day after birth.
- Bar/Bat Mitzvah: Explain the coming-of-age ceremony for Jewish boys (Bar Mitzvah) and girls (Bat Mitzvah) at the age of 13 and 12, respectively.
- Marriage and Mourning: Discuss the significance of marriage in Jewish life and the customs surrounding death and mourning (e.g., sitting Shiva).

Major Jewish Holidays

- Rosh Hashanah and Yom Kippur: Discuss the Jewish New Year and the Day of Atonement, focusing on themes of reflection, repentance, and renewal.
 - Passover (Pesach): Explain the significance of Passover, commemorating the Exodus from Egypt, and the Seder meal.
 - Hanukkah: Discuss the Festival of Lights, its historical background, and how it is celebrated today.
 - Sukkot and Purim: Briefly introduce other important holidays and their practices.
 - Use slides, pictures, or videos to illustrate how these holidays are celebrated.
4. Students will then create 2-4 rows in class and will rotate through the rows to listen to each other's topic and complete the graphic organizer.
 5. Students will then create a mind map of all the information that they have learned so far in Judaism. What they don't finish will be homework.

Assessment

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

Padlet
Scavenger Hunt
Graphic Organizer

Lesson #4 Judaism

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I can describe the historical development of Judaism, including key events like the destruction of the Second Temple and the Jewish diaspora.2. I can explain the impact of the Holocaust and the establishment of the State of Israel on modern Jewish identity.3. I can identify and discuss the cultural contributions of Judaism and its influence on contemporary society.	<ol style="list-style-type: none">1. I will communicate with my classmates2. I will create an annotated timeline of Judaism's major events3. I will complete a graphic organizer4. I will research and take notes on Contemporary Jewish life

Learning Activities

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

Objective: Students will learn about the historical development of Judaism, its cultural impact, and how Judaism is practiced in the modern world.

1. Do Now- Recap the previous lessons on Jewish beliefs and practices. Students will write on a piece of paper the most interesting part of Judaism that they found up to that point. They will switch papers and read it quietly and will keep switching until their original idea comes back to them.
2. Students will then watch a choice of short videos on the Historical Development of Judaism and they will create an annotated timeline to map out and illustrate key historical events.
 - Historical Development of Judaism: The Second Temple Period: Discuss the significance of the Second Temple in Jerusalem, its destruction in 70 CE, and the resulting Jewish diaspora. Rabbinic Judaism: Explain the development of Rabbinic Judaism, the Talmud, and the role of rabbis in guiding Jewish communities. Medieval Jewish History: Discuss key events such as the expulsion from Spain in 1492, life in the ghettos of Europe, and the role of Jewish communities in medieval Islamic societies.
3. The Holocaust and Modern Judaism
 - Students will be divided into groups of 3 and each person will get an article to read and annotate. Students will then do a round-robin and share a summary of the article, and new learning.
 - The Holocaust: Provide an overview of the Holocaust, the persecution of Jews during World War II, and its impact on Jewish communities worldwide.
 - The State of Israel: Discuss the establishment of the State of Israel in 1948 and its significance in modern Jewish identity.
4. Contemporary Judaism: Explore how Judaism is practiced today, including differences among Orthodox, Conservative, Reform, and Reconstructionist movements.
5. Cultural Impact of Judaism Slides-
 - Discuss the contributions of Jewish thinkers, writers, and artists to global culture, such as Maimonides, Albert Einstein, and Elie Wiesel.

- Explore Jewish cultural practices, such as Jewish cuisine, music (e.g., Klezmer), and literature.
 - Show clips or examples of Jewish cultural contributions.
 - Students will complete graphic organizer
6. Individual Activity: Contemporary Jewish Life
- Each student will choose a topic related to contemporary Jewish life, such as the role of women in Judaism, Jewish life in Israel and the diaspora, or the impact of Judaism on social justice movements. They will research and prepare a notecard of information to use on a short response on their quiz.
7. Assign a final assessment: Study for Judaism quiz for next class.

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

- Do Now
 Video links
 Annotated Timeline
 Graphic Organizer
 Note Card

Lesson #5: Christianity

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can describe the origins of Christianity and the significance of Jesus as the central figure. 2. I can explain the core beliefs of Christianity, including the concept of the Trinity, the resurrection, and salvation. 3. I can compare Christianity's core beliefs with those of other major world religions. 	<ol style="list-style-type: none"> 1. I will complete a quiz ooon Judaism. 2. I will correctly complete a timeline activity that outlines the key events in the life of Jesus. 3. I will accurately answer questions on a "Mock" quiz about the core beliefs of Christianity. 4. I will participate in a discussion comparing Christian beliefs with those of another major religion.

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

Objective: Students will learn about the origins of Christianity, the life and teachings of Jesus, and the core beliefs of the religion.

1. Quiz - Judaism
2. Do Now: Introduction to Christianity.
 - Students are divided into 4 groups. Each group is given a large chart paper and will have 3 minutes to brainstorm anything they know about Christianity. Will review as a whole class. Will introduce Jesus as the central figure in Christianity.
3. Students will be provided an overview of the key events in the life of Jesus, including his birth, ministry, crucifixion, and resurrection. Students will view 2 clips summarizing the life of Jesus and will place events on a timeline.
4. Students will take guided notes on the Core Beliefs of Christianity.

- Discuss the core beliefs of Christianity: the Trinity (Father, Son, Holy Spirit), the resurrection of Jesus, and the concept of salvation.
 - Use a graphic organizer to help students understand the relationship between these beliefs.
5. Students will take a 3-5 minute brain break and will write down 3 questions, 2 Facts, and 1 interesting piece of information. Students will then move around the class and share their 3-2-1.
 6. In pairs, students will compare and contrast the beliefs of Christianity to Judaism in a Venn Diagram. Whole class discussion.
 7. Exit Ticket- to assess overall understanding
 8. Homework- Discussion Post: Reflection on how Christian beliefs influence the daily lives of believers.

Assessment

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

(They can be listed/linked below)

Quiz - Judaism

Do Now

Video Links

Timeline

Graphic Organizer

3-2-1

Discussion Post

Lesson #6: Christianity

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can identify and explain key Christian practices, including prayer, sacraments, and communal worship. 2. I can describe the significance of major Christian holidays such as Christmas and Easter. 3. I can analyze the role of Christian practices and holidays in fostering a sense of community among believers. 	<ol style="list-style-type: none"> 1. I will accurately describe key Christian practices in a written assignment or class presentation. 2. I will complete a worksheet matching Christian holidays with their significance and associated practices. 3. I will participate in a group discussion analyzing how Christian practices and holidays contribute to community building.

Learning Activities

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.

Objective: Students will explore key Christian practices, forms of worship, and major holidays, understanding their significance in the lives of believers.

1. Do Now: Kahoot game that recaps previous lesson on Christianity's core beliefs.
2. Introduce the focus on Christian practices, forms of worship, and major holidays.
 - o Christian Practices of prayer, sacraments, worship will be shown and discussed using images and short video clips.
 - o Students will complete a worksheet where they match Christian practices with their descriptions.
 - o Students will analyze Christian Holidays such as Christmas, Easter, and Good Friday. Students will complete a graphic organizer or a matching activity that connects holidays with their significance and practices. Students will use their textbook and articles to acquire the information.
3. Group Activity: Community in Christianity- Divide the class into small groups.
 - o Each group will discuss how Christian practices and holidays foster a sense of community among believers. Groups will present their findings to the class, focusing on specific examples such as church services, Christmas gatherings, and charity work during holidays through a shared created drawing.
4. Exit Ticket- On a Padlet, students will discuss their biggest takeaway from Christianity..

Assessment

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

Do Now
Worksheet
Graphic Organizer
Community Drawing
Exit Ticket

Lesson #7 Christianity

Learning Target:	Success Criteria:
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1. I can describe the historical development of Christianity from its origins to the present day.
2. I can explain the global spread of Christianity and its influence on different cultures and societies.
3. I can analyze the role of Christianity in shaping historical and contemporary events.

1. I will create a timeline that accurately traces the historical development of Christianity.
2. I will complete the Station's Activities on the global influence of Christianity.

Learning Activities

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.

1. Do Now: Recap the previous lessons on Christian beliefs and practices.
 - In two lines, students face each other and tell each other what they remember, and know about Christianity. One line moves and repeats until students are back to the original pair.
2. Historical Development of Christianity- Slideshow- Students take guided notes.
 - Discuss the early history of Christianity, including the spread of the religion after the death of Jesus, the role of the Apostles, and the establishment of the early Church. Highlight key historical events, such as the conversion of Emperor Constantine, the Great Schism, the Reformation, and the spread of Christianity to the Americas, Africa, and Asia.
 - Students are given a topic from the slideshow and as a class will create a human timeline.
3. Stations Activity in small groups. Global Spread and Influence
 - Station #1- Students will complete a map illustrating the spread of Christianity across different regions and discuss how it adapted to various cultural contexts.
 - Station #2- Students will complete a worksheet about the influence of Christianity on art, literature, law, and social institutions in different parts of the world.
 - Station #3- Students will complete a Scavenger Hunt to find specific examples, such as the role of Christianity in the abolition of slavery, the development of Western education systems, and its influence on social justice movements.
 - Station #4- Students will read a short article or excerpt on Christianity's influence in a specific region or cultural practice and discuss their findings in pairs.
4. Class Discussion: Christianity's Role in History- Facilitate a discussion on how Christianity has shaped historical and contemporary events.
 - Pose questions such as: How did Christianity influence the development of Western civilization? What role did Christian missionaries play in global history? How does Christianity influence contemporary social issues?
 - Encourage students to draw connections between historical events and the modern world.
5. Exit Ticket- Summarize the key historical developments and global influences of Christianity discussed in the lesson.
6. Prepare for Christianity quiz

Assessment

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

Guided notes
 Student Human timeline
 Stations Activity
 Exit Ticket

Lesson #8 Islam

September, 2024

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can describe the origins of Islam and the life of Prophet Muhammad. 2. I can explain the core beliefs of Islam, including the Five Pillars. 3. I can compare the core beliefs of Islam with those of other major world religions. 	<ol style="list-style-type: none"> 1. I will complete a quiz on Christianity. 2. I answer questions on a video based on Islam. 3. I will complete a chart on the five pillars of faith in Islam. 4. I will create a Venn Diagram comparing and contrasting Islam with Christianity and Judaism.

Learning Activities

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.

Objective: Students will explore the origins of Islam, the life of Prophet Muhammad, and the core beliefs of the religion.

1. Quiz- Christianity
2. Do Now: Students will take a pre assessment on Islam.
 - o Will go over the answers as a whole class. Begin with a brief overview of Islam, its significance as one of the world's major religions, and its origins in the Arabian Peninsula. Will introduce Prophet Muhammad as the central figure in Islam and discuss his role in the founding of the religion.
3. Video and Questions of the Life of Prophet Muhammad.
 - o This will provide an overview of the key events in the life of Prophet Muhammad, including his early life, the revelation of the Quran, the Hijra (migration to Medina), and the spread of Islam.
4. Students will complete a Chart on the Core Beliefs- the Five Pillars of Islam.
 - o Students will use their textbook and the SHS Databases to find information on the Five Pillars of Islam. Five Pillars of Islam: Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage).
5. Discuss the significance of each pillar in the daily lives of Muslims. Will engage students in a class discussion to explore how these beliefs shape the identity and practices of Muslims.
6. Group Activity: Comparing Beliefs
 - o Divide students into small groups to compare the core beliefs of Islam with those of another major religion, such as Christianity or Judaism.
 - o Each group will create a Venn diagram to visually compare and contrast the beliefs.
 - o Groups will present their findings to the class.
7. Exit Ticket- Students will be given a short post-assessment to see how much they have learned in the lesson.

Assessment

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

Quiz- Christianity
Pre and Post assessment
Venn Diagram

Lesson #9 Islam

Learning Target:	Success Criteria:
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1. I can identify and explain key Islamic practices, including daily prayers, fasting during Ramadan, and charity (Zakat).
2. I can describe the significance of major Islamic festivals such as Eid al-Fitr and Eid al-Adha.
3. I can analyze the role of Islamic practices and festivals in fostering a sense of community among Muslims.

1. I will read for information and find the main ideas on Islamic practices.
2. I will be able to use content vocabulary accurately.
3. I will communicate with my classmates
4. I will complete a graphic organizer on Islamic holidays.

Learning Activities

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

Objective: Students will explore key Islamic practices, forms of worship, and major festivals, understanding their significance in the lives of Muslims.

1. Do Now: Students will use the Islam Content Vocabulary given to them and will create the best sentence that describes Islam. Share with the whole class. Recap the previous lesson's key points on Islam's core beliefs. Introduce the focus on Islamic practices, forms of worship, and major festivals.
2. Islamic Practices: Students will complete a worksheet where they match Islamic practices with their descriptions. Use images or short video clips to illustrate these practices.
 - Salah (Prayer): Discuss the importance of daily prayers in Islam, including the ritual of facing Mecca and the significance of each prayer time.
 - Zakat (Charity): Explain the practice of giving to charity as a means of purifying wealth and helping those in need.
 - Sawm (Fasting during Ramadan): Discuss the practice of fasting during the holy month of Ramadan, its spiritual significance, and how it is observed.)
3. Islamic Festivals- Students will complete a graphic organizer or a matching activity that connects festivals with their significance and practices. Students will use their textbook, Newsela, or SHS Databases for information.
 - Eid al-Fitr: Discuss the celebration of Eid al-Fitr, focusing on its significance as the end of Ramadan and associated traditions like communal prayers and feasting.
 - Eid al-Adha: Explain the importance of Eid al-Adha, the Festival of Sacrifice, which commemorates the willingness of Ibrahim (Abraham) to sacrifice his son as an act of obedience to God.
 - Introduce other key festivals, such as the Islamic New Year and Mawlid al-Nabi (the Prophet's birthday).
4. Group Activity: Community in Islam.
 - Divide the class into small groups. Each group will discuss how Islamic practices and festivals foster a sense of community among Muslims. Groups will present their findings to the class, focusing on specific examples such as communal prayers, fasting, and charity work during festivals.
5. Exit Ticket: Using the Islam Content Vocabulary, add 2-3 more sentences that you have learned.

Assessment

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

(They can be listed/linked below)

Content Vocabulary
 Graphic Organizers
 Community in Islam
 Exit Ticket

Lesson #10 Islam

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I can describe the historical development of Islam from its origins to the present day.2. I can explain the global spread of Islam and its influence on different cultures and societies.3. I can analyze the role of Islam in shaping historical and contemporary events.	<ol style="list-style-type: none">1. I will play Kahoot to test my knowledge of Islam.2. I will create an annotated timeline of the history of Islam.3. I will create an illustrated map of Islam.4. Exit Ticket
Learning Activities What is the actual instructional task that supports student learning in this lesson?	
<p>Objective: Students will learn about the historical development of Islam, its spread across the world, and its cultural and social influence.</p> <ol style="list-style-type: none">1. Do Now- Recap the previous lessons on Islamic beliefs and practices by playing Kahoot. Introduce the focus on the historical development of Islam and its global influence.2. Historical Development of Islam:<ul style="list-style-type: none">○ Students will create an annotated timeline and place events in the correct chronological order. (included but not limited to the early history of Islam, including the rapid expansion of the Islamic empire after the death of Prophet Muhammad, the role of the Caliphs, and the Golden Age of Islam. Highlight key historical events, such as the Crusades, the spread of Islam to Africa and Southeast Asia, and the Ottoman Empire.)3. Global Spread and Influence:<ul style="list-style-type: none">○ Students will create a map illustrating the spread of Islam across different regions and discuss how it adapted to various cultural contexts.○ Students will read a short article or excerpt on Islam's influence in a specific region or cultural practice and discuss their findings in pairs. Discuss the influence of Islam on art, literature, science, and law in different parts of the world.<ul style="list-style-type: none">■ Use specific examples, such as the role of Islamic scholars in preserving and expanding knowledge during the Middle Ages, the architectural influence of Islamic mosques, and the development of trade routes.4. Exit Ticket: Summarize the key historical developments and global influences of Islam discussed in the lesson.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
Do Now Timeline Map Exit Ticket	

Lesson #11 Performance Task

Learning Target:	Success Criteria:
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Performance Task- see above	I will create an Abrahamic Religions Restaurant Menu
Learning Activities 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.	
Quiz on Islam Performance Task- See above Performance Task	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Performance Task Rubric- See above	

Resources Any materials and resources related to Stage 3 learning activities.	
Textbook Newsela SHS Databases	

Unit Overview	
Unit Title:	Unit 3: Eastern Religions- Hinduism, Buddhism, Sikhism
Teacher:	Ferrett
Grade Level/Course:	9-12
Length/Dates:	4 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Creation/History, Beliefs, Text, Ethics/Moral Code, Rituals, Religious Experience- This unit aims to provide students with a foundational understanding of Eastern Religions, enabling them to recognize the commonalities and differences between Hinduism, Buddhism, and Sikhism, and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
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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?

1. **Impact of Belief Systems:** Understanding how beliefs and religious teachings shape societies, cultures, and individuals over time and across different geographical locations. This includes recognizing the influence of religious values on laws, ethics, art, literature, and social norms globally.
2. **Interfaith Dialogue and Cooperation:** Developing respectful dialogue and collaboration skills across religious boundaries. Students learn to appreciate similarities and differences among religions, fostering mutual understanding and promoting peaceful coexistence in diverse communities.
3. **Universal Ethical Principles:** Recognizing and applying universal ethical principles such as compassion, justice, and moral responsibility emphasized in Judaism, Christianity, and Islam. These principles serve as a foundation for ethical decision-making and contribute to social cohesion in various cultural and societal contexts.
4. **Historical and Contemporary Relevance:** Understanding the historical development and contemporary significance of the Abrahamic religions. This includes exploring how these religions have adapted and evolved, and their continuing impact on global cultures, politics, and socio-economic dynamics.

Essential Question(s):

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

1. How have the foundational beliefs of Hinduism, Buddhism, and Sikhism influenced the development of legal systems, ethical norms, and cultural practices worldwide?
2. How can understanding the shared values and theological differences among Hinduism, Buddhism, and Sikhism foster meaningful interfaith dialogue and promote religious harmony in multicultural societies?
3. What role do the ethical teachings of justice, compassion, and moral responsibility play in guiding individual behavior and shaping societal norms within Eastern religious traditions?

4. How has Hinduism, Buddhism, and Sikhism adapted and evolved to meet the needs and challenges of different historical eras, and what enduring impacts do they have on contemporary global issues such as peacebuilding and social justice?
5. How do the core beliefs and practices of Hinduism, Buddhism, and Sikhism influence personal identity, values, and worldview, and what insights can individuals gain from engaging with these religious traditions in a diverse world?

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>Content Vocabulary:</p> <p>Hinduism Dharma, Karma, Moksha, Braham, Vishnu, Shiva, Veda, Bhagavad Gita, Meditation, Yoga, Diwali, Holi</p> <p>Buddhism Dharma, Four Noble Truths, Eightfold Path, Nirvana, Karma, Buddha, Sutras, Mantra, Lotus Flower, Dharma Wheel, Vesak</p> <p>Sikhism Ik Onkar, Waheguru, Seva, Simran, Khalsa, Five Ks, Langar, Gurdwara, Gurpurab</p> <p>Content Knowledge</p> <p>Hinduism -Hinduism is one of the oldest religions in the world dating back to 4000 years. -Hinduism does not have a single founder -Hinduism is a polytheistic religion -Dharma, Karma, and Moksha are the Core Beliefs -Several sacred texts outline the beliefs of Hinduism -Meditation and Yoga are widely practiced -Diwali and Holi are religious festivals.</p> <p>Buddhism -Buddhism was founded by Siddhartha Gautama, known as Buddha in the 6th B.C.E. -The Core Beliefs of Buddhism are the Four Noble Truths -The Eightfold Path is a guide to ethical and mental development of the individual -Nirvana is the ultimate goal -There are 3 branches of Buddhism -The Dharma Wheel Symbolizes the Buddha's teaching and the cycle of birth, death, and rebirth.</p>	<p>Comparative Analysis: Compare and contrast beliefs, practices, and historical developments among the three religions.</p> <p>Critical Thinking: Evaluate theological and philosophical ideas within each tradition.</p> <p>Cultural Sensitivity: Appreciate diversity and different cultural expressions of faith.</p> <p>Research and Communication: Conduct research on religious texts, rituals, and historical contexts, and communicate findings effectively.</p> <p>Ethical Reflection: Reflect on the ethical teachings of each religion and their application in contemporary issues.</p>

<p>Sikhism</p> <ul style="list-style-type: none"> -The fundamental belief in the oneness of God. "Ik Onkar" symbolizes that God is one, formless, eternal, and all-pervading. Guru Granth Sahib -The central religious scripture of Sikhism, considered the eternal Guru. It is the final and everlasting Guru for Sikhs, containing the teachings and hymns of the Sikh Gurus and other saints. -The community of initiated Sikhs who have undergone the Amrit ceremony and committed to living by the Sikh code of conduct. -The Khalsa represents the collective body of all initiated Sikhs, bound by a shared commitment to righteousness, equality, and justice. -Seva and Simran Seva: The practice of selfless service, an essential aspect of Sikh living. Seva involves serving others without any expectation of reward and is a way to cultivate humility and devotion. Simran: The meditation and remembrance of God's name. Simran is a fundamental practice for cultivating a personal connection with the divine and attaining spiritual growth. 	
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Stage 2: Evidence of Student Learning

Performance Task

Assessment Evidence
<ul style="list-style-type: none"> ● Goal- Design, Create, and Produce a Podcast on one of the major Eastern Religions ● Role- Students research, write compelling questions and answers, and record an interview in a Podcast mode ● Audience- Classmates and Teachers (school district) ● Situation- You have recently learned about three Eastern Religions in your World Religions class and have been asked to create an educational podcast to share with your school district ● Product/Performance/Purpose- A Podcast is the finished product. Students must design, create, and produce a podcast that explores one of the Eastern Religions. The purpose of this performance task is for students to apply information to a real-world media format while utilizing communication, creativity, and critical thinking skills. <p>Reflection: Write a reflection explaining the thought process behind your podcast. Discuss how your questions and answers demonstrate an understanding of the beliefs, values, and traditions of Hinduism, Buddhism, and Sikhism. Consider the challenges and benefits of representing religious concepts through creating a podcast.</p> <ul style="list-style-type: none"> ● Standards and Criteria for Success <p>Rubric (to be created)</p>

This performance task encourages students to apply their knowledge of Hinduism, Buddhism, and Sikhism creatively and practically. By designing an educational podcast, students demonstrate their understanding of the religions' key concepts and explore how they can serve as a cultural and symbolic bridge between different faith traditions.

Resources

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

Notes and Activities from Class
Religions of the World Textbook
SHS Databases

Evaluative Criteria

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

Rubric Criteria will include:

- Accuracy and depth of factual information and understanding chosen religion.
- Creativity and originality in podcast questions and answers.
- Clarity and coherence in description of religious beliefs and practices.
- Presentation of the Podcast.

Comments

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

- Religions of the World Textbook is helpful!

Other Evidence

Assessment Evidence

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

Do Now
Exit Ticket
Learning Activities
Quizzes
Graphic Organizers
Collaborative Work
Discussions (Habits of Work)

Stage 3: Instructional Design

Lesson #1 Hinduism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will be able to describe the core concepts and beliefs of Hinduism 2. I will be able to delineate between Dharma, Karma, Samsara, and Moksha. 	<ol style="list-style-type: none"> 1. I will take notes. 2. I will participate in discussions with my peers and the teacher (either on paper or verbally). 3. I will be able to create a scenario and explain how a Hindu concept can be applied in context 4. I will use what we learned in class to answer exit ticket questions
Learning Activities 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.	
<ol style="list-style-type: none"> 1. Do Now- What do you know about Hinduism? KWL Chart 2. Introduction Slide- Hinduism, Origins, Status of Hinduism in the World 3. Hinduism Map- Students will create a map of Hinduism and surrounding regions. 4. Google Slideshow and Guided Notes- Dharma, Karma, Samsara, Moksha. 5. In Pairs, add to the KWL Chart 6. Group Activity- Students will move to a new group. Students will create a scenario/case study that illustrates one of the 4 concepts in Hinduism. Each group will then present their scenario, explaining how each concept is applied to the content. 7. Video & Discussion- Youtube video- that shows Hindu beliefs. Students again add to KWL chart 8. Exit Ticket- Complete the L on the Chart Homework- How would key concepts influence someone's daily life? Use all 4 concepts.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
KWL Chart Scenario and explanation Exit Ticket	

Lesson #2- Hinduism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will describe how Hinduism is a polytheistic religion. 2. I will explain the sacred texts and religious practices in Hinduism. 	<ol style="list-style-type: none"> 1. I will communicate with my classmates and teacher. 2. I will take notes 3. I will engage in a station activity with my group 4. I will create a Digital one-pager of a deity or sacred text
Learning Activities 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.	
<ol style="list-style-type: none"> 1. Do Now- Students will be given a strip of paper and will choose 4-6 vocabulary words and write what they know about Hinduism. Share it out as a whole class. 2. Introduction to Hindu Deities- Students will complete a Venn Diagram using the textbook, and teacher's slideshow. 	

3. Students will then go through 2 stations with ½ of the class working on each one of the two and then will switch. Students will complete a graphic organizer
 Station 1- Reading overview Vedas, Upanishads, Bhagavad Gita, Ramayana, Mahabharata
 Read and analyze an excerpt from the Bhagavad Gita and Ramayana. EQ- How do these texts guide moral and spiritual life?
 Station 2- Reading overview of common practices Puja, Meditation, Yoga, Diwali, and Holi.
 Show video clips of festivals. Explain the meaning of symbols Om, and Swastika and how they have been used in History.
4. Student in Pair will create a [Digital One-Pager](#) on a chosen deity/sacred text they found most interesting and will include key information, visuals, and an explanation of why they chose their topic
5. Discussion Post- Hindu Festivals and Rituals- similarities and differences in what we have seen in other religions.

Assessment

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

Do Now
 Digital One-Pager
 Discussion Post

Lesson #3- Hinduism

Learning Target:	Success Criteria:
1. I will be able to explain the cultural impact of Hinduism and its practices in the modern world and the USA	1. I will read for information 2. I will analyze an article of Hindu’s cultural influence 3. I will create a claim 4. I will participate in a classroom discussion

Learning Activities

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.

Lesson #3

1. Do Now: Students will rotate and show each other their Digital One-pagers until everyone has had a chance to see each other’s work. On a Padlet, students will do a 3-2-1.
2. Google slideshow- Art, Literature, Music, Architecture, Temples, and Classical Indian Dances. Illustrations and videos are embedded into a slideshow. Students will complete Graphic Organizer.
3. Students will view two short clips on Modern Practices and Global Practices of Meditation and Yoga.
4. Individually students will find an article on a specific aspect of Hindu’s cultural influences.
5. Circle Time- Discussion of how Hinduism’s influence can be seen in American Culture or not seen in American Culture.
6. Reflection- KWL Chart and what part of Hinduism seemed the most interesting to learn about?
7. Prepare for QUIZ- Hinduism next class

Assessment

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

Article Review
 Habits of Work
 Discussion Rubric
 Discussion Post

Lesson #4 Buddhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can describe the origins of Buddhism and the life of Siddhartha Gautama (The Buddha) 2. I can explain the 4 Noble Truths and the Eightfold Path as core teachings of Buddhism. 3. I can compare the core beliefs of Buddhism with other religions in the world 	<ol style="list-style-type: none"> 1. I will communicate with my classmates. 2. I will collaborate with my classmates to develop an annotated timeline. 3. I will demonstrate what I understand about the stages of Buddha's life in a charades format. 4. I will complete a quiz on Hinduism.

Learning Activities

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.

1. Quiz on Hinduism
2. Do Now: White Boards with Mini Markers. I say, Buddha, you say... Students will complete the sentence. The class will share the results. I say Buddhism, you say... Students will complete the sentence. The class will share their answers.
3. Students in small groups will be given several different readings on Buddhism, the Life of Buddha. The focus will be Buddha's early life, the search for enlightenment, enlightenment and teachings, and the first sermon. Together, we will create an annotated bibliography.
4. Group Activity- The class will be divided into two groups. Each group will take turns and pull out a charade card pertaining to a specific stage in Buddha's life. The group will then have to act out the charade and the other group will have to guess what the other group is acting out. Repeat the process with the other group.
5. Video- Buddha. Students complete worksheet
6. Exit Ticket- KQL Chart- Students will write what they know, have questions, and have learned. Popcorn around the class and students ask with KQL.

Assessment

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

Quiz on Hinduism
Do Now
Annotated timeline
KQL

Lesson #5 Buddhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can identify and explain key Buddhist practices, including meditation, chanting, and mindfulness. 2. I can describe the differences between major Buddhist schools of thought, such as Theravada, Mahayana, and Vajrayana. 3. I can analyze the role of rituals and practices in the daily lives of Buddhists and their significance in attaining enlightenment. 	<ol style="list-style-type: none"> 1. I will create a complex sentence using as much Buddhist Content Vocabulary as possible 2. I will demonstrate what I understand about the stages of Buddha's life in a charades format

Learning Activities 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.	
Objective: Students will explore the central teachings of Buddhism including the Four Noble Truths, the Eightfold Path, and the concepts of Karma and Nirvana. <ol style="list-style-type: none"> 1. Do Now- Students will be given a list of Buddhism Content Vocabulary. They will come up with the "best" sentence they can using as many words as they can from the list. Share as a whole class. 2. Google Slides- Students will take guided notes on the 4 Noble Truths, Eightfold Path, Karma, and Nirvana. 3. Students will individually add notes from their textbook. 4. Students will watch a couple of short clips on Karma and Nirvana. Discuss where in our society we see some of Buddhism. 5. Students will create a Foldable (rubric) on the central teachings of Buddhism. 	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now Foldable	

Lesson #6 Buddhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can describe the historical spread of Buddhism from India to other parts of Asia and the world. 2. I can explain the cultural and social impact of Buddhism in various regions, including art, literature, and social practices. 3. I can analyze the role of Buddhism in shaping modern spiritual and philosophical movements. 	<ol style="list-style-type: none"> 1. I will analyze a quote on Buddhism. 2. I will complete the Stations Activity. 3. I will create a Contemporary Issues Slide on Buddhism.
Learning Activities 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.	
Objective: Students will explore the cultural impact of Buddhism, its practices, and how it is observed in different cultures and modern contexts. <ol style="list-style-type: none"> 1. Do Now: Students will analyze a quote about Buddhism, Nirvana, or Karma. Students will discuss with each other in a round-table fashion 2. Station Activity- Students will go around the room and scan the QR Codes for Art, Literature, Architecture, Temples, Practices, and Mindfulness. Students will fill in a corresponding chart. 3. Whole Class Discussion of what was discovered in the station activity. 4. Group Activity- Contemporary Issues and Buddhism. Each small group will choose a topic, environmentalism, social justice, mental health, education, etc., and each group will create a slide on 	

how Buddhist principles (compassion, mindfulness) can be applied to address their issue. Each slide will be shared with the whole class and the groups will present to the class.

5. Exit Ticket- What similarities and differences do we see in Buddhism compared to the other religions we have studied?
6. Prepare for Quiz on Buddhism next class

Assessment

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

Do Now

Contemporary Issues Slide and Presentation

Exit Ticket

Lesson #7 Sikhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I can describe the historical spread of Buddhism from India to other parts of Asia and the world. 2. I can explain the cultural and social impact of Buddhism in various regions, including art, literature, and social practices. 3. I can analyze the role of Buddhism in shaping modern spiritual and philosophical movements. 	<ol style="list-style-type: none"> 1. I will complete a quiz on Buddhism. 2. I will complete a KQL chart. 3. I will read for information and summarize the main ideas. 4. I will communicate with my classmates. 5. I will create a One-pager.

Learning Activities

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.

Objective: Students will understand the origins of Sikhism and the life and teachings of Guru Nanak

1. Quiz Buddhism
2. Do Now: Introduction to Sikhism- Students will watch a video that highlights this monotheistic religion that emphasizes equality, justice, and community service. Students will complete a KQL (know, question, and learn) chart. Discussion of the video.
3. Slideshow and graphic organizer on the Life of Guru Nanak- Students will learn about the life of Guru Nanak, including his early life, spiritual experiences, and key teachings of Sikhism.
4. Students in pairs will complete a jigsaw on two different articles/readings that focus on the Core beliefs and practices of Sikhism. Each student will be given an article to read and annotate and will pull out the most important information and share it with the other partner. (Ik Onkar, Guru Granth Sahib: .Equality and Justice, and Seva and Simran)
5. Whole Class- Pair-Face-to-Face- KQL discussions
6. Individual One-pager. Students will create a visual representation of one of the core beliefs of Guru Nanak. Share the One-pager.

Assessment

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

(They can be listed/linked below)

Quiz on Buddhism

Lesson #8 Sikhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I can identify and explain key Sikh practices, including daily prayers, the Five Ks, and participation in the Gurdwara.2. I can describe the significance of major Sikh ceremonies and festivals, such as Vaisakhi and Guru Nanak's birthday.3. I can analyze the role of community life and the importance of the Langar in Sikhism.	<ol style="list-style-type: none">1. I will evaluate my classmate's one-pagers.2. I will take notes on Sikh practices.3. I will create an annotated illustrated Sikh Map.
Learning Activities	
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>Objective: Students will learn about the practices of Sikhism, the formations of the Khalsa, and the cultural impact of Sikhism.</p> <ol style="list-style-type: none">1. Do Now: Share and evaluate 2 classmate's one-pagers with the rubric. Discussion as a whole class- what was similar? Different?2. Introduction to Sikh practices, Khalsa, and cultural influences. Google slides with guided notes. Discuss the Five Ks (Kesh, Kangha, Kara, Kachera, Kirpan) and their symbolic meanings. Show images or videos of the Five Ks and discuss their importance in the identity of Khalsa Sikhs.3. Students will create a Sikh map and will illustrate different cultural contributions such as Punjabi music, dance, and cuisine.4. Exit Ticket- 3-2-15. Quiz- Study guide-	
Assessment	
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
One-Page Evaluation and Discussion Sikh Map Exit Ticket	

Lesson #9

Learning Target:	Success Criteria:
See Performance Task	
Learning Activities	
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.	
<ol style="list-style-type: none">1. Sikhism Quiz2. Performance Task work	

Assessment

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

See Performance Task

Resources

Any materials and resources related to Stage 3 learning activities.

Newsela

Textbook

SHS Databases

Unit Overview	
Unit Title:	Unit 4: Alternative Approaches to Religion in the World
Teacher:	Ferrett
Grade Level/Course:	9-12
Length/Dates:	3 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students explore various religious traditions beyond the major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism). The focus will be on understanding the beliefs, practices, and cultural significance of these alternate religions, as well as their impact on followers and broader societies.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11) 3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
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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 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.

Essential Question(s):

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

1. Religious diversity is a reflection of the wide range of human experiences and cultural contexts. Understanding lesser-known religions enriches our comprehension of global spiritual practices.
2. Alternate religions provide unique perspectives on spirituality and ethics. They offer valuable insights into the ways different communities seek meaning and order in the world.
3. Studying lesser-known religions highlights the importance of religious tolerance and respect. It fosters a deeper appreciation for the variety of beliefs and practices in the global community.
4. Inquiry-based learning allows students to actively engage with and critically assess religious traditions, leading to a more profound and nuanced understanding of the world.

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

Content Vocabulary:

Animism, Syncretism, Monotheism, Polytheism, Pantheism, Esoterics, Ritual, Doctrine, Sect, Mysticism, Cult, Religion, Charismatic Leader, Orthodoxy, Heresy, Brainwashing, Social Isolation, Mind Control, Sectarianism, Dogma

Concepts:

1. Religious Pluralism: The acceptance and coexistence of multiple religious beliefs within a society, recognizing the diversity of religious practices and beliefs.
2. Cultural Context: Understanding how a religion or belief system is influenced by and shapes the cultural environment in which it exists. This includes how religious practices and beliefs interact with social, political, and economic factors.
3. Sacred vs. Profane: The distinction between what is considered holy, divine, or spiritually significant (sacred) and what is considered ordinary, mundane, or secular (profane).
4. Authority in Religion: Examining the sources of authority within religions, such as scriptures, religious leaders, and institutions, and how these sources guide the beliefs and practices of followers.
5. Religious Identity: The sense of belonging and identification with a particular religion, including how individuals and communities express and maintain their religious identities.
6. Conversion: The process by which a person adopts a new religious identity, often involving a significant change in beliefs, practices, and community affiliation.
7. Persecution and Tolerance: The dynamics of how religious groups are treated by wider society, including issues of discrimination, persecution, and the promotion of religious tolerance.
8. Sectarianism and Schism: Understanding how divisions within religions lead to the formation of new sects or groups, often due to doctrinal disagreements or differences in practices.
9. Belief Systems: The underlying structure of beliefs and values that define a religion, including concepts of the divine, the

Analyzing and Evaluating Information
Identifying Bias and Perspective
Conducting Research
Formulating Questions
Comparative Analysis
Comparing Beliefs and Practices
Contextualizing Religious Movements
Presenting Findings
Articulating Arguments
Collaboration
Peer Review and Feedback
Understanding Cultural Diversity
Ethical Considerations
Historical Thinking

<p>afterlife, morality, and the nature of existence.</p> <p>10. Social Cohesion and Division: The role of religion in creating bonds within communities (cohesion) or contributing to conflicts and divisions (division), particularly in the context of cults or sectarian movements.</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.

Comparative Study and Presentation on Alternate Religions and Cults

- **Goal-** Students will conduct a detailed comparative study of an alternate religion and a group commonly labeled as a cult. They will investigate the beliefs, practices, societal impacts, and historical contexts of each, culminating in a multimedia presentation and a written report that critically analyzes the similarities and differences between the two groups.
- **Role-** You are a cultural anthropologist specializing in religious studies. Your job is to analyze and compare various religious traditions and groups, particularly focusing on those that are less understood or controversial in society. You aim to provide an objective, scholarly perspective that can help the public and academic community better understand the complexities of religious identity, practices, and societal impacts
- **Audience-** Academic Peers and Scholars, Students and Educators, High school and college students, teachers, and the General Public
- **Situation-** In light of growing interest and concern regarding religious diversity and the rise of new religious movements, you have been invited to present your findings at an international symposium on "Religious Identity and Societal Perceptions." This symposium gathers experts, educators, and the public to discuss the challenges and opportunities presented by religious pluralism in the modern world. Your task is to present a well-researched, balanced comparison of an alternate religion and a group often labeled as a cult, to foster greater understanding and reduce misconceptions.
- **Product/Performance/Purpose-Multimedia Presentation:**
 - Format:** Create a 10-15 minute multimedia presentation (e.g., PowerPoint, Prezi, video) summarizing your research and analysis. Include visuals such as images, videos, and infographics to enhance your presentation.
 - Content:** Present your findings on the beliefs, practices, historical context, and societal impact of both the alternate religion and the
- **Standards and Criteria for Success- (Rubric to be created)**

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Resources

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

SHS Databases

Evaluative Criteria

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

Rubric- Habits of Work, Research, Presentation

Comments

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

Other Evidence

Assessment Evidence

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

- Quizzes,
- Exit Tickets
- Reading Analysis and Questions
- Current Event Article Analysis
- Discussion Posts
- Habits of Work/Reflection Posts
- Learning Activities
- Collaborative Work

Stage 3: Instructional Design

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

Learning Target:	Success Criteria:
<ul style="list-style-type: none">• <i>Describes what the students will learn in the lesson.</i>• <i>Comes from STAGE 1 standards, and EU's</i>• <i>Targets map out the progression of learning over the course of the unit.</i>• <i>I can...I will....student facing language.</i>	<ul style="list-style-type: none">• <i>Describes what students need to do to be successful in the lesson (meet the target).</i>• <i>Provides students the answers to, "How will I know when I have met the learning target."</i>• <i>Connects to the assessment(s) for the lesson/unit.</i>

Learning Target:	Success Criteria:
<p>Lesson #1</p> <p>1. I will be able to distinguish between a religion and a cult by analyzing the defining characteristics and societal perceptions of each.</p>	<p>1. I can identify and explain at least three key differences between a religion and a cult.</p> <p>2. I can critically analyze how societal perceptions influence the labeling of a group as a religion or a cult.</p>

Learning Activities

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.

Lesson #1: Understanding the Difference Between Religion and Cult

1. Do Now: Students brainstorm on mini-whiteboards what comes to mind when they hear the words "religion" and "cult." Write their responses on the board.
2. Give Definitions:

Religion: A system of beliefs, practices, and values centered around the worship of a higher power or spiritual being, often involving community rituals, moral codes, and a long history of tradition.

Cult: A social group with a belief system that is often seen as unorthodox or extreme, typically centered around a charismatic leader, with practices that may isolate members from society. (Clarify Misconceptions: Discuss any misconceptions or biases that might have emerged in the initial brainstorming)
3. Lecture and Discussion- Google Slides

Key Characteristics of Religions:

 - Long-established traditions and practices
 - Community-oriented with large followings
 - Recognized sacred texts or scriptures
 - Hierarchical structure with established clergy or leadership

Key Characteristics of Cults:

 - Centralized around a charismatic leader or figure
 - Often secretive or isolating
 - Practices and beliefs that deviate significantly from societal norms
 - High control over members' lives and beliefs

Discuss Societal Perceptions: how societies label certain groups as religions and others as cults, and how these labels can be subjective and influenced by cultural, historical, and political factors.
4. Video/Case Study Analysis- Students will view a Video Clip: Show a short documentary or news segment that discusses a well-known cult (e.g., Jonestown, Heaven's Gate) and a recognized religion (e.g., Christianity, Hinduism). Students will then engage in a Case Study Discussion: Provide students with a handout that includes brief descriptions of a recognized religion and a group labeled as a cult. Ask students to identify the characteristics of each and discuss whether the group's label (religion or cult) is justified based on the characteristics discussion. What are the key differences that stood out? How does the media portrayal of these groups affect our understanding?
5. Group Activity: Divide the class into small groups and assign each group a hypothetical scenario involving a new religious movement. Each group must decide if the movement would be considered a religion or a cult based on the criteria discussed. They should provide reasons for their decision. Presentation: Groups present their scenarios and conclusions to the class, followed by a brief Q&A session.
6. Exit Ticket and Reflection- Students write a short paragraph reflecting on the lesson's key takeaways. How can understanding the difference between religions and cults help us better understand societal norms and values? "What is one factor that can influence whether a group is labeled as a religion or a cult?"

Assessment

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

Do Now
 Guided Notes
 Group Presentation
 Exit Ticket and Reflection

Learning Target:**Success Criteria:****Lesson #2**

1. I can define the concepts of alternate religions and cults and differentiate between the two based on their characteristics.
2. I can conduct research on an alternate religion, gathering and synthesizing information from credible sources.

1. I will successfully match religion vs. cult definitions.
2. I will Complete a Venn Diagram.
3. I will complete a Research Workshop graphic organizer.
4. I will complete an Exit Ticket.

Learning Activities

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.

Lesson #2

1. Do Now- Matching questions with religion vs. cult
2. Slides-Overview of the historical development of lesser-known religions and the emergence of cults. Highlight the societal perceptions and challenges faced by these groups.
3. Group Activity- in small groups, students review brief case studies of one alternate religion and one cult. Each group identifies key characteristics of each and compares them using a Venn diagram.
4. Class Discussion-Groups share their findings with the class. Discussion on the differences and similarities between alternate religions and cults.
5. Research Workshop-Students select an alternate religion to research (e.g., Zoroastrianism, Baha'i, Shinto, Jainism, or Indigenous religions). Students are guided on how to find credible sources, take notes, and organize information. They begin their research, using laptops/tablets and library resources.
6. Check-In and Feedback-Students briefly share their progress with a partner or in small groups. The teacher provides feedback and answers questions.
7. Exit Students write a brief reflection on what they learned about the distinctions between alternate religions and cults.
8. Homework-Continue researching and start drafting a brief summary of the alternate religion, focusing on its beliefs, practices, historical context, and societal impact.

Assessment

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

Venn diagram
 Research graphic organizer
 Exit Ticket

Learning Target:	Success Criteria:
<p>Lesson #3-Analyzing Cults: Case Studies</p> <p>1. I can analyze the characteristics and societal impacts of a group labeled as a cult using a case study.</p>	<p>1. I will complete Do Now. 2. I will complete a Case Study Analysis. 3. I will present my findings from the Case Study. 4. I will complete an Exit Ticket.</p>

Learning Activities

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.

Lesson #3:

1. Do Now Discussion-Review the previous lesson's findings on alternate religions. Introduce the concept of cults, focusing on common characteristics and societal perceptions.
2. Case Study Analysis-Students are divided into groups, each assigned a different cult to study (e.g., Branch Davidians, Heaven's Gate, or People's Temple). Each group reads a detailed case study, highlighting the group's beliefs, practices, leadership, and societal impact. Groups create a poster or digital presentation summarizing their findings.
3. Group Presentations- Each group presents their findings to the class. The teacher facilitates a discussion on the ethical considerations of labeling a group as a cult.
4. Exit Ticket- Students write down one key takeaway from the case study analysis that they found surprising or important.

Assessment

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

Case Study Analysis
Exit Ticket

Learning Target:	Success Criteria:
<p>Lesson #4-Comparative Analysis and Chart Creation</p> <p>1. I will compare and contrast an alternate religion and a cult, identifying key similarities and differences.</p>	<p>1. I will evaluate how definitions of "religion" and "cult" vary based on historical, cultural, and sociological perspectives.</p>

Learning Activities

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.

Lesson #4

1. Do Now- Review the key findings from previous lessons on alternate religions and cults. Discuss the importance of comparative analysis.
2. Comparative Chart Creation-Students work individually or in pairs to create a detailed comparison chart. The chart should include categories like beliefs, practices, leadership, societal impact, historical context, and ethical considerations. Students use their research and notes from previous lessons to fill out the chart.
3. Peer Review-Students swap charts with another pair or individual for peer review. They provide feedback on the clarity, accuracy, and completeness of the comparison.
4. Reflection-Quick class discussion on what students found most challenging or interesting about the comparison process.

Assessment

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

Completion of the comparative chart with accurate and detailed information.
Peer review feedback.

Learning Target:	Success Criteria:
<p>Lesson #5- Presenting Findings and Conflict Resolution Proposals</p> <ol style="list-style-type: none"> 1. I can effectively communicate my research findings and propose solutions to reduce misconceptions about alternate religions and cults. 	<ol style="list-style-type: none"> 1. I will complete the Do Now. 2. I will present my research. 3. I will provide feedback to my classmates. 4. I will come up with solutions.

Learning Activities

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.

Lesson #5

1. Do Now-Discuss effective communication techniques for presentations, such as clarity, organization, and engagement with the audience.
2. Presentation Preparation-Students finalize their multimedia presentations, integrating their comparative analysis and any additional research. They prepare to present their findings and proposed conflict resolution strategies to the class.
3. Student Presentations- Each student or group presents their findings and proposals to the class. The Class takes notes and prepares questions or feedback.
4. Class Discussion and Feedback after all presentations, the class discusses common themes and effective solutions proposed. Students give constructive feedback to their peers.

Assessment

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

Multimedia presentation, including clarity, organization, and engagement.
Class discussion and feedback.

Resources

Any materials and resources related to Stage 3 learning activities.

SHS Database

Internet

Unit Overview	
Unit Title:	Unit 5: Schisms and Conflicts in Modern-Day Religions
Teacher:	Ferrett
Grade Level/Course:	9-12
Length/Dates:	3 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will explore the causes, impacts, and resolutions of schisms and conflicts within and between modern-day religious communities. They will engage in inquiry-based learning to develop a deep understanding of how religious differences and conflicts influence global and local societies.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11) 3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)

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 solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine the 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?

1. Religious conflicts often arise from a complex interplay of religious, political, social, and economic factors. Understanding these underlying causes is essential to grasping the nature of schisms and conflicts within and between religious communities.
2. Schisms within religious traditions can have long-lasting impacts on societies and cultures. These divisions can lead to both conflict and the development of new religious practices and beliefs.
3. Religious conflicts have a profound impact on global and local communities, influencing everything from individual identity to international relations. The consequences of these conflicts can be seen in societal divisions, migration, and changes in cultural practices.
4. Efforts to resolve religious conflicts require a deep understanding of the perspectives and motivations of all parties involved. Successful resolution often depends on dialogue, empathy, and a willingness to address not just the symptoms of conflict but the root causes.

Essential Question(s):

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

1. What are the root causes of schisms and conflicts within and between religious communities?
2. How do religious conflicts impact societies and individuals in the modern world?
3. What role do religious leaders, governments, and communities play in resolving religious conflicts?
4. How can understanding religious conflicts lead to greater tolerance and peacebuilding efforts?

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

Content Vocabulary:

Schism, Sectarianism, Heresy, Fundamentalism, Ecumenism, Jihad, Crusades, Interfaith Dialogue, Blasphemy, Religious Pluralism, Apostasy, Ethno-religious Conflict, Syncretism, Clericalism, Peacebuilding:

Concepts:

Religion: Understanding the role of religion in shaping cultures, identities, and worldviews.

Schism- Impact: Long-lasting effects on religious practices, community structures, and inter-religious relations.

Religious Conflict- Causes: Can stem from doctrinal differences, competition for resources, political control, or cultural clashes

Sectarianism Impact: Sectarianism can fuel division, prejudice, and violence within and between religious communities.

Religious Pluralism- Understanding how religious diversity can either contribute to social harmony or lead to tensions and conflicts

Fundamentalism can lead to conflicts with more liberal or secular interpretations of the same religion.

Tolerance is essential for peaceful coexistence in diverse societies and is a key factor in conflict resolution.

Interfaith Dialogue: To reduce tensions, build relationships, and find common ground between diverse religious communities.

Religious identity can be a source of both personal meaning and communal conflict.

Peacebuilding may include dialogue, mediation, education, and reconciliation initiatives.

Evaluating Sources
Comparative Analysis.
Cause and Effect Relationships
Formulating Research Questions.
Gathering and Organizing Information
Using Evidence
Chronological Reasoning
Contextualization
Change and Continuity
Map Analysis
Project-Based Learning
Problem-Solving

Stage 2: Evidence of Student Learning

February, 2025

Performance Tasks

Assessment Evidence

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

Inquiry-Based Project: Religious Conflict Analysis

- **Goal-** This unit is designed to engage students in deep inquiry and critical thinking about the complex issues surrounding religious schisms and conflicts in the modern world. Through a combination of individual research, group activities, and discussions, students will develop a nuanced understanding of these issues and the skills to propose thoughtful solutions.
- **Role-** You are a conflict resolution expert and a historian specializing in religious studies. Your task is to analyze a significant religious schism or conflict, understand its causes, and propose strategies to promote reconciliation and understanding among the involved parties.
- **Audience-** Religious Leaders and Communities, Policy Makers and Peace Organizations, Academic and Educational Institutions:
- **Situation-** You have been invited to present your findings and recommendations at an international conference on "Religion, Conflict, and Peacebuilding." This conference brings together leaders from different religious traditions, conflict resolution experts, and scholars to discuss the causes of religious conflicts and explore pathways to peace and reconciliation. Your task is to present a case study of a specific religious schism or conflict, analyze its causes and effects, and propose actionable solutions to foster reconciliation and prevent future conflicts.
- **Product/Performance/Purpose- Product:Case Study Report:** A detailed written report analyzing a specific religious schism or conflict. The report should include an overview of the conflict, its historical context, the key parties involved, the causes of the schism, and its impact on society.**Conflict Resolution Plan:** A set of recommendations and strategies aimed at promoting reconciliation and understanding among the involved parties. This should include both short-term and long-term solutions.**Presentation:** A multimedia presentation summarizing your findings and proposed solutions, to be delivered at the conference.
- **Standards and Criteria for Success.**

Project Components:

1. **Research Question:** Develop a focused research question related to a religious conflict.
2. **Research:** Use primary and secondary sources to gather information on the conflict.
3. **Analysis:** Analyze the causes, impact, and perspectives of the conflict.
4. **Solution Proposal:** Propose potential solutions or resolutions to the conflict.
5. **Presentation:** Present your findings in a clear and organized format (e.g., paper, multimedia presentation, or video).

Assessment:

Resources

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

SHS Databases

Evaluative Criteria

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

Rubric- Habits of Work, Research, Presentation

Comments

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

Other Evidence**Assessment Evidence**

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

Quizzes
Exit Tickets
Reading Analysis and Questions
Current Event Article Analysis
Discussion Posts
Habits of Work/Reflection Posts
Learning Activities
Collaborative Work

Stage 3: Instructional Design

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

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> • <i>Describes what the students will learn in the lesson.</i> • <i>Comes from STAGE 1 standards, and EU's</i> • <i>Targets map out the progression of learning over the course of the unit.</i> • <i>I can...I will....student facing language.</i> 	<ul style="list-style-type: none"> • <i>Describes what students need to do to be successful in the lesson (meet the target).</i> • <i>Provides students the answers to, "How will I know when I have met the learning target."</i> • <i>Connects to the assessment(s) for the lesson/unit.</i>
Learning Target:	Success Criteria:
<p>Lesson #1</p> <ul style="list-style-type: none"> • I can define and distinguish between religious schisms and conflicts. • I can identify key examples of religious schisms and conflicts in history and the modern world. 	<p>I will collaborate with my classmates I will complete a Vocabulary exercise. I will analyze a Case Study. I will complete a reflection on my work.</p>
Learning Activities	
<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>	

Lesson #1

1. Do Now: Content Vocabulary Activity. Students will define the words and then in pairs will create a scenario of conflict and schism in religion. Students will switch their scenarios and students will have to describe why the conflict is happening using the Content Vocabulary.
2. Slides and Graphic Organizer- Introduction to key concepts and historical context.
3. Students in small groups will be given a case study of a religious conflict and/or schism and in groups will analyze the case. Students will come up with questions they have about the case study and will write a summary of the case.
4. Whole Class Discussion on the case studies. Students will sit in a circle and will discuss how the case studies relate to current global issues.
5. Exit Ticket-Habits of Work Rubric Reflection.
6. Homework: Research a recent religious conflict and bring a brief summary to class.

Assessment

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

1. Do Now
2. Case Study Analysis
3. Exit Ticket

Learning Target:

Lesson #2: Root Causes of Religious Schisms

1. I can identify and explain the religious, political, social, and economic causes of schisms within religious communities.
2. I can analyze how these causes interact to create divisions.

Success Criteria:

1. I will share my religious conflict article with the class.
2. I will read for information and answer questions.
3. I will analyze the causes of different conflicts and schisms.

Learning Activities

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.

Lesson #2: Root Causes of Religious Schisms

1. Do Now: Students will share their recent religious conflict article.
2. As a class, we will create a chart that outlines the various causes of the conflicts students found.
3. Read an article on a specific religious schism and prepare a response.
4. Group Work: Analyze different causes of schisms within a specific religion (e.g., Sunni-Shia split in Islam, Protestant Reformation in Christianity).
5. Jigsaw Activity: Groups present their findings, and students take notes on each cause.
6. Homework: Create a list of religious conflicts and schisms in our world today.

Assessment

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

(They can be listed/linked below)

Article Response
Group Work
Graphic Organizer

Learning Target:	Success Criteria:
<p>Lesson #3: Contemporary Religious Conflicts</p> <ol style="list-style-type: none">1. I can identify and describe contemporary religious conflicts around the world.2. I can analyze the impact of these conflicts on societies and individuals.	<ol style="list-style-type: none">1. I will complete the Do Now and communicate with my classmates to decide the top 20 choices.2. I will complete the Map Activity and Questions3. I will complete the Video analysis.

Learning Activities

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 3: Contemporary Religious Conflicts

1. Do Now- On a Padlet, write the list of religious conflicts and schisms that exist today. Whole class discussion and choose the top 20.
2. Map Activity: Identify and locate current religious conflicts on a world map. Coordinate the conflicts. Answer a series of questions. Discuss as a class.
3. Video Analysis: Watch and discuss a documentary segment on a contemporary religious conflict (e.g., Israel-Palestine, Rohingya in Myanmar-topics may change). Answer a series of questions about the issue.
4. Roll out the Performance Task- going over step by step the process of the inquiry-based project.
5. Begin researching topics. Choose the top 3 and give a rationale for why.

Assessment

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

Do Now
Map Activity and Questions
Video analysis

Learning Target:	Success Criteria:
<p>Lesson #4:</p> <ol style="list-style-type: none">1. I can analyze how religious teachings and leaders influence conflicts and peacebuilding efforts.	<ol style="list-style-type: none">1. I will communicate and collaborate with my classmates2. I will complete a Case Study3. I will propose solutions to religious conflicts

<ol style="list-style-type: none"> 2. I can evaluate the effectiveness of religious leaders and communities in resolving conflicts. 3. I can identify and evaluate different approaches to resolving religious conflicts. 4. I can propose potential solutions to a specific religious conflict. 	<ol style="list-style-type: none"> 4. I will complete an Exit Ticket
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Learning Activities
 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.

Lesson #4 The Role of Religion in Conflicts and Peacebuilding

1. Do Now: Students will (in small groups) share their ideas for the Inquiry Project and have their classmates help to narrow their choices.
2. In small groups, students will analyze a Case Study on the role of religious leaders in conflicts and peace processes (e.g., Desmond Tutu in South Africa).
3. Class Discussion: Can religion be a force for both conflict and peace?
4. Problem-Solving Workshop: Students work in groups to develop solutions to a hypothetical religious conflict.
5. Class Discussion: How effective are the proposed solutions, and what challenges might arise?
6. Exit Ticket: Of the proposed solutions, which do you believe is the most effective and why?

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

Do Now
 Case Study
 Proposed Solutions
 Exit Ticket

Learning Target:	Success Criteria:
<p>Lesson #5:</p> <ol style="list-style-type: none"> 1. I can develop research questions related to religious conflicts. 2. I can effectively use primary and secondary sources to gather information on my topic. 	<ol style="list-style-type: none"> 1. I will develop compelling and supporting questions on my research topic. 2. I will create a list of primary and secondary sources I can use for my project 3. I will research my topic and work to complete the graphic organizer.
<p>Learning Activities 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>Lesson #5: Inquiry Project Introduction and Research Skills</p> <ol style="list-style-type: none"> 1. Do Now: Explanation of the inquiry-based project, including expectations and deadlines. 2. Utilizing the Librarian, we will conduct a Research Skills Workshop on how to find and evaluate sources, develop a thesis, and organize research. 3. Students will develop their research questions and preliminary thesis for the inquiry project. 4. Exit Ticket- Students will share one thing that they learned about their research that day and will write it on a slip of paper to be handed in. 	
<p>Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>	
<p>Research Skills Workshop chart Graphic Organizer Exit Ticket</p>	

Learning Target:	Success Criteria:
<p>Lesson #6 and #7</p> <ol style="list-style-type: none"> 1. I can conduct research using a variety of sources to answer my research question. 2. I can organize and synthesize my research findings. 3. I can analyze different perspectives on a religious conflict and present a balanced view. 4. I can use evidence to support my analysis of these perspectives. 	<ol style="list-style-type: none"> 1. I will research my topic using the given graphic organizer 2. I will communicate with my teacher during conferences.
<p>Learning Activities 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>Lesson #6 and #7: Inquiry Project Research and Work Day</p> <ol style="list-style-type: none"> 1. Do Now: Inquiry Process and Check-in. 2. Independent Work: Students conduct research and organize their findings in a graphic organizer. 3. Teacher Check-ins: Individual or small group consultations with the teacher to review progress and provide guidance. 4. Homework: Continue research and start outlining the project. 	
<p>Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>	
<ol style="list-style-type: none"> 1. Conference with Teacher 	

Learning Target:	Success Criteria:
<p>Lesson #8:</p> <ol style="list-style-type: none"> 1. I can effectively communicate my research findings and analysis in a clear and organized format. 2. I can provide constructive feedback to my peers. 	<ol style="list-style-type: none"> 1. I will finalize my presentations. 2. I will provide actionable feedback to my peers on their presentations.
<p>Learning Activities 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>Lesson #8: Project Work Day and Peer Review</p> <ol style="list-style-type: none"> 1. Independent Work: Students work on their final project presentations or papers. 2. Peer Review: Students exchange drafts or outlines with a partner and provide feedback. 3. Exit Ticket- Students will reflect on the actionable feedback their peers gave them. 	
<p>Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>	
<p>Presentations Actionable Feedback Reflection</p>	

Learning Target:	Success Criteria:
<p>Lesson #9</p> <ol style="list-style-type: none"> 1. I can present my research findings clearly and confidently to an audience. 2. I can reflect on what I have learned about religious conflicts and how they can be resolved. 	<ol style="list-style-type: none"> 1. I will present my research to my class. 2. I will complete a self-reflection about the project.

Learning Activities

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.

Lesson #9: Project Presentations and Reflection

1. Presentations: Students present their inquiry-based projects to the class.
2. Class Reflection: Discuss what was learned from the unit, focusing on insights gained about religious conflicts and their resolutions.

Assessment

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

Project Presentation
 Self-Reflection

Resources

Any materials and resources related to Stage 3 learning activities.

SHS Databases
 Textbook
 Newsela



World Religions

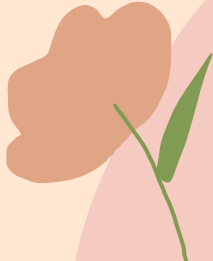

Grades 9–12
Semester Course



Why Study World Religions?

The Goals of Studying World Religions

The history of religion is a discipline that is necessary to the progress and development of a democratic and multi-diverse nation. Religion is part of the foundation regarding who we are and what we value culturally. Without some understanding of the world's religious traditions, students are ill-equipped to understand literature, history, art or the current political landscape. This course includes the history, tenets and impact of the six traditions of Hinduism, Buddhism, Sikhism, Judaism, Christianity and Islam on world history.



Unit 1: The Why- World Religions

The first unit will act as an introduction to the course, the classroom, and the guide we will use to analyze six major world religions. They will also learn the definition of religion, the origins of religion, the "why" we study it, why humans have a definition of religion, the major theories regarding how religions were created, the legality of teaching about religion in school, and why it is important to study religion. The unit will wrap up with an introductory project using an analysis guide that will be used throughout the course.

Performance Task

- ❖ Complete both a thorough analysis of the religion they develop (completed guide) and a written reflection regarding how their religion of study compares to that of their peers.

Unit 2: Abrahamic Religions

Judaism, Christianity, Islam

This unit aims to provide students with a foundational understanding of the Abrahamic religions, enabling them to recognize the commonalities and differences among Judaism, Christianity, and Islam and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences.

Performance Task

- ❖ **Create an Abrahamic Religions Restaurant Menu that reflects the themes, beliefs, and practices of these religions.**

Unit 3: Eastern Religions

Hinduism, Buddhism, Sikhism

This unit aims to provide students with a foundational understanding of Eastern Religions, enabling them to recognize the commonalities and differences between Hinduism, Buddhism, and Sikhism, and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences

Performance Task

- ❖ **Design, create, and produce a podcast that explores one of the Eastern Religions. The purpose of this performance task is for students to apply information to a real-world media format while utilizing communication, creativity, and critical thinking skills.**

Unit 4: Alternative Approaches To Religion In The World

This unit explores various religious traditions beyond the major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism). The focus will be on understanding the beliefs, practices, and cultural significance of these alternate religions, as well as their impact on followers and broader societies.

Performance Task

- ❖ Create 10-15 minute multimedia presentation (e.g., PowerPoint, Prezi, video) summarizing your research and providing a comparative analysis on Alternate Religions and Cults.

Unit 5: Schisms and Conflicts in Modern-Day Religions

In this unit, students will explore the causes, impacts, and resolutions of schisms and conflicts within and between modern-day religious communities. They will engage in inquiry-based learning to develop a deep understanding of how religious differences and conflicts influence global and local societies.

Performance Task

- ❖ **Complete a Inquiry-Based Project analyzing a religious conflict - consists of a case study, conflict resolution plan, & presentation.**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date March 20, 2025

Decision Requested _____

Agenda Code 11 j.

AGENDA REPORTING FORM

Agenda Topic: SHS – Advanced Outdoor Recreation -New Course Proposal - First Reading.

Summary of Issue: SHS – Advanced Outdoor Recreation -New Course Proposal - First Reading.

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: The Board of Education Curriculum & Instruction Committee is bringing the SHS – Advanced Outdoor Recreation -New Course Proposal – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Agricultural Science

Please check appropriate item:

New Course:

Revised Course:

Course Title: Advanced Outdoor Recreation

1. Proposed Change – Please give a brief description of the proposed new course or revision to existing course.

The Outdoor Recreation course is a semester-long exploration of the connection between outdoor activities and natural resource management in the United States. Students will engage with topics such as hiking, camping, fishing, hunting, boating, and off-road recreation while examining their environmental impacts and ethical considerations.

[Course Outline](#)

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

Through hands-on activities, field experiences, and guest speakers, students will learn about conservation principles, land and water stewardship, wildlife management, and sustainability practices. The course also introduces career pathways in outdoor recreation, including park management, ecotourism, and natural resource conservation which are not covered thoroughly in other classes.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

This class is targeted towards students in the agriculture program, that are interested in the Natural Resources pathway, in grades 11 and 12.

PROPOSED COURSE/PROGRAM CHANGE FORM

4. Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?

Success of the course will be evaluated by:

1. Assessments at the end of each unit
2. Students will create local industry contacts and get an Supervised Agricultural Experience (SAE) related to Outdoor Recreation

5. Cost – What are the anticipated costs for staff, textbooks, materials, other?

No additional staff needed; this will be offered in an existing rotation of Natural Resources courses for Juniors and Seniors. No additional materials or textbooks will need to be purchased at this time.

	YEAR		
	I	II	III
Staff	\$	\$	\$
Textbooks	\$	\$	\$
Materials	\$	\$	\$
Other	\$	\$	\$
TOTAL	\$	\$	\$

Comments: _____

Principal: Approved Denied



Signature