Southington Board of Education Meeting

Thursday, May 28, 2026 7:00 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489

COMMITTEE OF THE WHOLE

1. CALL TO ORDER
2. Pledge of Allegiance
3. Approval of Minutes - May 7, 2026
4. 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
5. Committee Reports
   a. Policy and Personnel Committee Meeting - May 12, 2026
6. Old Business
   a. Town Government Communications
   b. SHS World Language French Year 5 - Units 3-6 - REVISED - Second Reading
   c. SHS World Language Spanish Year 5 - Units 3-6 - REVISED - Second Reading
   d. SHS World Language Latin American Studies Year 5 - Units 3-5 - REVISED - Second Reading
   e. SHS Agricultural Science Advanced Equine Evaluation and Horsemanship - NEW- Second Reading
   f. SHS Agricultural Science Advanced Equine Management - REVISED - Second Reading
   g. SHS Agricultural Science UCONN ECE Behavior & Training - NEW - Second Reading
   h. SHS Agricultural Science UCONN ECE Companion Animal - NEW - Second Reading
   i. SHS Social Studies Modern US History Grade 9, Unit 6 - REVISED - Second Reading
7. New Business
   a. Review Policy 3440 - Inventories - Revised - First Reading
   b. Review Policy 5141.6 - Wellness Policy - Revised - First Reading
   c. Approval of Job Descriptions
      1. Special Education Teacher - NEW
      2. Carpenter - Tech I - REVISED
      3. Electrician - Tech I - REVISED
      4. General - Tech II - REVISED

5. Painter - Tech I - REVISED

d. Approval of the 2026-2027 School Year Budget

8. Public Communications
   a. Public
9. 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
May 7, 2026, at 6:30 p.m.
John Weichsel Municipal Center Public Assembly Room
200 North Main Street Southington, CT 06489

1. **CALL TO ORDER**

Mr. Oshana, Board Chairperson, called the meeting to order at 6:30p.m.
Board Members Present: Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana,
Board Members Absent: Mr. Joseph Baczewski, Mr. Sean Carson, Mr. Cecil Whitehead

2. **Executive Session**

MOTION made by Ms. Cammuso and seconded by Mrs. Clark, "Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Superintendent of Schools mid-year evaluation and student matters; upon conclusion reconvene to public session." Motion carried 6-0.

a. Superintendent of Schools Mid-Year Evaluation
b. Student Matters

Mr. Madancy and Mr. Pepe were invited to attend the meeting.
Mr. Pepe and Mrs. Clark left executive session at 6:36 p.m.
Mrs. Clark rejoined executive session at 6:37 p.m.
Mr. Whitehead joined executive session at 6:53 p.m.
Executive session ended at 6:57 p.m.

3. **Reconvene Meeting - Regular Session**

Mr. Oshana, Board Chairperson, called the meeting to order at 7:03 p.m.
Board Members Present: Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead
Board Members Absent: Mr. Joseph Baczewski, Mr. Sean Carson
Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Mrs. Amy Aresco, Pupil Services Director

Student Board Representatives Present: Mr. Ethan Hoffman, Mr. Samrath Singh

4. Pledge of Allegiance

5. Celebration of Excellence

a. Middle School Principal of the Year - Chris Palmieri
Mr. Madancy called up Mr. Palmieri to congratulate him for being awarded as the 2026 State Middle School Principal of the Year.

Mr. Oshana spoke about Mr. Palmieri's passion for the students and education. He recognized how much he does, not only in the school system, but also within the community. Mr. Oshana presented him with a Certificate of Excellence.

The Board Members all congratulated Mr. Palmieri and expressed how proud they are of his achievements and happy they are for him. They appreciate everything he has done for the kids and the community; this award is well deserved.

State Representative Chris Poulos spoke about how it's not just the list of accomplishments, or the number of citations, but that all the people Mr. Palmieri works with know, through his actions, that he cares about the community. Representative Poulos congratulated Mr. Palmieri and presented him with an Official State Citation.

Mr. Palmieri stated he is truly honored and grateful to receive this recognition although, it is truly a recognition of all the people he has the privilege to work alongside of each day. It reflects the work being done for all students in all of the schools. He complimented the administrative team he is privileged to be apart of. Mr. Palmieri also thanked all of his staff; it is a collaborative effort. The needs of the students always come first. He thanked all of his current and passed students who continue to inspire him.

b. SHS Color Guard - Gold Medal Winner - World Championship Competition
Mr. Madancy read the letter he received from Mrs. Ossias notifying him that the Southington High School Varsity Winter Color Guard took home the gold metal from the Winter Guard International World Championship Competition.
He then played the performance for everyone to watch.

Mr. Oshana congratulated the Color Guard. He spoke about the education that comes out of programs like this outside of the classroom; it is immeasurable.
He indicated the Color Guard represents the town fantastically and makes Southington proud. He thanked them and then presented them with a Certificate of Excellence.

Joey Gaudet, Color Guard Director spoke about how brave the students are; It was their first trip to World Championships. It was an experience of a lifetime. The program is 4 years old and they are really proud to share this achievement with the Board. They appreciate all the support and cannot wait to continue.

Mr. Oshana called for a recess at 7:31 p.m.
Mr. Oshana resumed the meeting at 7:43 p.m.

6. **Approval of Minutes**
   a. April 16, 2026
   MOTION made by Ms. Cammuso and seconded by Mrs. Carmody, "Move to approve the minutes from the April 16, 2026, meeting." Motion carried 7-0.

   b. April 23, 2026
   MOTION made by Mrs. Clark and seconded by Mr. Brown, "Move to approve the minutes from April 23, 2026, with an amendment to reflect that Mr. Baczewski was not present." Motion carried 7-0.

MOTION made by Mr. Robert Brown, "Move to add item 11.j. - Student Expulsion to the agenda." Motion carried 7-0.

7. **Public Communications**
   a. Communications from Student Board Representatives
      Mr. Hoffman gave the District Report:
      - The Oshana Drama Club presented The Little Mermaid Jr. on April 24 and 25, 2026 performing for more than 800 audience members.
      - Fifth-grade students Viktoria Backiel and Lillian Young represented Oshana School at the Connecticut Invention Convention held at UCONN.
      - Second-grade students visited Camp Sloper this past Monday, where they participated in hands-on activities focused on learning about habitats.
      - JFK students recently participated in a "Trash-to-Treasure" competition, creating sculptures from recycled materials collected at home.
      - The JFK Band Concerts will take place on May 11 and 12, 2026. Chorus Concerts are scheduled for May 18, 2026. Orchestra Concert will be held on May 20, 2026.
      - On May 1, 2026, Flanders Elementary School hosted its 4th Annual Flanders Flash Color Dash. The Flanders community raised over $27,421. Students greatly exceeded their fundraising goal, so they earned the opportunity to slime the Flanders principal and 12 staff members during Field Day on June 5, 2026.
      - As student representatives, we would like to recognize and thank all our teachers during Teacher Appreciation Week. Every day, teachers do far more

than teach the class. They support students, encourage us through challenges, and help shape who we become both inside and outside the classroom.

Mr. Singh gave the High School Report:

- May 7, 2026, was the National Honors Society and the World Language Honor Society Induction Ceremony.
- 2026 Academic Awards Night was held on May 6, 2026. Scholarship Night is scheduled for May 20, 2026.
- Project Lead the Way Senior Presentations will be held on May 21, 2026.
- Senior Prom will take place on May 16, 2026.
- Class Day at Six Flags New England is scheduled for May 22, 2026
- Congratulations to scholar-athletes Ethan Hoffman and Jackie Liebler for their outstanding achievements in both academics and athletics.

Mr. Singh gave the Sports Report:

- Boys Track and Field remains undefeated.
- Girls Softball Team defeated Mercy High School 9–6 on May 2, 2026.
- The Baseball Team is currently ranked 6th in the state.

b. Communications from Board of Education

Mr. Brown spoke about attending the STEPS meeting on May 4, 2026, and the things that stood out to him:

- The increase of gambling among especially males.
- Suicide percentages are low but still very disturbing.
- Access to alcohol
- The value of parents in kids' lives

Mr. Oshana mentioned Teacher appreciation week and thanked the teachers for all that they do.

c. Communications from Administration

Mr. Madancy spoke about the following:

- Teacher Appreciation Week
  He thanked all the teaching for their dedication and also Southington Education Foundation for dropping off fresh apples at each school

- Legislative Session Ending
  - He will provide more information in the future on the Omnibus Bill and the Implementer Bill.
  - The statewide cell phone ban did not pass.
  - The district got a supplemental grant and received $833,000 and the town received roughly another $250,000. How these funds are

distributed will be decided at the Town Council Meeting on May 11, 2026.

- NEASC Accreditation Report
  Mr. Aroian received notice that the High School will get continued accreditation. Mr. Madancy listed some of the things the NEASC Committee recognized. He also indicated an area of growth: In conjunction with the Board of Education, the school will explore an increase in the number and types of credits required to graduate.

- Southington Youth Voice Count Survey Results/Review
  Along with Mr. Brown, Mr. Madancy and Mr. Pepe attended the STEPS meeting. They would like to share the results of the STEPS survey with staff and the public. He would like to put this onto the agenda for a future meeting.

Mr. Pepe gave an update about the Greene Team. He attended a training with 12 staff. Out of the 12, 3 to 6 of them will commit to an intensive 3-month training course where a member of Dr. Ross Greene's staff will serve as a coach to pursue the assessment of skills and unresolved problems to unpack student behavior.

d. Communications from Public - Agenda Items Only
No comment made.

8. Committee Reports

a. Curriculum and Instruction Committee Meeting - April 29, 2026
Mr. Brown reviewed the minutes from the Curriculum and Instruction meeting. He thanked the new Director of Teaching and Learning, Christina Zlatin, and gave a brief description of the following courses:

- SHS World Language French Year 5, Units 3-6 - REVISED
- SHS World Language Spanish Year 5, Units 3-6 - REVISED
- SHS World Language Latin America Studies Year 5, Units 3-5 - REVISED
- SHS Agricultural Science Advanced Equine Evaluation and Horsemanship
- Agricultural Science Advanced Equine Management – REVISED
- SHS Agricultural Science UCONN ECE Behavior & Training
- SHS Agricultural Science UCONN ECE Companion Animal
- SHS Social Studies Modern US History Grade 9, Unit 6 – REVISED

The Minutes from the meeting are attached.

b. Finance Committee Meeting - April 28, 2026
Ms. Cammuso reviewed the minutes from the meeting. She gave a summary of the following items:

1. Approval of Contracted Custodial 1-Year Extensions - DES, JAD, JFK, SHS
   MOTION made by Ms. Cammuso and seconded by Mrs. Clark, "Move to approve one-year extensions of contracted custodial services for the 2026-27 school year as presented by the Finance Committee." Motion carried 7-0.

2. Approval of RFP 2026-005 Award - Southington Food Services, Derynoski Elementary School Dishwasher
   MOTION This motion, made by Ms. Cammuso and seconded by Mrs. Clark, "Move to award RFP 2026-005 to Singer Kittredge of Agawam, MA in the amount of $90,719.81 as presented by the Finance Committee."
   Roll Call:
   - **Mr. Brown – Yes**
   - **Ms. Cammuso – Yes**
   - **Mrs. Carmody – Yes**
   - **Mrs. Clark – Yes**
   - **Mrs. Derynoski-Anastasio – Yes**
   - **Mr. Whitehead – No**
   - **Mr. Oshana – Yes**

   Motion carried 6-1.

3. Draft Uses of DRIP Grant
4. Charges for Transcript Requests – Graduates and Employee Verifications
5. Food Service Financial Update FY 2025-26
6. BOE Financial FY 2025-26

The minutes from the meeting are attached.

9. Superintendent's Report

a. Personnel Report
   MOTION made by Mrs. Carmody and seconded by Ms. Cammuso, "Move to approve the Personnel Report as submitted by the Human Resource Department." Motion carried 7-0.

10. Old Business

a. Board Communication Email Correspondence Practices
   Mrs. Derynoski-Anastasio and Mr. Whitehead would like to see Email Correspondence become a policy and not just a practice.

The draft protocol for community communication and email correspondence is attached.

b. Town Government Communications
   No comment made.

c. Policy 1250 - Visitors and Observations in Schools - REVISED - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown "Move that the Board of Education approve Policy 1250 as presented by the Policy & Personnel Committee." Motion carried 7-0.

d. Policy 3250 - Materials/Service Fees, Charges - REVISED - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 3250 as presented by the Policy & Personnel Committee." Motion carried 7-0.

e. Policy 4120- Family Medical Leave of Absence (FMLA) - REVISED - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 4120 as presented by the Policy & Personnel Committee." Motion carried 7-0.

f. Policy 4121- CT Paid Leave Act (CTPLA) - NEW - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 4121 as presented by the Policy & Personnel Committee." Motion carried 7-0.

g. Policy 4145 - Reports of Suspected Abuse or Neglect of Adults - NEW - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 4145 as presented by the Policy & Personnel Committee." Motion carried 7-0.

h. Policy 4190 - Bloodborne Pathogens - NEW- Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 4190 as presented by the Policy & Personnel Committee." Motion carried 7-0.

i. Policy 4220 - Exertional Heat Illness Awareness for Athletics - NEW - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 4220 as presented by the Policy & Personnel Committee." Motion carried 7-0.

j. Policy 4315 - Employment and Student Teacher Checks - NEW- Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 4315 as presented by the Policy & Personnel Committee." Motion carried 7-0.

k. Policy 5111 - Admission/Placement/Ages of Attendance - REVISED - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 5111 as presented by the Policy & Personnel Committee." Motion carried 7-0.

l. Policy 5121- Examination/Grading/Rating - REVISED - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 5121 as presented by the Policy & Personnel Committee." Motion carried 7-0.

m. Policy 5133 - Participation in Athletics and Other Co-Curricular Activities - REVISED - Second Reading
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move that the Board of Education approve Policy 5133 as presented by the Policy & Personnel Committee." Motion carried 7-0.

n. SHS Science - Biochemistry - REVISED - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve SHS Science - Biochemistry- REVISED - as presented by the Curriculum & Instruction Committee." Motion carried 7-0.

o. SHS Science - Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the SHS Science - Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW - as presented by the Curriculum & Instruction Committee." Motion carried 7-0.

p. SHS Science - Astronomy - Unit 2 - Stars and the Big Bang - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the SHS Science - Astronomy - Unit 2 - Stars and the Big Bang - NEW - as presented by the Curriculum & Instruction Committee." Motion carried 7-0.

q. SHS Agricultural Science - Advanced Non-ruminant Livestock Management - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the SHS Agricultural Science - Advanced Non-Ruminant Livestock Management- NEW - as presented by the Curriculum & Instruction Committee." Motion carried 7-0.

r. SHS Agricultural Science - Advanced Ruminant Livestock Management - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the SHS Agricultural Science - Advanced Ruminant Livestock Management- NEW - as presented by the Curriculum & Instruction Committee." Motion carried 7-0.

s. SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW - as presented by the C&I Committee." Motion carried 7-0.

t. SHS Agricultural Science - ECE Turfgrass - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark,
"Move the Board of Education approve the SHS Agricultural Science - ECE Turfgrass - NEW - as presented by the C&I Committee." Motion carried 7-0.

u. SHS Math for Technology and Innovation - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move that the Board of Education approve the SHS Math for Technology and Innovation - NEW - as presented by the C&I Committee." Motion carried 7-0.

v. KSA Elective - American Sign Language - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move that the Board of Education approve the Karen Smith Academy Elective - American Sign Language - NEW - as presented by the C&I Committee." Motion carried 7-0.

w. KSA Science - Topics in Science - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move that the Board of Education approve the Karen Smith Academy - Topics in Science - NEW - Second Reading." Motion carried 7-0.

11. New Business

a. SHS Senior Dismissal Presentation
Mr. Aroian, Mrs. Riccio and Mrs. Kudla gave a presentation on the issues, concerns, and resolutions regarding Senior Dismissal. The presentation discussed:

- The percentage of students leaving early.
- Purpose for the reconfiguration of who gets approved.

        - Support students in making intentional academic decisions that align with their postsecondary goals and/or chosen career pathway.
        - Encourage students to fully utilize elective opportunities to explore interests and/or earn college credit.
            - Leering opportunities in school.
            - Learning opportunities outside of school.
            - Additional help for struggling students.
            - Class sizes.
            - A balanced schedule for the school day.
- Conclusion
    - Seniors with a 3.65 GPA and 20 credits by the end of junior year are notified via student square. Currently 171 students qualify under these conditions - 36% of the Class of 2027.
    - Only exception is students who have an SHS approved internship/mentorship program or through our appeal process.
    - Early dismissal is for seniors only.

The Members of the Board all agree that a change needs to be made as to what students get approved to leave early. Mr. Aroian indicated this information has already been relayed to parents.

The presentation is attached.

b. SHS World Language French Year 5, Units 3-6 - REVISED - First Reading

c. SHS World Language Spanish Year 5, Units 3-6 - REVISED - First Reading

d. SHS World Language Latin America Studies Year 5, Units 3-5 - REVISED - First Reading

e. SHS Agricultural Science Advanced Equine Evaluation and Horsemanship - NEW - First Reading

f. SHS Agricultural Science Advanced Equine Management - REVISED - First Reading

g. SHS Agricultural Science UCONN ECE Behavior & Training - NEW - First Reading

h. SHS Agricultural Science UCONN ECE Companion Animal - NEW - First Reading

i. SHS Social Studies Modern US History Grade 9, Unit 6 - REVISED - First Reading

j. Student Expulsion
MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move that the Board approve stipulated expulsion 2025-2026 18-5." Motion carried 7-0.

12. Public Communications

a. Public
Shama Greene, 67 Memorial Drive, Southington, CT 06489.
Ms. Greene spoke about communication and presence. She believes meaningful communication with the public should be a formal policy. Ms. Greene would like the presence of Board Members at all schools' milestones, not just High School Graduation and Scholarship Night. Even if just one Board Member is at an event/ceremony, being visible and engaged in the community matters.

13. Adjournment
MOTION made by Mrs. Clark and seconded by Ms. Cammuso, "Move to Adjourn." Motion carried 7-0.
Meeting adjourned at 9:13 p.m.

Respectfully submitted,

Recording Secretary

Board of Education

Administrative Report

May 28, 2026

1. College Credit Data from Business Dept Advisory

I received the following information from Rich Aroian regarding our HS student and college credits earned this year. Great news for sure! As Zaya always said, our district should be measured well beyond test scores.
Below is the data for this year's students that are eligible for college credit. The increase is 59% from the previous year. We have two additional courses that have college credit and an increase of students taking the Personal Finance CLC course.

- **CT Community College 2025-2026 (Tunxis)**
  - 35 students are eligible for college credits for Accounting II
  - 16 students are eligible for college credits for Advanced Accounting
  - 161 students are eligible for college credits for Personal Finance
- **University of Connecticut 2025-2026**
  - 49 students are eligible for college credits for UConn Essentials of Economics
  - 25 students are eligible for college credits for UConn AP Principles of Microeconomics
- **Central Connecticut State University 2025-2026**
  - 21 students are eligible for college credit for Business Communications
  - 49 students are eligible for college credit for Management & Entrepreneurship
  - 97 students are eligible for college credit for Marketing II

Total of 453 students eligible for college credit
(an increase of 59% from 2024/2025)

2. SHS Scholarship Night

One hundred thirty-three (133) individual seniors were awarded scholarships, many receiving more than one as 313 total awards were distributed from 174 total donors (groups, families, trust, endowments, booster clubs, etc.). Total value is estimated to be close to $225,000.

3. Art Nights (SHS May 11th, District May 27th)

4. PLTW Senior Knight (May 21st)

SOUTHINGTON Public Schools

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent of Schools

200 North Main Street, Southington, CT 06489 www.southingtonschools.org Phone: 860-628-3202 Fax: 860-628-3205

Board of Education Southington, Connecticut

Policy & Personnel Committee Meeting Minutes Draft

Superintendent's Conference Room

Municipal Center, 200 North Main Street

Tuesday, May 12, 2026 – 5:30 p.m.

Members Present: Dawn Derynoski-Anastasio (Chair), Bob Brown

Members Absent – Joe Basczewski, Cecil Whitehead

Administration Present: Assistant Superintendent - Frank Pepe, HR Manager - Michelle Passamano

The meeting was called to order at 5:30 PM.

Revisions to **Policy 3440 - Inventories** were reviewed. Th associated regulations were removed and incorporated into the body of the revised policy. Additional language was added based on the model policy reviewed to codify current practices.

Revisions to **Policy 5141.6 – Wellness Policy** were reviewed. Discussion occurred around the necessity of the policy since Southington continues to accept Federal funding. The language updates mirror the model policy used and were authored by Southington's Food Service Director. Updated language covers items spanning potable water, free and reduced meals, to training and qualifications for food staff.

Updated job descriptions for Special Education Teacher, Maintenance Carpenter – Technician I, Maintenance Electrician – Technician I, Maintenance General – Technician II and Maintenance Painter – Technician II were individually reviewed. The descriptions offered accurately capture the current roles and associated responsibilities.

The Committee agreed to forward all the agenda items above for full BOE review.

Meeting adjourned – 5:45 p.m.

Respectfully Submitted,

Frank Pepe

DRAFT

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 b.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language French Year 5 – Units 3-6 - REVISED - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language French Year 5 – Units 3-6 - REVISED.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language French Year 5 – Units 3-6 - REVISED – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Christina L. Gatin

Signature of Staff Member Submitting Report

Steven Madaras

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Contemporary Life My Neighbors unit 3 year 5
Teacher:	Mackala Fall
Grade Level/Course:	ADVANCED LOW ECE French 5
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their relationships with their neighbors, how to be a good neighbor, and why it is important to be a good neighbor.

Stage 1: Desired Results

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

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: **Interact with cultural competence and understanding**
Communities: **Communicate and interact with cultural competence in order to participate in multilingual communities**

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● having good/positive relationships with my neighbors is important for my mental and physical health. ● helping others in my neighborhood builds a sense of community and belonging. ● many factors impact the changes a neighborhood experiences. ● in other cultures, neighborhoods are organized differently. ● how information is dispersed within target language communities.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Who are my neighbors? ● Why is it important to build relationships with my neighbors? ● Why is it important to be a good neighbor? ● How do neighborhoods change over time? ● How are neighborhoods organized in the target language communities? ● How is information dispersed within target language communities? ● How has the internet and social media created a new concept of community?

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
Students will know… - vocabulary associated with community locations, neighbors, and family members. - how neighborhoods are structured in target language cultures. - how social media creates online communities that have a different set of rules for interaction. - present and past tenses.	Students can… - discuss and describe their relationships with their neighbors. - discuss and describe how they support their neighbors and build strong relationships with their neighbors. - discuss and describe how their neighborhood has changed over the years they have lived there. - discuss and describe the community structure of target language communities. - discuss how social media impacts their interactions. - discuss and describe the factors that impact communities and neighborhoods. - speak in present and past tenses. - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

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

Graphic organizer for current event
Vocabulaire du voisinage
Les règles de voisinage pour mieux vivre ensemble
L'engagement Communautaire
Les Gens du voyage

January 8th

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.

<u>Presentational Writing and Speaking Mode:</u>
<u>Goal:</u> To discuss how they will create a sense of community in their new living arrangements after high school.
<u>Role:</u> Yourself
<u>Audience:</u> your classmates

Situation: You are going to discuss with your classmates the impact neighbors and roommates have on each other and how to create a sense of community when you live with people you are not related to.
Product Performance and Purpose: You will discuss this topic in small groups - Socratic Seminar format or in pairs.
Standards and Criteria for Success:
Your presentation should include:

- The impact your family and friends have had on your sense of community throughout your life.
- The impact your neighbors and roommates will have on your life in the future.
- Ways in which you will create a sense of community when you live with people not related to you or that you don't know well.
- Reference texts from class and personal experiences.

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

L'importance du vivre ensemble en France
Comment bien cohabiter en France

Formative
Etudes Comparatives entre le vivre ensemble en France et aux Etats Unis

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets
Language lab activities and conversations

Weekly journal entries
CBAs
Proficiency checks

January 8-January 20

Stage 3: Instructional Design
These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

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

Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● discuss and describe their relationships with their neighbors. ● discuss and describe how they support their neighbors and build strong relationships with their neighbors. ● discuss social media platforms they use and how they connect them to others.	**Student interest -** Talking about themselves and their relationships is appropriate for this proficiency level	**Students can** ● describe the people in their families and neighborhood and their relationship with them ● explain what they do to maintain a positive relationship with their neighbors. ● write a list of commandments they should follow to be a good neighbor ● explain how communication and interactions on social media impact them and their relationships.

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

Formative:

Edpuzzle: La dure vie des manouches
Les Gens du voyage

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

Nos voisins Les Roms

January 10

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

Resolve situational conflicts

Learning Target:	Relevance:	Success Criteria:
Students can ● interpret a situation. ● role play the situation they have been given. ● resolve the conflict in the situation with their partner.	**Global Relevance - students interact with each other to resolve real world conflicts that people face with neighbors.**	**Students can** ● interpret their position and perspective. ● use the information to elaborate on the situation. ● offer solutions for the problem. ● negotiate a resolution to the conflict. ● reflect on the situation.

Formative
Avantages et Inconvénients du voisinage

January 12

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

Debate popular target language sayings about neighbors and how to be a good neighbor

Learning Target:	Relevance:	Success Criteria:
Students can ● interpret sayings ● debate the relevance/truth of those sayings ● give examples of those sayings in their experiences	**Real world - students use target language sayings/proverbs and apply them to situations in their lives.**	**Students can** ● interpret sayings. ● give examples from their personal experiences. ● elaborate about the significance of the sayings.

Formative
Description de mon voisinage
January 14

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

Debate on the advantages of family solidarity

Learning Target:	Relevance:	Success Criteria:
First lesson: Students can… ● view a photo from the short and make predictions. Second lesson: Students can… ● interpret the short. ● offer opinions. Third lesson: Students can… ● share personal experiences. ● discuss the importance of belonging. ● discuss what bonds people.	**Real world - students discuss familial relationships and the ties that bind people**	First lesson: Students can… ● make predictions. Second lesson: Students can… ● interpret the short. ● share their opinions in pairs and small groups. Third lesson: Students can… ● share personal experiences in pairs and in small groups. ● share ideas about the importance of belonging and what bonds people.
Formative **Les Manouches et les Sédentaires** January 16		

#5 Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can… ● write a story in the past about a moment in their past - a past memory - a moment they will never forget ● narrate and describe in the past with elaboration and details. ● ask questions that elicit information, details, and elaboration from their partners.	**Student interest - students share an important moment in their past and ask questions about their partner's moment**	Students can… ● ask questions about their partner's chosen moment. ● write the story addressing the questions asked. ● relate the story orally to their partners - addressing the questions their partners' asked. ● narrate and describe in the past. ● elaborate and give details. ● use both past tenses accurately.
Formative: **Written and orally presented personal story**		

Oral gallery walk
Les Gens du Voyage
January 18

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

Integrated Performance Assessment

Learning Target:	**Relevance:**	**Success Criteria:**
Students can write and discuss about their relationships with friends and neighbors, the importance of having positive relationships with neighbors, and how to build strong relationships	**Real-world relevance, global relevance, student interest because students will be faced with making these relationships on their own when they leave SHS for life beyond HS next fall.**	**Students** • **read/watch and interpret authentic texts about the theme.** • **discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit.** • **write about the theme using evidence from the IPA texts and the texts we used throughout the unit.** • **use present and past tenses.** • **use appropriate, specific unit vocabulary.**

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

Summative:
IPA - interpretive, interpersonal, presentational
Midterm Exam

January 19-January 24

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

Past tenses

Learning Target:	**Relevance:**	**Success Criteria:**

Throughout the unit **Students can** • **Narrate and describe in the past tenses** • **Use the past tenses to discuss past events in the history of French speaking countries** • **Use past tenses to discuss the origins of festivals and products and practices**	**Real world relevance - students need to be able to narrate and describe in the past to achieve the Advanced low proficiency level**	**Students can** • **narrate and describe in the past tenses** • **use the past tenses appropriately**

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

Formative & Summative
Assessments throughout the unit
Course E-Portfolio
Gaming practice: Quizlet, Blookit, Gimkit, Duolingo

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

Flip grids are possible for presentations instead of live presentations

Resources
Any materials and resources related to Stage 3 learning activities.

L'importance du vivre ensemble en France
Comment bien cohabiter en France
Les règles de voisinage pour mieux vivre ensemble
L'engagement Communautaire

Instructional Slides-Unit 3

Review of family vocab
Review of places in the community/neighborhoods

Unit Overview	
Unit Title:	Global Challenges LES DROITS HUMAINS unit 4 year 5
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE French 5
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will analyze and share information related to environmental problems and human rights violations caused by multinational companies and colonial France and then offer solutions to those violations. They use texts to defend their views in a debate/seminar about denouncing human rights violations and identify whose responsibility it is (government, individual, companies)

Stage 1: Desired Results

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

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Students can

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● The impact of the French Revolution on French culture. ● A nation's heroes change over time when their values change or complete histories are shared. ● The difference between canon and testimonial histories. ● The impact globalization and multinational companies have on Francophone countries and indigenous cultures. ● The power of language to unite people and maintain culture. ● France imperialism in Africa, specifically in Algeria. ● The Algerian War of Independence. ● Human Rights abuses of the Belgian colonists in Congo ● That all people, including children, have human rights and those rights need to be protected. ● They are global citizens and have the power to influence global markets and eliminate human rights abuses. ● The paradox of tolerance.
Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What happens when 2 cultures clash? ● What is globalization? How has it reshaped cultures and languages? ● Why is it important to know about human rights? ● Why is it important to be aware of human rights violations around the world? ● Why do our national heroes change over time? ● Why are there specific rights for children? ● How have the US and France multinational companies impacted cultures and languages? ● What does it mean to be a global citizen & what are the responsibilities of global citizens? ● How do we balance tolerance for other ideas and protection of people's rights?

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
Students will know… - vocabulary associated with human rights and globalization. - The history of the French and the Belgian colonizations. - The history of US/ francophone nations relations. - The history of US multinational companies in West Africa. - Heroes from various francophone countries. - The rights all humans have, including specific rights for children. - The history of human rights abuses in Algeria , Madagascar and Congo - The responsibilities and power they have as global citizens and consumers. - Subjunctive mood to express hypothetical statements and other uses. - present and past tenses.	Students can… - discuss the French colonization of Algeria and the French-Algerian war. - Investigate and present the impact US foreign policies and/or US multinational companies have had or have on west african nations - Investigate the evolution of national heroes in various francophone countries. - read authentic stories and press releases about - Investigate and discuss examples of human rights abuses in African countries during the French and the Belgian colonizations - Identify the differences between canon and testimonial literature. - Investigate indigenous groups in Algeria and Congo and their rights - Investigate the uses of the subjunctive mood. - maintain communication in the target language at the Advanced Low Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational Writing and Speaking Mode:
Goal: To create a recipe based on the example of the asymmetrical relationship between the US government or US-backed and France multinational companies and francophone countries
Role: author of a recipe
Audience: Classmates/teacher
Situation: You want your classmates to understand the historical relationship between France, the US or the US-backed multinational companies and the francophone countries and/or indigenous groups that live there.
Product Performance and Purpose: You will write the recipe with all the necessary ingredients and steps that led to human rights abuses in the target language country because of France and US foreign policy or US-backed multinational companies' policies.
Standards and Criteria for Success:
Your presentation should include:

- An example of human rights abuses in Francophone countries
- The role of France, the US government or the US-backed multinational companies
- The role of the Francophone countries to fight for their human rights
- The list of "ingredients" (the key elements) to explain the example of human rights violations
- A recipe of how the "ingredients" interacted to create the situation that caused human rights abuses.

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

Vocabulaire sur Les Droits Humains

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

C Rubrics
Communication rubric
Advanced Low rubric
Mackala Advanced Low

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

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz **Exit tickets** - formative **Edpuzzle** - interpretive tasks for authentic texts (formative & summative) **Language lab activities** - interpersonal assessments - see Intermediate rubric - formative & summative) **Daily conversations** - proficiency Proficiency checks; Discussion Preliminaire **Weekly journal entries** - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense **CBAs**

Stage 3: Instructional Design
These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

#1. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Investigate the vocabulary and talk about what they already know about Francophone countries See comments section in Stage 2 for the list of instructional strategies.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can • **Share what they already know about The French Revolution** • **Represent new vocabulary in non linguistic ways** • **Use vocabulary in activities and games to reinforce it**	**Real-world connected - Students share their knowledge and identify what they want to learn and need to learn**	**Students can** • **Draw vocabulary words** • **Write the facts and beliefs they have about the causes and consequences of the French colonization and revolution**
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Vocabulaire sur Les Droits Humains** **La Révolution Française** **Organisateur Graphique 1** **Organisateur Graphique 2**		

Vocabulaire
Dice game with vocabulary

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

Investigation of Controversial Heroes during the French Revolution - What makes a hero?

Learning Target:	Relevance:	Success Criteria:
2 lessons **Students can** ● **Investigate the problematic of leadership during the revolution** ● **Investigate the linguistic impact of the revolution in France and in the Francophone world** ● **Explain the roles of the 7 leaders of the French Revolution and how people consider them today** ● **Discuss the impact the revolution in today's French democracy and development**	**Global relevance - this information helps students understand the impact language and leadership have on national unity.**	**Students can** ● **Explain the different revolutionary terms used during the French revolution** ● **Discuss the impact and representativeness of the 7 leaders of the French revolution in today's France** ● **Explain How the French revolution shaped France democracy nowadays**

Formative:
La Révolution Française
Organisateur Graphique 1

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

Heroes - Investigation of the target countries' heroes

Students can **Lesson 1** ● **investigate important heroes in their target country's history;** ● **identify heroes and list important events/accomplishments;**	**Global relevance: There are many discussions in many countries about past heroes and if they are still heroes based on modern values and belief systems.**	**Students can** ● **create a brief presentation about a national hero from the assigned period of target country's history;**

<u>Lesson 2</u> • **prepare a presentation about the events during that historical period;** **<u>Lesson 3</u>** • **present their presentations to their classmates - gallery walk** • **reflect on how every; group (national, ethnic, etc) has their unique history, memories, and manner in which they see the world and forms their worldview;** • **discuss how countries develop over time with shared values, symbols, language, and identity.**		• **present information about the hero to their group;** • **decide if the hero is still a hero by today's values and belief systems;** • **discuss how and why values and belief systems change and the role history plays in that development.**

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

Formative:
Heros-Causes et conséquences de la révolution Française
Organisateur Graphique 1
Les Heros du Monde- share the heroes from different countries
Vidéo sur Mamoudou Gassama
Debat sur Gassama

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

Film sur la Guerre d'Algérie - interpretation and reflection on Human rights violations during the Algerian War of independence
See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can (<u>1 lesson</u>) **Previewing** • **interpret screenshots from the video to determine the content, the purpose, and message;** • **discuss their ideas with classmates;**	**Global relevance: short film about the Harkis, considered as traitors during the Algerian war.** **Discussion about how our heroes change with our values over time**	**Students can** • **interpret the video text.** • **discuss character development, plot and theme of the short;** • **express their opinions about Boumedienne as a hero or traitor;**

viewing • **watch and interpret the short film;** • **interpret authentic texts about identity, belonging, and the concept of a hero;** • **share observations and opinions with a classmate;** • **answer questions about the content of the video;** **post viewing** • **compare their heroes with the hero of the video;** • **share ideas about the authentic text;** • **reflect on the relationship between the characters in the video;** • **explain how our preconceived ideas influence our decisions and judgements about others;** • **explain how the concept of a hero is based on perspective.**		• **Compare Abdel Kader and Boumedienne with historical US heroes.**

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

Formative:
Les Violations des droits humains pendant la guerre d'Algérie
Comprehension Quiz on the Algerian Belligerents
La Guerre d' Algerie- gallery walk

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

Investigate the forms and uses of the subjunctive mood

Learning Target:	Relevance:	Success Criteria:
Students can • **Put verbs in the subjunctive forms**	***Necessary for large scale processes, plans or concepts*** **Students can use complex sentences to express a variety**	**Students can** • **Create complex sentences with the**

• **Identify the various reasons to use the subjunctive** • **Create complex sentences that require the subjunctive** • **Create sentences based on historical moments in target language countries** • **Identify examples of subjunctive in popular music**	**of ideas and thoughts in order to advance their proficiency to the next level (advanced low)**	**subjunctive when necessary** • **Create sentences based on visual prompts related to the target countries' histories and major events** • **Sing songs with the subjunctive mood and explain why the subjunctive is used in those examples**

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

Formative:
Le Subjonctif
APPLE en RDC
Summative:
Essais Nucléaires en Polynésie Française
Monsanto:Cadeau Empoisonné

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

Discuss what happens when 2 cultures collide/are forced to integrate. Discuss the arrival & impact of French colonization on the indigenous peoples
See comments section in Stage 2 for the list of instructional strategies. (10/3 or 10/4)

Learning Target:	**Relevance:**	**Success Criteria:**
Students can • **Interpret an article about French Colonization and its impact on the indigenous peoples of the Africa** • **Interpret Africans Perspective about the French colonization**	**Real-world connected** **Students understand the effects of the first major encounter of globalization.**	**Students can** • **Read and analyze texts about French Colonization** • **Give opinions supported by texts about the impact French colonization Africa in general and in Algeria in particular** • **Explain the effect of this first example of globalization on these cultures at that time** • **Discuss and debate the idea that the ends justify the means**

Assessment

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

Formative:
Devoir de Grammaire
Les Impacts Négatifs de la colonisation Française

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

Discuss France's imperialism in the French Antilles and the use of noxious chemicals in banana farms in Martinique and Guadeloupe
See comments section in Stage 2 for the list of instructional strategies. (10/3 or 10/4)

Learning Target:	Relevance:	Success Criteria:
Students can • Discuss Multinationals policies during the 20th and the 21st century and how they impacted Francophone countries • Interpret and compare the • Identify the key players in these policies and their enforcement in The French Antilles islands • Discuss foreign policies and events such as the French Islands Auto-Determination	Real-world connected Students understand the effects of the first major encounter of globalization and their role as consumers of these products	Students can • Identify and explain France policies that impacted the French Antilles • Read, interpret, and compare images of plantations and environmental deterioration • Discuss the bad effects of chemicals used in Martinique and Guadeloupe and their consequences on the environment and the indigenous people's health

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

Formative:
Le Chlordécone aux Antilles
Essais Nucléaires en Polynésie Française
Monsanto:Cadeau Empoisonné

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

See comments section in Stage 2 for the list of instructional strategies. (10/11 or 10/12)

Learning Target:	Relevance:	Success Criteria:
Students can ● **Discuss human rights abuses by multinational US and French companies such as Apple and Danone in Congo and Nestle in Cote d'Ivoire**	**Real-world connected** **Students engage in conversations about the impact of making generalizations and stereotypes and how to eliminate them.**	**Students can** ● **Identify and explain France and US multinational Companies policies that impacted the African Francophone Countries** ● **Read, interpret, and compare images of minings in Congo and plantation in Côte D'Ivoire** ● **Discuss the bad effects of underaged workers in Francophone Africa and their consequences on their education and health**

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

Formative:
Mines de Cobalt en RDC
Le Côté Obscur du chocolat

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

Discuss and investigate the human rights violations in Francophone countries by multinationals- Focus on child labor.

Learning Target:	Relevance:	Success Criteria:
Students can interpret texts, discuss and/or write about the 3 main themes of the unit with their peers: human rights & children's human rights; responsibilities of global	**Real-world relevance, global relevance, student interest** **Students can choose the theme they want to write about (except the one they had in their seminar).**	**Students can** ● **read/watch and interpret authentic texts about the 3 themes;** ● **discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence**

citizenship; our personal & national heroes; death penalty. **Students can** **Lesson/Assessment 1** • **interpret texts about the 3 above mentioned themes;** **Lesson/Assessment 2** • **engage in a socratic seminar about 1 of the above mentioned themes;** **Lesson/Assessment 3** • **write about 1 of the above mentioned themes (not the one from their seminar).**	**Students can enter any seminar via the hot seat.**	**for the IPA texts and the texts we used in class throughout the unit;** • **write about one of the themes using evidence from the IPA texts and the texts we used throughout the unit;** • **use present and past tenses;** • **use appropriate, specific unit vocabulary;** • **elaborate and provide details.**

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

Summative:
PBA-Multinationales et violations des Droits Humains
IPA sur l'héroïsme

Gaming practice: Quizlet, Blookit, Gimkit, Duolingo

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

Flip grids are possible for presentations instead of live presentations

Resources
Any materials and resources related to Stage 3 learning activities.

Vocabulaire sur Les Droits Humains
La Révolution Française
Organisateur Graphique 1
Organisateur Graphique 2
Le Subjonctif
APPLE en RDC
Essais Nucléaires en Polynésie Française
Monsanto:Cadeau Empoisonné

Instructional Slides

Unit Overview	
Unit Title:	Beauty & Aesthetics Mon Style et ma creativite unit 5 year 5
Teacher:	Mackala Fall
Grade Level/Course:	ADVANCED LOW ECE French 5
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students investigate architecture throughout history in the French speaking world. They reflect on the connection between architecture and man's beliefs. Architecture is a window and a mirror of the time period during which it was created.

Stage 1: Desired Results

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

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Students can

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● Beauty depends on the cultural values and beliefs ● Man is a creative being ● Historical events and socioeconomic situation impact man's beliefs and values ● Man's creations are based on his beliefs and values ● How man crates is based on his beliefs and values ● Architecture (and art) acts as a mirror that reflects a culture ● Architecture is a window into a culture.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How do perceptions of beauty change depending on culture and values? ● How does one develop their creativity? ● How do historical events and socioeconomic situations impact architecture? ● How is architecture a window into another culture? ● How is architecture a mirror of cultural values and beliefs? ● How do our beliefs and values impact what man creates? ● How do our beliefs and values impact how man creates?

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
Students will know… - The various architectural styles in the French speaking worlds - The beliefs and values that impacted what man constructed and how he constructed it - The historical events that impacted the beliefs and values and therefore the creations - vocabulary associated with architecture - Subjunctive mood and relative clauses	Students can… - Investigate architectural styles - Investigate the belief and values that impact what and how man constructs architectural buildings - Investigate the historical and socioeconomic situations impact what and how man constructs architectural buildings - Use the appropriate architectural vocabulary - Use the subjunctive when necessary in complex sentences - maintain communication in the target language at the Advanced Low Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing and Speaking Mode: Presentational Writing and Speaking Mode LA:</u> **<u>Goal:</u>** Investigate architectural styles and explain how it is a window into and mirror of the culture. **<u>Role:</u>** student **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** Teach your classmates about the architectural style, present a model of the style, have the students in the group create an important element or important building in that style. **<u>Product Performance and Purpose:</u>** presentation: puzzle piece that addresses the style elements, the life at the time period, the philosophy or belief system of the time period, and examples of the style with a physical representation of an example. **<u>Standards and Criteria for Success:</u>** *Your presentation should include:* ● Life of the time period ● The beliefs or philosophy of the time period ● The elements of the style ● The places where you can find examples of that style a. List of new vocabulary that is unique to the style ● Visuals of the buildings that have elements of the style ● Physical representation of the style ● An activity for the students to do - clay, draw, paper, etc. ● Compare the Francophone countries style with the French style ● Good grammar - subjunctive if necessary, don't read

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

Les sites architecturaux francais classes patrimoine de l'UNESCO
L'Architecture Francaise
Cultures et Architectures d'une ville
L'architecture en Afrique Francophone
IPA- Interpretive- Notre Dame

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets - formative
Edpuzzle - interpretive tasks for authentic texts (formative & summative)
Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)
Daily conversations - proficiency Proficiency checks; Do Now
Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense
CBAs

Stage 3: Instructional Design

These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

1. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Art and architecture are a window into a culture.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Express ideas and opinions about art and architecture ● Investigate 2 paintings by French artists and the culture they represent ● Investigate the products, practices, and perspectives represented in the paintings.	**Global relevance - Product, practice, and perspectives of different cultures represented in art and architecture**	**Students can** ● Share what they know about art & architecture ● Identify the products and practices represented in the paintings ● Discuss the perspectives that we learn from the products and practices in the paintings
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Les styles architecturaux Français		

2. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Art and Architecture are a mirror of a culture - Spain Focus.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Express ideas and opinions about art and architecture ● Investigate L'architecture de la Renaissance and its historical significance ● Investigate the products, practices, and perspectives represented in the	**Global relevance - Product, practice, and perspectives and the historical/cultural significance of a painting/architecture**	**Students can** ● Share what they know French history ● Identify the products and practices represented in the painting ● Discuss the perspectives that we learn from the products and practices in the painting and its historical significance

paintings and the decorations. ● Investigate France's architectural structures and their historical, philosophical, and cultural significance. ● Compare the architectural styles from various time periods.		

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

Formative:
Cultures et Architectures d'une ville
Summative:
L'Architecture pour la génération future

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

Art and Architecture are a mirror of a culture - Francophone countries Focus.

Learning Target:	Relevance:	Success Criteria:
Students can ● Express ideas and opinions about art and architecture ● Investigate Francophone architectural structures and their historical, philosophical, and cultural significance ● Investigate the products, practices, and perspectives represented in Francophone Countries art and artifacts. ● Compare the architectural styles from various countries/time periods	**Global relevance - Product, practice, and perspectives and the historical/cultural significance of an architecture**	**Students can** ● Share what they know about French history ● Identify the products and practices represented in the painting ● Discuss the perspectives that we learn from the products and practices in the painting and its historical significance

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

4. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Investigate the history of France and the impact on art and architecture		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Identify the important historical moments in France's history. ● Discuss the impact of these moments on the development of France's economy and politics	**Global relevance - the role of France in world events throughout history; the francophone perspective of the events and the role they played**	**Students can** ● Investigate a moment in France's history ● Discuss France's role in world events
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative		

5. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Express opinions and ideas with relative clauses and adverbial conjunctions - Subjunctive		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Use the subjunctive in a variety of situations and clauses ● Use the appropriate form of the subjunctive depending on the tense and situation	**Real-world connected - subjunctive is necessary to express certain ideas and in certain clauses to express hypothetical ideas and complex thoughts**	**Students can** ● Use the subjunctive appropriately in relative clauses and adverbial clauses ● Use the appropriate form of the subjunctive depending on the time frame
Assessment		

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Summative: Architecture vue par la société PBA- L'Architecture Francophone

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

Integrated Performance Assessment

Learning Target:	**Relevance:**	**Success Criteria:**
Students can interpret texts, discuss and/or write about the 4 main themes of the unit with their peers: life and philosophy/beliefs have an influence on the architectural movements - see movements below **Students can** Lesson/Assessment 1 ● interpret texts about the 4 above mentioned themes; Lesson/Assessment 2 ● engage in a socratic seminar about 1 of the above mentioned themes; Lesson/Assessment 3 ● write about 1 of the above mentioned themes (not the one from their seminar).	**Real-world relevance, global relevance, student interest** Students can choose the theme they want to write about (except the one they had in their seminar). Students can enter any seminar via the hot seat.	**Students can** ● read/watch and interpret authentic texts about the 4 themes; ● discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit; ● write about one of the themes using evidence from the IPA texts and the texts we used throughout the unit; ● Use the appropriate, necessary tenses; ● Use the subjunctive appropriately in relative and adverbial clauses; ● use appropriate, specific unit vocabulary; ● elaborate and provide details.

Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Summative IPA- Interpretive- Notre Dame **Gaming practice: Quizlet, Blookit, Gimkit, Duolingo**

1. Explain how life and philosophy/beliefs have an influence on the architectural movements - classic, gothic, roman, and baroque
2. Explain how life and philosophy/beliefs have an influence on the architectural movements - romanic, gothic, and French Colonial architecture
3. Explain how life and philosophy/beliefs have an influence on the architectural movements - renaissance, and baroque
4. Explain how life and philosophy/beliefs have an influence on the architectural movements - neoclassic, modern

Use the subjunctive when necessary in nominal clauses, relative clauses, and adverbial clauses. Also, make references to La renaissance, your architecture project from France and the Francophone countries, and other texts that we have studied in class.

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

Flip grids are possible for presentations instead of live presentations

Resources
Any materials and resources related to Stage 3 learning activities.

Les sites architecturaux francais classes patrimoine de l'UNESCO
L'Architecture Francaise
L'architecture en Afrique Francophone
IPA- Interpretive- Notre Dame
PBA- L'Architecture Francophone

Instructional Slides

Unit Overview	
Unit Title:	Science & Technology Mes Projets d'Avenir unit 6 year 5
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE French 5
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their future plans and how they are currently preparing for their future. They will discuss their experiences in high school and how they prepared them for their next steps. Students will use hypothetical constructions to express their opinions and future goals.

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● They and their interests have changed over the course of their lives. ● Technology has impacted their life and will impact their future professions. ● Being bilingual is an asset to any profession they choose and will benefit them economically, culturally, and socially.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How has my life changed since I was a child? ● How have my interests changed since my childhood? ● What impact has technology had on my life? ● How will technology impact my professional life? ● How does being bilingual help me in my future profession and life?

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
Students will know… - vocabulary associated with university studies, future professions, and relationships. - all tenses, past, present, and future. - Use the indicative and subjunctive moods	Students can… - Discuss their future plans and goals - Explain how their experiences at SHS prepared them for their next steps - Explain how being bilingual/speaking a second language has impacted their life and will impact their future employment - speak in all tenses, specifically the past, present and future tenses. - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>PBA:</u> FR 5 ECE mon annuaire **<u>Presentational Writing and Speaking Mode:</u>** **<u>Goal:</u>** To create a digital Spanish class yearbook **<u>Role:</u>** Yourself **<u>Audience:</u>** your classmates **<u>Situation:</u>** You are going to create a digital yearbook for the Spanish class. It will include a personal page from each student and group contributions: a cover, quote page, superlative page, and a class memories page. All with photos or visuals. **<u>Product Performance and Purpose:</u>** A digital Spanish class yearbook with reflections on their past years in SPS and their future goals and with information from their classmates **<u>Standards and Criteria for Success:</u>** *Your presentation should include:* • A personal page with information about your childhood, high school years, and future plans and pictures. • How technology will impact their lives & help them stay connected with each other • A cover • A memories page • A quote page • A superlative page

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
PBA: FR 5 ECE mon annuaire

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Intermediate High rubric** **Advanced Low rubric**

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Instructional Strategies Nonlinguistic representations of vocabulary - Frayer Model Graphic organizers (see links in learning target section) Gaming practice (quizlet, gimkit, blooket, etc) Conferencing & setting goals - journal entries Summarizing and notetaking Identifying similarities & differences Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Language lab activities and conversations Weekly journal entries CBAs Proficiency checks IPA- MON ENFANCE

Stage 3: Instructional Design

These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

#1. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Investigate the uses of the subjunctive.

Learning Target:	Relevance:	Success Criteria:
Students can ● Create complex sentences that require the subjunctive ● discuss and describe their future goals and hypothetical situations ● Students can use the subjunctive in various time frames and for various situations	**Student interest - Talking about themselves and their future careers**	**Students can** ● Express their past and present hopes and dreams ● Express hypothetical situations ● Express complex thoughts using relative and adverbial clauses and the subjunctive when necessary

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

Formative:
Etudes des themes sur L'Enfant Noir
May 28-31, June 3-6
Activités sur le Subjonctif
Exercices -Le Subjonctif Présent
Présentation sur Mon Enfance

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

Mon Annuaire

Learning Target:	Relevance:	Success Criteria:
Students can ● Create a class yearbook ● Write a page about their past experiences in SPS ● Write about their future plans and goals ● Create google forms to solicit information from their classmates ● Work with partners to create a cover, superlative page, quote page, and memories page	**Student interest: Students reflect on their years in SPS and their future goals and share those goals with their classmates.** **Real World Connected: They reflect on the benefits of being bilingual and how their linguistic skills will benefit them in their future careers**	**Students can** ● Express their future goals and plans ● Reflect on past experiences in SPS and in class ● Share their opinions with classmates ● Create a book that represents their year in Spanish class

Summative

Devoir sur le subjonctif

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

improvisation

Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Act according to the role they have been given while others guess who they are supposed to be ● Use verbal and nonverbal linguistic skills to convey their given identity	**Student interest: Students act out current roles and situations while negotiating meaning and resolving hypothetical conflicts**	**Students can** ● Play the part they are given so that the observers guess their role or situation ● Use the appropriate tenses and vocabulary to convey their message ● Use appropriate nonverbal communication methods to communicate their role and convey their message

Formative
Etudes Graphiques sur l'Enfant Noir de Camara Laye

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

text messages in French

Learning Target:	**Relevance:**	**Success Criteria:**
Students can… ● Use French abbreviations to text friends in French	**Real world - students discuss familial relationships and the ties that bind people**	Students can: ● Send text messages with French abbreviations ● Interpret text messages with French abbreviations

Summative
Bande Annonce sur Mon Enfance

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

Integrated Performance Assessment		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can write and discuss their experiences in SPS and how those experiences will impact their future. They will reflect on how they have changed and grown over the years. They will discuss the importance that being bilingual will have in their futures. They will write a letter to an incoming freshman and offer them advice and suggestions on how to be successful in high school.	**Real-world relevance, global relevance, student interest because students will be faced with making these relationships on their own when they leave SHS for life beyond HS next fall.**	**Students** ● read and interpret authentic texts about the theme. ● discuss how to create a sense of community in their new environment and how to be successful in their future careers/studies - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit. ● write about the theme using evidence from the IPA texts and the texts we used throughout the unit. ● use all tenses ● Use both moods ● use appropriate, specific unit vocabulary.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: IPA- MON ENFANCE **Gaming practice: Quizlet, Blookit, Gimkit, Duolingo**		

Extension/Modification Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
Flip grids are possible for presentations instead of live presentations

Resources Any materials and resources related to Stage 3 learning activities.
Review of future tense Review of professions and school vocabulary Mr. Fall Instructional Slides

Curriculum

Units: 1-6

Year 5

French & Spanish

World Language

Southington High School

French & Spanish

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World Language Units

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

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

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6 Cultural Themes for all years, all levels

Personal & Public Identities

Beauty & Aesthetics

Global Challenges

Science & Technology

Families & Communities

Contemporary Life

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ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

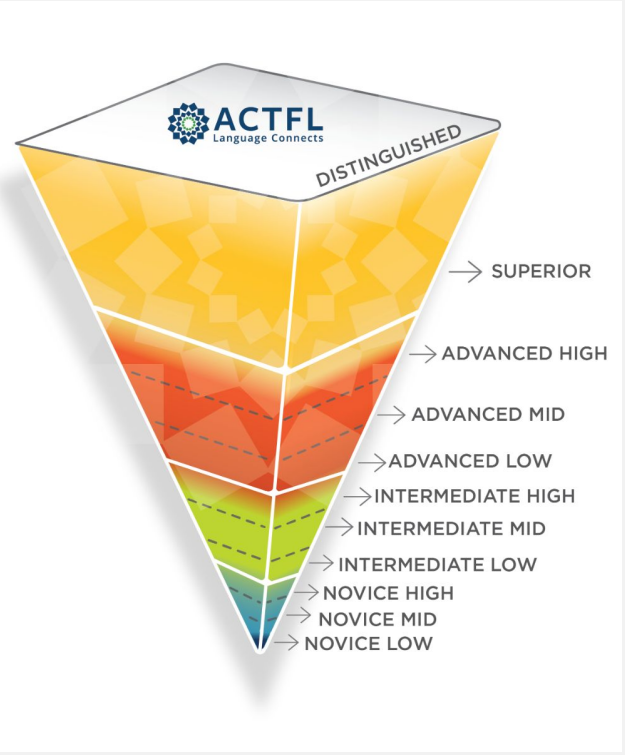
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



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ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	*Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.*	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	• Highly articulate, professionally specialized native speakers • Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	*Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.*	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	• Well-educated native speakers • Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	*Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.*	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	• Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	• Heritage speakers, informal learners, non-academic learners who have significant contact with language • Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	• Undergraduate language majors
Intermediate High	1+	*Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.*	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	• Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			• Language learners following 4-year high school sequence or 2-semester college sequence • Language learners following an immersion language program in Grades K–6
Novice High	0+	*Communicate minimally with formulaic and rote utterances, lists, and phrases.*		• Language learners following content-based language program in Grades K–6
Novice Mid	0			• Language learners following 2 years of high school language study
Novice Low				

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Pre Approved
Year 5-Unit 1: Personal & Public Identities

Advanced Low

Students can express opinions and interests. They can explain the impact stereotypes have on communities and how stereotypes can be avoided and/or eliminated. They participate in activities that improve their cultural competency skills.

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Unit 1: Presentational Writing and Speaking Mode:

Goal: To create descriptions of yourselves, as you are and as you are perceived based on the stereotypes that accompany a group to which you belong.

Role: Yourself, in one of the many groups with which you identify

Audience: Classmates/teacher

Situation: You want your classmates to get to know you and you want to get to know them. You want to eliminate stereotypes people might associate with your group

Product Performance and Purpose: You will write about the stereotypes that are associated with your group, how those stereotypes make you feel, and how we can eliminate stereotypes. You will then present a summary of your essay to your classmates.

Standards and Criteria for Success:

Your presentation should include:

- Choose a group to which you belong: adolescents, blondes, athletes, etc.
- A paragraph describing yourself based on stereotypes.
- A paragraph describing yourself accurately.
- 2 visuals to accompany the paragraphs.
- A paragraph relating your personal experience and how these stereotypes affected you personally,
- A solution to eliminate stereotypes and prejudices

PBA

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Year 5-Unit 2: pre approved Families & Communities

Advanced Low

Students can discuss & describe their holidays & traditions. They can compare and contrast them with holidays and traditions in the target culture. They discuss how families develop and maintain customs & traditions that support their values & belief systems.

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Presentational Writing and Speaking Mode:

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

Role: Yourself

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

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

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

Standards and Criteria for Success:

Your presentation should include:

- choose a target language country or region
- choose a product or practice from that country or region.
- create a visual presentation of the product or practice
- create an activity for the attendees to do when they visit your station
- explain the perspective behind the product or practice

PBA

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Year 5-Unit 3: Contemporary Life

Advanced Low

Students can discuss & describe their relationships with their neighbors. They investigate community interactions & events in target cultures & discuss factors that influence relationships with neighbors. They discuss ideas to resolve neighbor disputes/issues.

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Presentational Writing and Speaking Mode:

Goal: To discuss how they will create a sense of community in their new living arrangements after high school.

Role: Yourself

Audience: your classmates

Situation: You are going to discuss with your classmates the impact neighbors and roommates have on each other and how to create a sense of community when you live with people you are not related to.

Product Performance and Purpose: You will discuss this topic in small groups - Socratic Seminar format - or in pairs.

Standards and Criteria for Success:

Your presentation should include:

- The impact your family and friends have had on your sense of community throughout your life.
- The impact your neighbors and roommates will have on your life in the future.
- Ways in which you will create a sense of community when you live with people not related to you or that you don't know well.
- Reference texts from class and personal experiences.

PBA

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Year 5 - Unit 4: Global Challenges

Advanced Low

Students can investigate and discuss the history of indigenous cultures of the target language countries, the impact of European & US influence in the these countries on indigenous peoples over the centuries, the characteristics of national heroes, and human rights violations historically & currently in these counties.

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Presentational Writing and Speaking Mode:

Goal: To create a recipe based on the example of the asymmetrical relationship between the US government or US-backed multinational companies and target language country/indigenous groups.

Role: author of a recipe

Audience: Classmates/teacher

Situation: You want your classmates to understand the historical relationship between the US or the US-backed multinational company and the target language country and/or indigenous groups that live there.

Product Performance and Purpose: You will write the recipe with all the necessary ingredients and steps that led to human rights abuses in the target language country because of US foreign policy or US-backed multinational companies' policies.

Standards and Criteria for Success:

Your presentation should include:

- An example of human rights abuses in the target language country
- The role of the US government or the US-backed multinational company
- The role of the target language country
- The list of "ingredients" (the key elements) to explain the example of human rights violations
- A recipe of how the "ingredients" interacted to create the situation that caused human rights abuses.

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Year 5-Unit 5:
Beauty & Aesthetics

Advanced Low

Students can investigate, describe, & identify architectural styles of the target cultures. They can explain the belief systems & values that impact what, how, & why humans construct buildings. They can explain the historical & socioeconomic impacts on what, how, & why humans construct buildings.

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Presentational Writing and Speaking Mode:
Presentational Writing and Speaking Mode LA:
Goal: Investigate architectural styles and explain how it is a window into and mirror of the culture.
Role: student
Audience: Classmates/teacher
Situation: Teach your classmates about the architectural style, present a model of the style, have the students in the group create an important element or important building in that style.
Product Performance and Purpose: presentation: puzzle piece that addresses the style elements, the life at the time period, the philosophy or belief system of the time period, and examples of the style with a physical representation of an example.

Standards and Criteria for Success:
Your presentation should include:

- Life of the time period
- The beliefs or philosophy of the time period
- The elements of the style
- The places where you can find examples of that style
    a. List of new vocabulary that is unique to the style
- Visuales de edificios que ejemplifican este estilo
- Visuals of the buildings that have elements of the style
- Physical representation of the style
- An activity for the students to do - clay, draw, paper, etc.
- Compare & contrast a target language country´s style with the styles studied in class

Year 5-Unit 6:
Science & Technology

Advanced Low

Students can discuss their future plans & goals. They explain how their experiences at SHS prepared them for their next steps & how being bilingual has impacted their life & their future employment.

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Presentational Writing and Speaking Mode:

Goal: To create a digital class yearbook in the target language

Role: Yourself

Audience: your classmates

Situation: You are going to create a digital yearbook for your class. It will inclu a personal page from each student and group contributions: a cover, quote page, superlative page, and a class memories page. All with photos or visuals.

Product Performance and Purpose: A digital class yearbook in the target language with reflections on their past years in SPS and their future goals and with information from their classmates

Standards and Criteria for Success:

Your presentation should include:

- A personal page with information about your childhood, high school years, and future plans and pictures.
- How technology will impact their lives & help them stay connected with each other
- A cover
- A memories page
- A quote page
- A superlative page

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 c.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language Spanish Year 5 – Units 3-6 - REVISED - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language Spanish Year 5 – Units 3-6 - REVISED.

Background: _____

Alternative Strategies: N/A

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

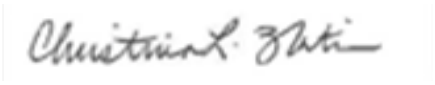
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language Spanish Year 5 – Units 3-6 - REVISED – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Contemporary Life My Neighbors year 5
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE Spanish 5
Length/Dates:	2-3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their relationships with their neighbors, how to be a good neighbor, and why it is important to be a good neighbor.

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… ● Good/positive relationships with my neighbors are important for their mental and physical health. ● Community involvement builds a sense of community and belonging. ● The many factors that impact the changes a neighborhood experiences. ● In other cultures, neighborhoods are organized differently.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Who are my neighbors? ● Why is it important to build relationships with my neighbors? ● Why is it important to be a good neighbor? ● How do neighborhoods change over time? ● How are neighborhoods organized in the target language communities? ● How is information dispersed within target language communities?

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
Students will know… - vocabulary associated with community locations, neighbors, and family members. - how neighborhoods are structured in target language cultures. - present and past tenses.	Students can… - discuss and describe their relationships with their neighbors. - discuss and describe how they support their neighbors and build strong relationships with their neighbors. - discuss and describe how their neighborhood has changed over the years they have lived there. - discuss and describe the community structure of target language communities. - discuss and describe the factors that impact communities and neighborhoods. - speak in present and past tenses. - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Interpersonal Speaking Mode: **Goal:** To discuss how they will create a sense of community in their new living arrangements after high school. **Role:** Yourself **Audience:** your classmates **Situation:** You are going to discuss with your classmates the impact neighbors and roommates have on each other and how to create a sense of community when you live with people you are not related to. **Product Performance and Purpose:** You will discuss this topic in small groups - Socratic Seminar format or in pairs. **Standards and Criteria for Success:** Your seminar should include: ● The impact your family and friends have had on your sense of community throughout your life. ● The impact your neighbors and roommates will have on your life in the future. ● Ways in which you will create a sense of community when you live with people not related to you or that you don't know well. ● Reference texts from class and personal experiences.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Graphic organizer for current event vocabulary

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Intermediate High rubric** **Advanced Low rubric**

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Instructional Strategies Nonlinguistic representations of vocabulary - Frayer Model Graphic organizers (see links in learning target section) Gaming practice (quizlet, gimkit, blooket, etc) Conferencing & setting goals - journal entries Summarizing and notetaking Identifying similarities & differences Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Language lab activities and conversations Weekly journal entries CBAs Proficiency checks IPA

Stage 3: Instructional Design
These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

#1. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Provide information about their relationships with their family members and neighbors and how those relationships have changed over the years.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● discuss and describe their relationships with their neighbors. ● discuss and describe how they support their neighbors and build strong relationships with their neighbors. ● discuss social media platforms they use and how they connect them to others.	**Student interest -** Talking about themselves and their relationships is appropriate for this proficiency level.	**Students can** ● describe the people in their families and neighborhood and their relationship with them ● explain what they do to maintain a positive relationship with their neighbors. ● write a list of rules they should follow to be a good neighbor ● explain how communication and interactions on social media impact them and their relationships.
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Formative: **Vecinos en guerra** **Jan 9-12**		

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

Describe their relationships with their family members.

Learning Target:	Relevance:	Success Criteria:
Students can • discuss and describe their relationships with their family members. • discuss and describe how they support their families and build strong relationships with them.	**Student interest -** Talking about themselves and their relationships is appropriate for this proficiency level.	**Students can** • describe the people in their families and their relationship with them • explain what they do to maintain a positive relationship with their families.

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

Formative:
el cortometraje ELLA o YO organizador

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

Resolve situational conflicts

Learning Target:	Relevance:	Success Criteria:
Students can • interpret a situation. • role play the situation they have been given. • resolve the conflict in the situation with their partner.	**Global Relevance -** students interact with each other to resolve real world conflicts that people face with neighbors.	**Students can** • interpret their position and perspective. • use the information to elaborate on the situation. • offer solutions for the problem. • negotiate a resolution to the conflict. • reflect on the situation.

Formative
Vecinos en guerra
Jan 9-12

#4. Activity/Task

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

Debate popular target language sayings about neighbors and how to be a good neighbor

Learning Target:	Relevance:	Success Criteria:
Students can • interpret sayings • debate the relevance/truth of those sayings • give examples of those sayings in their experiences	**Real world -** students use target language sayings/proverbs and apply them to situations in their lives.	**Students can** • interpret sayings. • give examples from their personal experiences. • elaborate about the significance of the sayings.

Formative
Vecinos en guerra
Jan 9-12

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

Interpret and discuss a short film - Éramos pocos - cortometraje. Compare and contrast familial relationships in the short and in their lives.

Learning Target:	Relevance:	Success Criteria:
First lesson: Students can… • view a photo from the short and make predictions. Second lesson: Students can… • interpret the short. • offer opinions. Third lesson: Students can… • share personal experiences. • discuss the importance of belonging. • discuss what bonds people.	**Real world -** students discuss familial relationships and the ties that bind people	First lesson: Students can… • make predictions. Second lesson: Students can… • interpret the short. • share their opinions in pairs and small groups. Third lesson: Students can… • share personal experiences in pairs and in small groups. • share ideas about the importance of belonging and what bonds people.

Formative
Eramos pocos
Eramos pocos actividades
Jan 16/17

#6. Activity/Task
What is the actual instructional task that supports student learning in this lesson?

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

Actividad de la Flor

Learning Target:	Relevance:	Success Criteria:
Students can… ● write a story in the past about a moment in their past - a past memory - a moment they will never forget ● narrate and describe in the past with elaboration and details. ● ask questions that elicit information, details, and elaboration from their partners.	**Student interest - students share an important moment in their past and ask questions about their partner's moment**	Students can… ● ask questions about their partner's chosen moment. ● write the story addressing the questions asked. ● relate the story orally to their partners - addressing the questions their partners' asked. ● narrate and describe in the past. ● elaborate and give details. ● use both past tenses accurately.

Formative:
Written and orally presented personal story
Oral gallery walk
Jan 16/17

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

Students can interpret texts, share opinions and ideas, use evidence from texts to their experiences. Interpret information about factors that impact communities. Integrated Performance Assessment

Learning Target:	Relevance:	Success Criteria:
Students can write and discuss about their relationships with friends and neighbors, the importance of having positive relationships with neighbors, and how to build strong relationships	**Real-world relevance, global relevance, student interest because students will be faced with making these relationships on their own when they leave SHS for life beyond HS next fall.**	**Students** ● **read/watch and interpret authentic texts about the theme.** ● **discuss how to create a sense of community - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit.** ● **write about the theme using evidence from the**

		IPA texts and the texts we used throughout the unit. ● **use present and past tenses.** ● **use appropriate, specific unit vocabulary.**

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

Summative:
IPA - interpretive, interpersonal, presentational

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

Students can narrate and describe in the past.

Learning Target:	Relevance:	Success Criteria:
Throughout the unit **Students can** ● **Narrate and describe in the past tenses** ● **Use the past tenses to discuss past events in the history of Spanish speaking countries** ● **Use past tenses to discuss the origins of festivals and products and practices**	**Real world relevance - students need to be able to narrate and describe in the past to achieve the Advanced low proficiency level**	**Students can** ● **narrate and describe in the past tenses** ● **use the past tenses appropriately**

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

Formative & Summative
Assessments throughout the unit

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

Current Events

Learning Target:	Relevance:	Success Criteria:
Students can • **Find an article from their target language country about someone helping someone else** • **Identify the main idea and supporting details** • **Fill out a graphic organizer** • **Share the information from the article with their classmates**	**Real world relevance - students need to be able to narrate and describe a current event in the past to achieve the Advanced low proficiency level**	**Students can** • **narrate and describe in the past tenses** • **use the past tenses appropriately** • **Identify the main idea and supporting details** • **Present information to their classmates**
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Formative & Summative **Jan 24/25 - instead of charla - current event in small groups**		

Extension/Modification Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
Flip grids are possible for presentations instead of live presentations

Resources Any materials and resources related to Stage 3 learning activities.
Vecinos en guerra **Eramos pocos** Review of family vocab Review of places in the community/neighborhoods **Riccio slides**

Unit Overview	
Unit Title:	Mis derechos humanos unit 4 year 5
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE Spanish 5
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will get to know each other and learn about each other's interests, likes/dislikes, and diverse perspectives. Students will talk about their private and public identities and groups they belong to. They will discuss the factors that impact one's identity and how identity changes over time based on experiences.

Stage 1: Desired Results

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

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Students can

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… ● The impact of Columbus' arrival and Spanish conquest on the cultures of indigenous peoples. ● A nation's heroes change over time when their values change or complete histories are shared. ● The difference between canon and testimonial histories. ● The impact globalization and multinational companies have on target countries and cultures and indigenous cultures. ● The power of language to unite people and maintain culture. ● The impact of US imperialism in Latin American companies, specifically Guatemala. ● The US government and US companies created situations and opportunities for Human Rights abuses in Latin American countries that impacted many facets of Latin American societies, specifically Argentina & Guatemala. ● That all people, including children, have human rights and those rights need to be protected. ● They are global citizens and have the power to influence global markets and eliminate human rights abuses.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What happens when 2 cultures clash? ● What is globalization? How has it reshaped cultures and languages? ● Why is it important to know about human rights? ● Why is it important to be aware of human rights violations around the world? ● Why do our national heroes change over time? ● Why are there specific rights for children? ● How have the US and its multinational companies impacted many facets of Latin American life? ● What does it mean to be a global citizen & what are the responsibilities of global citizens? ● How do we balance tolerance for other ideas and protection of people's rights?

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
Students will know… - vocabulary associated with human rights and globalization. - The history of the Spanish arrival in and conquest of the Americas. - The history of US/Latin American relations. - The history of US multinational companies in Latin America. - Heroes from various Latin American countries. - The rights all humans have, including specific rights for children. - The history of human rights abuses in Latin American nations. - The responsibilities and power they have as global citizens and consumers. - Commands - formal and informal (review) - Subjunctive mood to express hypothetical statements and other uses. - present and past tenses.	Students can… - discuss the history of the Spanish arrival in the Americas and describe the impact their arrival had on indigenous peoples. - Investigate and present the impact US foreign policies and/or US multinational companies have had on Latin American countries and indigenous peoples. - Investigate the evolution of national heroes in various countries. - read authentic stories and press releases about US foreign policy, indigenous groups in Latin American countries, and human rights abuses in Latin American countries. - Investigate and discuss examples of human rights abuses in Latin American countries. - Identify the differences between canon and testimonial literature. - Investigate indigenous groups and their rights in their Latin American country. - Use the command forms of verbs to create a recipe - Investigate the uses of the subjunctive mood and begin to form complex sentences that require the subjunctive mood - specifically in nominal and adverbial clauses - maintain communication in the target language at the Advanced Low Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing and Speaking Mode:</u> **<u>Goal:</u>** To create a recipe based on the example of the asymmetrical relationship between the US government or US-backed multinational companies and Latin American country/indigenous groups. **<u>Role:</u>** author of a recipe **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** You want your classmates to understand the historical relationship between the US or the US-backed multinational company and the target language country and/or indigenous groups that live there.

Product Performance and Purpose: You will write the recipe with all the necessary ingredients and steps that led to human rights abuses in the target language country because of US foreign policy or US-backed multinational companies' policies.

Standards and Criteria for Success:

Your presentation should include:

- An example of human rights abuses in the target language country - one moment in history
- The role of the US government or the US-backed multinational company from the perspective of the Latin American country
- The role of the Latin American country from their perspective
- The list of "ingredients" (the key elements) to explain the example of human rights violations
- A recipe of how the "ingredients" interacted to create the situation that caused human rights abuses.
- Command forms of verbs for the recipe
- Examples of subjunctive in nominal clauses when necessary

Resources

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

Vocabulario: mis derechos humanos

Evaluative Criteria

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

C Rubrics
Communication rubric
Advanced Low rubric
Riccio Advanced Low
Una relación asimétrica:
Lista de verificación - Relación asimétrica

Comments

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

Instructional Strategies

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets - formative
Edpuzzle - interpretive tasks for authentic texts (formative & summative)
Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)
Daily conversations - proficiency Proficiency checks; charla page
Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense
CBAs

Stage 3: Instructional Design

These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

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

Investigate the vocabulary and talk about what they already know about Latin American countries
See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can • Share what they already know about Latin America and its history • Represent new vocabulary in non linguistic ways • Use vocabulary in activities and games to reinforce it	**Real-world connected -** Students share their knowledge and identify what they want to learn and need to learn	**Students can** • Draw vocabulary words • Write the facts and beliefs they have about Latin American countries and their relationship with the US

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

Formative:
¿Qué ya sabemos del mundo hispanohablante
Vocabulario con dibujos
Organizador SQA
Vocabulario
Dice game with vocabulary
1/25 & 1/29 - 2 classes

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

Investigation of pre columbian/original cultures Central and South America

Learning Target:	Relevance:	Success Criteria:

2 lessons **Students can** ● Investigate the pre columbian cultures & their accomplishments ● Compare and contrast the cultures ● Discuss the importance of these cultures and their contributions	**Global relevance -** this information helps students understand the history of the Americas and the situation of peoples in the Americas before Columbus' arrival.	**Students can** ● Identify the main pre columbian cultures ● Identify their contributions and cultural aspects ● Discuss the importance of these cultures and their contributions

Formative:
culturas originarias; grupos individuales
Historias paralelas actividad
Edpuzzle - historia de latinoamérica
Edpuzzle - culturas precolombinas
1/31 - 2/8 - 4 classes

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

Investigation of the Spanish impact on the Americas - What happens when 2 cultures collide? Controversial Heroes - What makes a hero? Columbus

Learning Target:	Relevance:	Success Criteria:
2 lessons **Students can** ● Investigate the arrival of the Spaniards in the Americas ● Investigate the cultural, religious, and linguistic impact of the arrival ● Identify the languages that were spoken and are still spoken in the Americas ● Explain why different regions of the Americas have different accents ● Explain why there are variations of the Spanish in the Latin American countries ● Investigate heroes and their actions and impact on indigenous cultures	**Global relevance -** this information helps students understand the impact language has on national unity.	**Students can** ● Explain the different accents and variations of Spanish in Latin American countries ● Read and analyze texts from the discovery era ● Give opinions supported by texts about the impact of Columbus' discovery for Spain and the Americas ● Explain the effect of this first example of globalization on these cultures at that time ● Discuss and debate the idea that the ends justify the means

● Discuss the impact the indigenous languages and cultures have had on the development of the nations		
Formative: Organizador - artículo Historias paralelas preguntas Carta de Colón palabras magnéticas temas que se repite jigsaw cuadros de encuentro comparación Discusión del día de Colón Globalización - **los fines justifican los medios** - 2 culturas - alguien gana, alguien pierde; los valores de un grupo sobreviven, los valores del otro grupo desaparecen; la idea de incluir a todas las caras de todos los grupos y enseñar todos los eventos, no solamente una cara o una perspectiva - cada persona es buena y mala - figuras importantes de la historia no tienen que ser héroes Historias Paralelas preguntas 2/12 - 2/28 5 classes		

#4. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
The Spy (el espía) short film - interpretation and reflection See comments section in Stage 2 for the list of instructional strategies.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can (1 lesson) Previewing ● interpret screenshots from the video to determine the content, the purpose, and message; ● discuss their ideas with classmates; viewing ● watch and interpret the short film; ● interpret authentic texts about the concept of a hero and patriotism; ● share observations and opinions with a classmate; ● answer questions about the content of the video; post viewing	**Global relevance:** short film about a traitor to Spain/hero to Argentina. Discussion about how our heroes change with our values over time	**Students can** ● interpret the video text. ● discuss character development, plot and theme of the short; ● express their opinions about Jose de San Martin as a hero or traitor; ● compare Jose de San Martin with historical US heroes.

● compare their heroes and patriots with the hero of the video; ● share ideas about the authentic text; ● reflect on the relationship between the characters in the video; ● explain how our preconceived ideas influence our decisions and judgements about others; ● explain how the concept of a hero/patriot is based on perspective and values.		

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

Formative:
El espía video
El espía actividad
El espía preview

3/4 - 3/6
2 classes

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

Investigate the relationship between US multinational companies/US foreign policies (imperialism) and Latin American Countries. Discuss our role as global citizens to protect the human rights of others.

Learning Target:	Relevance:	Success Criteria:
Students can: ● Interpret and analyze a poem by Pablo Neruda ● Draw a picture that represents the ideas in the poem ● Identify the various Latin American dictators during the 20th Century and their relationship with US companies and government	**Real-world connected -** Students investigate and discuss current events around the world	**Students can:** ● Interpret and analyze a poem by Pablo Neruda ● Identify the various Latin American dictators during the 20th Century and their relationship with US companies and government ● Compare and contrast the poem with the mural by Diego Rivera

• Compare the poem with the mural by Diego Rivera • Identify the key players in these policies and their enforcement in Latin American countries		• Discuss foreign policies and events such as the Iran Contra Affair and 9/11/73 in Chile • Discuss human rights abuses by multinational US companies such as United Fruit in Honduras and Guatemala

Pablo Neruda - poesía United Fruit Inc
Comparación de Poema United Fruit Inc y La gloriosa victoria Diego Rivera
Grupos: Latinoamérica: Expansionismo y Hegemonía Estadounidenses (1900-1930) - leer de las políticas - jigsaw

3/6 & 3/8
2 classes

#6. Activity/Task - Grammar for the unit
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Review the forms of the commands to help them with forming the subjunctive - Investigate the forms and uses of the subjunctive mood; Use the subjunctive forms in nominal clauses

Learning Target:	**Relevance:**	**Success Criteria:**
Students can • Put verbs in the formal command forms = subjunctive forms • Identify the various reasons to use the subjunctive • Create complex sentences that require the subjunctive • Create sentences based on historical moments in target language countries • Identify examples of subjunctive in popular music	**Necessary for large scale processes, plans or concepts** Students can use complex sentences to express a variety of ideas and thoughts in order to advance their proficiency to the next level (advanced low)	**Students can** • Create complex sentences with the subjunctive when necessary • Create sentences based on visual prompts related to the target countries' histories and major events • Fill in missing verbs in the subjunctive mood and explain why the subjunctive is used in those examples

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

Formative:
Subjuntivo formas
Subjuntivo con Colón y Moctezuma y Malinche peardeck
canciones A Dios Le pido y Exigimos
Me enamora - Juanes
Que me quedes tu - Shakira
Summative:
Throughout the unit.

#7. Activity/Task - mini project - individual about assigned target country
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Heroes - Investigation of the target countries' heroes

Students can ● investigate important heroes in their target country's history; ● identify heroes and list important events/accomplishments; ● prepare a presentation about the events during that historical period; ● present their presentations to their classmates - gallery walk ● reflect on how every; group (national, ethnic, etc) has their unique history, memories, and manner in which they see the world and forms their worldview; ● discuss how countries develop over time with shared values, symbols, language, and identity.	**Global relevance:** There are many discussions in many countries about past heroes and if they are still heroes based on modern values and belief systems.	**Students can** ● create a brief presentation about a national hero from the assigned period of target country's history; ● present information about the hero to their group; ● decide if the hero is still a hero by today's values and belief systems; ● discuss how and why values and belief systems change and the role history plays in that development.

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

Formative:
Organizador - heroes de paises latinoamericanos
Gallery walk - share the heroes from different countries

Throughout the next part of the unit - few classes until they present

#8. Activity/Task

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

Investigate US imperialism in Latin America and US multinational companies in Latin America - specifically Honduras, Nicaragua, Cuba, etc. Debate/discuss our role as global citizens to protect the human rights of others.

Learning Target:	Relevance:	Success Criteria:
Students can ● Discuss human rights abuses by multinational US companies such as United Fruit in Honduras and Guatemala ● Interpret texts about Rigoberta Menchú - Guatemalan leader ● Investigate the genocide of the Mayan people ● Investigate the US policies and their impact on the indigenous peoples of Guatemala ● The US relationship with Puerto Rico	**Real-world connected** Students understand the effects of the first major encounter of globalization and their role as consumers of these products	**Students can** ● Identify and explain US policies that impacted US imperialism in Latin America ● Read, interpret, and compare a poem with a mural ● Discuss the impact indigenous languages have on society and how those languages are necessary for humanity ● How not speaking Spanish impacts the indigenous community ● Discuss our relationship with Puerto Rico - are we still an imperialistic nation?

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

Formative:
Rigoberta Menchú
investigación de Menchú texto_ Jigsaw organizador organizador
canción y Stations con citas
Guatemala

3/12 - 3/14
2 classes

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

Investigate and discuss the Dirty War in Argentina and the violation of human rights, specifically those of children. Discuss our role as global citizens to protect the human rights of others.

Learning Target:	Relevance:	Success Criteria:

Students can ● Interpret texts about the Dirty War in Argentina; ● Investigate the relationship between Argentina and Germany during and after WWII; ● Investigate the US response to Argentina's human rights violations ● Identify the human rights of children	**Real-world connected** Students engage in conversations about the impact of making generalizations and stereotypes and how to eliminate them.	**Students can** ● Discuss the causes and events that led to the rise of the dirty war in Argentina; ● Reflect on the violations of human rights during the dirty war; ● Express opinions on how to avoid or eliminate human rights abuses in the future; ● Identify the role of global citizens in protecting the rights of all people; ● Connect the dirty war to current events and actions they can take to protect human rights; ● Discuss the rights of children and why they need a separate document of human rights

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

Formative:
Madres de plaza de Mayo - Argentina Intro Guerra Sucia Intro 2
Jigsaw 1
Jigsaw 2 historias personales
google slides
google slides
Video
Summative:

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

Integrated Performance Assessment - interpret, discuss and write about unit themes

Learning Target:	Relevance:	Success Criteria:
Students can interpret texts, discuss and/or write about the 3 main themes of the unit with their peers: human rights & children's human rights; responsibilities of	**Real-world relevance, global relevance, student interest**	**Students can** ● read/watch and interpret authentic texts about the 3 themes;

global citizenship; our personal & national heroes; death penalty. **Students can** Lesson/Assessment 1 ● interpret texts about the 3 above mentioned themes; Lesson/Assessment 2 ● engage in a socratic seminar about 1 of the above mentioned themes; Lesson/Assessment 3 ● write about 1 of the above mentioned themes (not the one from their seminar).	Students can choose the theme they want to write about (except the one they had in their seminar). Students can enter any seminar via the hot seat.	● discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit; ● write about one of the themes using evidence from the IPA texts and the texts we used throughout the unit; ● use present and past tenses; ● use appropriate, specific unit vocabulary; ● elaborate and provide details.

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

Summative:
IPA
Riccio Advanced Low

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

Flip grids are possible for presentations instead of live presentations

Resources
Any materials and resources related to Stage 3 learning activities.

¿Qué ya sabemos del mundo hispanohablante
Vocabulario con dibujos
Organizador SQA
Vocabulario
culturas originarias; grupos individuales
Historias paralelas actividad
Organizador - artículo
Historias paralelas preguntas
palabras magnéticas temas que se repite jigsaw
comparación
Discusión del día de Colón
Historias Paralelas preguntas

El espía video
El espía actividad
El espía preview
Pablo Neruda - poesía United Fruit Inc
Comparación de Poema United Fruit Inc y La gloriosa victoria Diego Rivera
Grupos: Latinoamérica: Expansionismo y Hegemonía Estadounidenses (1900-1930) - leer de las políticas - jigsaw
Organizador - heroes de paises latinoamericanos
Gallery walk
Rigoberta Menchú
investigación de Menchú texto_ Jigsaw organizador organizador
canción y Stations con citas
Guatemala
Madres de plaza de Mayo - Argentina Intro Guerra Sucia Intro 2
Jigsaw 1
Jigsaw 2 historias personales
google slides
Improvisación - juego de hablar y actuar - adivinar la identidad de cada jugador
Jeoparty
Jeoparty 2
Grammar:
Subjuntivo formas
Subjuntivo con Colón y Moctezuma y Malinche peardeck
canciones A Dios Le pido y Exigimos
Me enamora - Juanes
Que me quedes tu - Shakira

Riccio slides

Unit Overview	
Unit Title:	Mi estilo y creatividad unit 5 year 5
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE Spanish 5
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students investigate architecture throughout history in the Spanish speaking world. They reflect on the connection between architecture and man's beliefs. Architecture is a window and a mirror of the time period during which it was created.

Stage 1: Desired Results

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

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Students can

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● Beauty depends on the cultural values and beliefs ● Man is a creative being ● Historical events and socioeconomic situation impact man's beliefs and values ● Man's creations are based on his beliefs and values ● How man creates is based on his beliefs and values ● Architecture (and art) acts as a mirror that reflects a culture ● Architecture is a window into a culture.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How do perceptions of beauty change depending on culture and values? ● How does one develop their creativity? ● How do historical events and socioeconomic situations impact architecture? ● How is architecture a window into another culture? ● How is architecture a mirror of cultural values and beliefs? ● How do our beliefs and values impact what man creates? ● How do our beliefs and values impact how man creates?

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
Students will know… - The various architectural styles in the Spanish speaking worlds - The beliefs and values that impacted what man constructed and how he constructed it - The historical events that impacted the beliefs and values and therefore the creations - vocabulary associated with architecture - Subjunctive mood - WEIRD/WEDDING and relative clauses	Students can… - Investigate architectural styles - Investigate the belief and values that impact what and how man constructs architectural buildings - Investigate the historical and socioeconomic situations impact what and how man constructs architectural buildings - Use the appropriate architectural vocabulary - Use the subjunctive when necessary in complex sentences - maintain communication in the target language at the Advanced Low Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing and Speaking Mode: Presentational Writing and Speaking Mode LA:</u> **<u>Goal:</u>** Investigate architectural styles and explain how it is a window into and mirror of the culture. **<u>Role:</u>** student **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** Teach your classmates about the architectural style, present a model of the style, have the students in the group create an important element or important building in that style. **<u>Product Performance and Purpose:</u>** presentation: puzzle piece that addresses the style elements, the life at the time period, the philosophy or belief system of the time period, and examples of the style with a physical representation of an example. **<u>Standards and Criteria for Success:</u>** *Your presentation should include:* ● Life of the time period ● The beliefs or philosophy of the time period ● The elements of the style ● The places where you can find examples of that style a. List of new vocabulary that is unique to the style ● Visuales de edificios que ejemplifican este estilo ● Visuals of the buildings that have elements of the style ● Physical representation of the style ● An activity for the students to do - clay, draw, paper, etc. ● Compare the Latin American style with the Spanish style

- Good grammar - subjunctive if necessary, don't read

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

Arte y arquitectura
España Proyecto de la arquitectura:
#5 PBA estudiantes rompecabezas arquitectura
1. Lista de verificación Arquitectura española
vocabulario 1 vocabulario 2
Lista de arquitectura - movimientos y ejemplos
PBA - ejemplo
gráfico
Organizador
1º mitad
2º mitad
País latinoamericano proyecto de la arquitectura:
2. Lista de verificación Arquitectura latinoamericana
comparación de estilos
respuestas 1 respuestas 2

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative) **Language lab activities** - interpersonal assessments - see Intermediate rubric - formative & summative) **Daily conversations** - proficiency Proficiency checks; charla page **Weekly journal entries** - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense **CBAs**

Stage 3: Instructional Design

These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

1. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Art and architecture are a window into a culture.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Express ideas and opinions about art and architecture ● Investigate 2 paintings by Spanish artists and the culture they represent ● Investigate the products, practices, and perspectives represented in the paintings.	**Global relevance - Product, practice, and perspectives of different cultures represented in art and architecture**	**Students can** ● Share what they know about art & architecture ● Identify the products and practices represented in the paintings ● Discuss the perspectives that we learn from the products and practices in the paintings
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: SQA El arte come ventana Jigsaw - enlaces		

2. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Art and Architecture are a mirror of a culture - Spain Focus.		
Learning Target:	**Relevance:**	**Success Criteria:**

Students can ● Express ideas and opinions about art and architecture ● Investigate Guernica and its historical significance ● Investigate the products, practices, and perspectives represented in the paintings. ● Investigate Spain's architectural structures and their historical, philosophical, and cultural significance. ● Compare the architectural styles from various time periods.	**Global relevance - Product, practice, and perspectives and the historical/cultural significance of a painting/architecture**	**Students can** ● Share what they know Spanish history ● Identify the products and practices represented in the painting ● Discuss the perspectives that we learn from the products and practices in the painting and its historical significance
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Arte como espejo Guernica - Picasso **Summative:** PBA - see stage 2 comparación de estilos		

3. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Art and Architecture are a mirror of a culture - Latin American Focus.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Express ideas and opinions about art and architecture ● Investigate Latin American architectural structures and their historical, philosophical, and cultural significance	**Global relevance - Product, practice, and perspectives and the historical/cultural significance of a architecture**	**Students can** ● Share what they know Spanish history ● Identify the products and practices represented in the painting ● Discuss the perspectives that we learn from the products and practices in

• Investigate the products, practices, and perspectives represented in Latin American art and artifacts. • Compare the architectural styles from various countries/time periods		the painting and its historical significance

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

Summative:
2ª mitad
País latinoamericano proyecto de la arquitectura:
2. Lista de verificación Arquitectura latinoamericana
directriz
lista de verificación

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

Investigate the history of Spain and the impact on art and architecture

Learning Target:	Relevance:	Success Criteria:
Students can • Identify the important historical moments in Spain's history. • Discuss the impact of these moments on the development of Spain's economy and politics	**Global relevance - the role of Spain in world events throughout history; the Spanish perspective of the events and the role they played**	**Students can** • Investigate a moment in Spain's history • Discuss Spain's role in world events

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

Formative
historia de españa
Profesor Francisco - historia
1808- 1833
Segunda república
organizador

Vocabulario
comparacion arquitectura

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

Express opinions and ideas with relative clauses and adverbial conjunctions - Subjunctive

Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Use the subjunctive in a variety of situations and clauses ● Use the appropriate form of the subjunctive depending on the tense and situation	**Real-world connected - subjunctive is necessary to express certain ideas and in certain clauses to express hypothetical ideas and complex thoughts**	**Students can** ● Use the subjunctive appropriately in relative clauses and adverbial clauses ● Use the appropriate form of the subjunctive depending on the time frame

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

Formative:
cláusulas relativas
canción
Diapositivas
wordWall-
rueda de preguntas juego Enlace
cláusulas adverbiales
canción
video

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

Integrated Performance Assessment - interpret, discuss and write about unit themes

Learning Target:	**Relevance:**	**Success Criteria:**
Students can interpret texts, discuss and/or write about the 4 main themes of the unit with their peers: life and philosophy/beliefs have an influence on the architectural movements - see movements below	**Real-world relevance, global relevance, student interest** Students can choose the theme they want to write about (except the one they had in their seminar).	**Students can** ● read/watch and interpret authentic texts about the 4 themes; ● discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence

Students can Lesson/Assessment 1 ● interpret texts about the 4 above mentioned themes; Lesson/Assessment 2 ● engage in a socratic seminar about 1 of the above mentioned themes; Lesson/Assessment 3 ● write about 1 of the above mentioned themes (not the one from their seminar).	Students can enter any seminar via the hot seat.	for the IPA texts and the texts we used in class throughout the unit; ● write about one of the themes using evidence from the IPA texts and the texts we used throughout the unit; ● Use the appropriate, necessary tenses; ● Use the subjunctive appropriately in relative and adverbial clauses; ● use appropriate, specific unit vocabulary; ● elaborate and provide details.

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

Summative IPA
4 themes:

1. Explain how life and philosophy/beliefs have an influence on the architectural movements - paleolithic, neolithic, roman, and visigoth
2. Explain how life and philosophy/beliefs have an influence on the architectural movements - arabic, romanic, gothic, and jewish
3. Explain how life and philosophy/beliefs have an influence on the architectural movements - renaissance, plateresque, Herriano, and baroque
4. Explain how life and philosophy/beliefs have an influence on the architectural movements - neoclassic, modern, postmodern, today

Use the subjunctive when necessary in nominal clauses, relative clauses, and adverbial clauses. Also, make references to Guernica, your architecture project from Spain and Latin American, and other texts that we have studied in class.

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

Flip grids are possible for presentations instead of live presentations

Resources
Any materials and resources related to Stage 3 learning activities.

- Arte y arquitectura
- España Proyecto de la arquitectura:
- #5 PBA estudiantes rompecabezas arquitectura

1. Lista de verificación Arquitectura española

vocabulario 1 vocabulario 2
Lista de arquitectura - movimientos y ejemplos
PBA - ejemplo
gráfico
Organizador
1ª mitad
2ª mitad

País latinoamericano proyecto de la arquitectura:

2. Lista de verificación Arquitectura latinoamericana

SQA
El arte come ventana
Jigsaw - enlaces
Arte como espejo
historia de españa
Profesor Francisco - historia
1808- 1833
Segunda república
organizador
Vocabulario

comparacion arquitectura

cláusulas relativas
canción
Diapositivas
wordWall-
rueda de preguntas juego Enlace
cláusulas adverbiales
canción
video
Riccio Slides

Unit Overview	
Unit Title:	Science & Technology Mi planes futuros unit 6 year 5
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE Spanish 5
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their future plans and how they are currently preparing for their future. They will discuss their experiences in high school and how they prepared them for their next steps. Students will use hypothetical constructions to express their opinions and future goals and what the future will look like for them.

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● They and their interests have changed over the course of their lives. ● Technology has impacted their life and will impact their future professions. ● Text messaging in a different language has different abbreviations and ● Being bilingual is an asset to any profession they choose and will benefit them economically, culturally, and socially.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How has my life changed since I was a child? ● How have my interests changed since my childhood? ● What impact has technology had on my life? ● How will technology impact my professional life? ● How does being bilingual help me in my future profession and life?

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
Students will know… - vocabulary associated with university studies, future professions, and relationships. - Colloquial some expressions and text "language" abbreviations - Engage in spontaneous conversations about a variety of topics dealing with their future plans or past situations - all tenses, past, present, and future. - what the indicative and subjunctive moods communicate and when to use them	Students can… - Discuss their future plans and goals - Explain how their experiences at SHS prepared them for their next steps - Explain how being bilingual/speaking a second language has impacted their life and will impact their future employment - Use text abbreviations in Spanish and some colloquial language to send text messages in Spanish - Engage in spontaneous conversations to negotiate meaning and solve problems/concerns concerning their future plans or past situations - speak in all tenses, specifically the past, present and future tenses. - Create complex sentences and use the subjunctive mood appropriately - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
PBA **<u>Presentational Writing and Speaking Mode:</u>** **<u>Goal:</u>** To create a digital Spanish class yearbook **<u>Role:</u>** Yourself **<u>Audience:</u>** your classmates **<u>Situation:</u>** You are going to create a digital yearbook for the Spanish class. It will include a personal page from each student and group contributions: a cover, quote page, superlative page, and a class memories page. All with photos or visuals. **<u>Product Performance and Purpose:</u>** A digital Spanish class yearbook with reflections on their past years in SPS and their future goals and with information from their classmates **<u>Standards and Criteria for Success:</u>** *Your presentation should include:* • A personal page with information about your childhood, high school years, and future plans and pictures. • How technology will impact their lives & help them stay connected with each other • A cover that represents the class • A memories page with shared memories in the past tenses • A quote page with quotes from each student

- A superlative page with visuals and information about the winners

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

PBA anuario

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets
Language lab activities and conversations
Weekly journal entries
CBAs
Proficiency checks
IPA

Stage 3: Instructional Design
These are the living stages of the unit. The resources may be substituted with current materials when the ones listed below become outdated or unavailable.

#1. Activity/Task

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

Investigate the uses of the subjunctive and create complex sentences that require them to use the subjunctive appropriately.

Learning Target:	Relevance:	Success Criteria:
Students can ● Create complex sentences that require the subjunctive ● discuss and describe their future goals and hypothetical situations ● Students can use the subjunctive in various time frames and for various situations	**Student interest - Talking about themselves and their future careers**	**Students can** ● Express their past and present hopes and dreams ● Express hypothetical situations ● Express complex thoughts using relative and adverbial clauses and the subjunctive when necessary

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

Formative:
Cláusulas hipotéticas y otros usos
May 28-31, June 3-6
Canciones con el subjuntivo
Actividades con el subjuntivo

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

Anuario **Students create a class yearbook using all the tenses with visuals and text that represents the experiences of the year.**

Learning Target:	Relevance:	Success Criteria:
Students can ● Create a class yearbook ● Write a page about their past experiences in SPS ● Write about their future plans and goals ● Create google forms to solicit information from their classmates ● Work with partners to create a cover, superlative page, quote page, and memories page	**Student interest: Students reflect on their years in SPS and their future goals and share those goals with their classmates.** **Real World Connected: They reflect on the benefits of being bilingual and how their linguistic skills will benefit them in their future careers**	**Students can** ● Express their future goals and plans ● Reflect on past experiences in SPS and in class ● Share their opinions with classmates ● Create a book that represents their year in Spanish class

summative anuario

#3. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students are given situations and have improvisational conversations using a variety of tenses.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can ● Act according to the role they have been given while others guess who they are supposed to be ● Use verbal and nonverbal linguistic skills to convey their given identity	**Student interest: Students act out current roles and situations while negotiating meaning and resolving hypothetical conflicts**	**Students can** ● Play the part they are given so that the observers guess their role or situation ● Use the appropriate tenses and vocabulary to convey their message ● Use appropriate nonverbal communication methods to communicate their role and convey their message
Formative Improv vocabulario		

#4. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students interpret and create text messages in Spanish		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can… ● Use Spanish abbreviations to text friends in Spanish	**Real world - students discuss familial relationships and the ties that bind people**	Students can: ● Send text messages with Spanish abbreviations ● Interpret text messages with Spanish abbreviations
Formative **Texting in Spanish**		

#5. Activity/Task What is the actual instructional task that supports student learning in this lesson?

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

Integrated Performance Assessment - interpret, discuss and write about unit themes		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can write and discuss their experiences in SPS and how those experiences will impact their future. They will reflect on how they have changed and grown over the years. They will discuss the importance that being bilingual will have in their futures. They will write a letter to an incoming freshman and offer them advice and suggestions on how to be successful in high school.	**Real-world relevance, global relevance, student interest because students will be faced with making these relationships on their own when they leave SHS for life beyond HS next fall.**	**Students** ● read and interpret authentic texts about the theme. ● discuss how to create a sense of community in their new environment and how to be successful in their future careers/studies - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit. ● write about the theme using evidence from the IPA texts and the texts we used throughout the unit. ● use all tenses ● Use both moods ● use appropriate, specific unit vocabulary.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: IPA		

Extension/Modification Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
Flip grids are possible for presentations instead of live presentations

Resources Any materials and resources related to Stage 3 learning activities.
Review of future tense Review of professions and school vocabulary Riccio Slides

Curriculum

Units: 1-6

Year 5

French & Spanish

World Language

Southington High School

French & Spanish

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World Language Units

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

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

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6 Cultural Themes for all years, all levels

Personal & Public Identities

Beauty & Aesthetics

Global Challenges

Science & Technology

Families & Communities

Contemporary Life

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ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

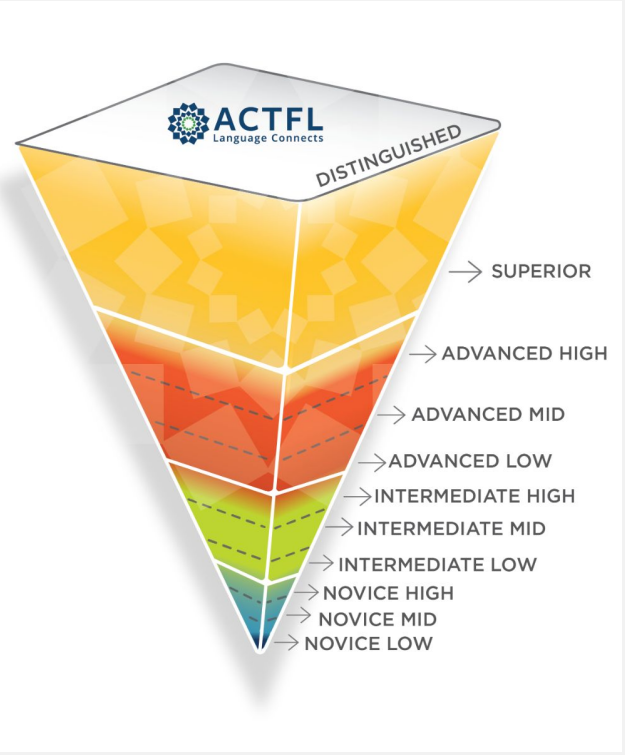
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



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ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	*Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.*	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	• Highly articulate, professionally specialized native speakers • Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	*Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.*	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	• Well-educated native speakers • Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	*Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.*	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	• Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	• Heritage speakers, informal learners, non-academic learners who have significant contact with language • Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	• Undergraduate language majors
Intermediate High	1+	*Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.*	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	• Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			• Language learners following 4-year high school sequence or 2-semester college sequence • Language learners following an immersion language program in Grades K–6
Novice High	0+	*Communicate minimally with formulaic and rote utterances, lists, and phrases.*		• Language learners following content-based language program in Grades K–6
Novice Mid	0			• Language learners following 2 years of high school language study
Novice Low				

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Pre Approved
Year 5-Unit 1: Personal & Public Identities

Advanced Low

Students can express opinions and interests. They can explain the impact stereotypes have on communities and how stereotypes can be avoided and/or eliminated. They participate in activities that improve their cultural competency skills.

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Unit 1: Presentational Writing and Speaking Mode:

Goal: To create descriptions of yourselves, as you are and as you are perceived based on the stereotypes that accompany a group to which you belong.

Role: Yourself, in one of the many groups with which you identify

Audience: Classmates/teacher

Situation: You want your classmates to get to know you and you want to get to know them. You want to eliminate stereotypes people might associate with your group

Product Performance and Purpose: You will write about the stereotypes that are associated with your group, how those stereotypes make you feel, and how we can eliminate stereotypes. You will then present a summary of your essay to your classmates.

Standards and Criteria for Success:

Your presentation should include:

- Choose a group to which you belong: adolescents, blondes, athletes, etc.
- A paragraph describing yourself based on stereotypes.
- A paragraph describing yourself accurately.
- 2 visuals to accompany the paragraphs.
- A paragraph relating your personal experience and how these stereotypes affected you personally,
- A solution to eliminate stereotypes and prejudices

PBA

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Year 5-Unit 2: pre approved Families & Communities

Advanced Low

Students can discuss & describe their holidays & traditions. They can compare and contrast them with holidays and traditions in the target culture. They discuss how families develop and maintain customs & traditions that support their values & belief systems.

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Presentational Writing and Speaking Mode:

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

Role: Yourself

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

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

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

Standards and Criteria for Success:

Your presentation should include:

- choose a target language country or region
- choose a product or practice from that country or region.
- create a visual presentation of the product or practice
- create an activity for the attendees to do when they visit your station
- explain the perspective behind the product or practice

PBA

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Year 5-Unit 3: Contemporary Life

Advanced Low

Students can discuss & describe their relationships with their neighbors. They investigate community interactions & events in target cultures & discuss factors that influence relationships with neighbors. They discuss ideas to resolve neighbor disputes/issues.

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Presentational Writing and Speaking Mode:

Goal: To discuss how they will create a sense of community in their new living arrangements after high school.

Role: Yourself

Audience: your classmates

Situation: You are going to discuss with your classmates the impact neighbors and roommates have on each other and how to create a sense of community when you live with people you are not related to.

Product Performance and Purpose: You will discuss this topic in small groups - Socratic Seminar format - or in pairs.

Standards and Criteria for Success:

Your presentation should include:

- The impact your family and friends have had on your sense of community throughout your life.
- The impact your neighbors and roommates will have on your life in the future.
- Ways in which you will create a sense of community when you live with people not related to you or that you don't know well.
- Reference texts from class and personal experiences.

PBA

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Year 5 - Unit 4: Global Challenges

Advanced Low

Students can investigate and discuss the history of indigenous cultures of the target language countries, the impact of European & US influence in the these countries on indigenous peoples over the centuries, the characteristics of national heroes, and human rights violations historically & currently in these counties.

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Presentational Writing and Speaking Mode:

Goal: To create a recipe based on the example of the asymmetrical relationship between the US government or US-backed multinational companies and target language country/indigenous groups.

Role: author of a recipe

Audience: Classmates/teacher

Situation: You want your classmates to understand the historical relationship between the US or the US-backed multinational company and the target language country and/or indigenous groups that live there.

Product Performance and Purpose: You will write the recipe with all the necessary ingredients and steps that led to human rights abuses in the target language country because of US foreign policy or US-backed multinational companies' policies.

Standards and Criteria for Success:

Your presentation should include:

- An example of human rights abuses in the target language country
- The role of the US government or the US-backed multinational company
- The role of the target language country
- The list of "ingredients" (the key elements) to explain the example of human rights violations
- A recipe of how the "ingredients" interacted to create the situation that caused human rights abuses.

PBA

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Year 5-Unit 5:
Beauty & Aesthetics

Advanced Low

Students can investigate, describe, & identify architectural styles of the target cultures. They can explain the belief systems & values that impact what, how, & why humans construct buildings. They can explain the historical & socioeconomic impacts on what, how, & why humans construct buildings.

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Presentational Writing and Speaking Mode:
Presentational Writing and Speaking Mode LA:
Goal: Investigate architectural styles and explain how it is a window into and mirror of the culture.
Role: student
Audience: Classmates/teacher
Situation: Teach your classmates about the architectural style, present a model of the style, have the students in the group create an important element or important building in that style.
Product Performance and Purpose: presentation: puzzle piece that addresses the style elements, the life at the time period, the philosophy or belief system of the time period, and examples of the style with a physical representation of an example.

Standards and Criteria for Success:
Your presentation should include:

- Life of the time period
- The beliefs or philosophy of the time period
- The elements of the style
- The places where you can find examples of that style
    a. List of new vocabulary that is unique to the style
- Visuales de edificios que ejemplifican este estilo
- Visuals of the buildings that have elements of the style
- Physical representation of the style
- An activity for the students to do - clay, draw, paper, etc.
- Compare & contrast a target language country´s style with the styles studied in class

Year 5-Unit 6:
Science & Technology

Advanced Low

Students can discuss their future plans & goals. They explain how their experiences at SHS prepared them for their next steps & how being bilingual has impacted their life & their future employment.

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Presentational Writing and Speaking Mode:

Goal: To create a digital class yearbook in the target language

Role: Yourself

Audience: your classmates

Situation: You are going to create a digital yearbook for your class. It will inclu a personal page from each student and group contributions: a cover, quote page, superlative page, and a class memories page. All with photos or visuals.

Product Performance and Purpose: A digital class yearbook in the target language with reflections on their past years in SPS and their future goals and with information from their classmates

Standards and Criteria for Success:

Your presentation should include:

- A personal page with information about your childhood, high school years, and future plans and pictures.
- How technology will impact their lives & help them stay connected with each other
- A cover
- A memories page
- A quote page
- A superlative page

PBA

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 d.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language Latin American Studies Year 5 – Units 3-5 - REVISED - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language Latin American Studies Year 5 – Units 3-5 - REVISED.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language Latin American Studies Year 5 – Units 3-5 - REVISED – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Spanish 5 Latin American Studies (UCONN Early College Experience)

Unit 3 Overview	
Unit Title:	Contemporary Life - Puerto Rico
Grade Level/Course:	UCONN ECE Latin American Studies Spanish 5
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about cultural products and practices in Puerto Rico. They will explore how Puerto Rico became associated with the United States, investigate definitions of its political status and research perspectives in the debate for Puerto Rican statehood.

Stage 1: Desired Results

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

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.

Cultures: **Interact with cultural competence and understanding**

- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.

Communities: **Communicate and interact with cultural competence in order to participate in multilingual communities**

- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards & intercultural competency standards).

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand ● Puerto Ricans are United States citizens but do not vote in federal elections. ● current legislation around Puerto Rican statehood and various perspectives of the debate around statehood or independence. ● how Puerto Rico became associated with the United States during the Spanish American War. ● Puerto Ricans migrated the CT as part of a Department of Labor program to hire workers for tobacco farms.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is the political status of Puerto Rico? ● Are Puerto Rican people considered “Americans”? ● How is the political relationship between the United States and Puerto Rico? ● Why did many Puerto Ricans migrate to Connecticut in the 1950s?

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
● Puerto Rico is a US territory and people born in Puerto Rico are US citizens. ● Puerto Rican people were recruited to work in Connecticut in the 1950s and many chose to stay. ● Vocabulary to talk about Puerto Rico political status ● Definitions of Associated territory, independent country, and US state	● Define the political status of Puerto Rico. ● Define the political options of Puerto Rico: sovereign country, US territory, or full statehood. ● Compare how the political options for Puerto Rico affect the citizens who live there. ● Students will understand current events related to Puerto Rico’s path to statehood.

Stage 2: Evidence of Student Learning

May, 2024

Performance Tasks

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

Interpersonal Speaking Mode:
Goal: Students will investigate the differences between being a state, a territory, or an independent nation for Puerto Rico.
Role: participant in a socratic seminar
Audience: participants in the socratic seminar
Situation: You are sharing your research and opinions about how each political status affects Puerto Rican people.
Product Performance and Purpose: Your conversation should define and compare the three political status options and how they affect Puerto Rican people.
Standards of Success:

- Speak at an intermediate high level of language
- Investigate and complete an organizer with 4 reliable sources about Puerto Rican political status
- Define independent country, territory, or statehood
- Describe and compare the human rights, political or economic impacts of each status for Puerto Ricans

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

Seminario:◦¿Puerto Rico debe ser Estado Libre Asociado, país independiente, o estado incor…

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

Spanish 5 latin american studies rubric

Other Evidence

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

IPA text/task Los puertorriqueños no debemos ser tratados

Stage 3: Instructional Design

Activity/Task 1
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Introduction to Puerto Rico. Students complete a KWL chart sharing what they understand about Puerto Rico. Gallery walk of musical genres of Puerto Rico where students interpret historical roots of various genres.

Learning Target:	Relevance:	Success Criteria:
Use describing words to compare musical genres like plena, jíbara, bomba, salsa, reggaetón. Identify important historical events that shaped each genre.	Student interest- students can listen to musical genres they may have never heard before and compare to music they know	• Identify the historical roots of each genre. • Distinguish between each genre by its description.

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

Formative:
Comparison table
generos musicales Puerto Rico

Activity/Task 2
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Puerto Rico's role in Spanish imperial trade

Learning Target:	Relevance:	Success Criteria:
Interpret historical texts to understand trade policies, defense of the island, and economic successes of the island as a Spanish colony.	Real-world connected; CT has a large Puerto Rican population and many students do not know about the US-Puerto Rico relations that their friends or family members are affected by.	• Explain the importance of Puerto Rico to the Spanish empire's economic network.

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

Formative:
Interpretive quiz

Activity/Task 3
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students interpret authentic resources to determine how Puerto Rico became associated with the United States.

Learning Target:	Relevance:	Success Criteria:

• Identify primary events of the Spanish-American war. • Communicate when, how, and why Puerto Rico became a US territory.	Real-world connected; CT has a large Puerto Rican population and many students do not know about the US-Puerto Rico relations that their friends or family members are affected by.	• Identify primary events of the Spanish-American war. • Communicate when, how, and why Puerto Rico became a US territory. • Define key elements of the Treaty of Paris.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Interpretive task - primary documents about Puerto Rico's role in Spanish imperial trade. **Guerra hispano-estadounidense**		

Activity/Task 4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Current event in Puerto Rico: Students use Puerto Rico's main newspaper: El Nuevo Día to interpret a current event article.		
Learning Target:	**Relevance:**	**Success Criteria:**
• Identify current issues in Puerto Rico. • Connect Puerto Rican events to the United States.	Real world connected: students understand current events happening in Puerto Rico.	• Identify the main idea of the article. • Give an opinion or personal reaction about the current event.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: En las noticias: análisis del artículo		

Activity/Task 5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students practice new vocabulary related to Puerto Rico. Students interpret authentic resources related to the migration of Puerto Rican people to Connecticut.		
Learning Target:	**Relevance:**	**Success Criteria:**

• Identify why Puerto Ricans migrated to Connecticut and how they were received. • Distinguish between migration and immigration.	Real world connected: students understand how Connecticut came to have such a large Puerto Rican population.	• Communicate reasons Puerto Ricans moved to Connecticut. • Identify the tone of an article reporting on Puerto Rican migrants working in CT. • Communicate whether Puerto Ricans are migrants or immigrants.

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

Formative:
migration to CT
Summative:
prueba vocabulario puerto rico

Activity/Task 5
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

The Jones Act and US Citizenship

Learning Target:	Relevance:	Success Criteria:
• Interpret an authentic text about Puerto Rican statehood.	Real-word connected: students understand real world current events.	• Interpret the main idea of the text. • Determine the author's argument about Puerto Rican statehood. • Compare the rights of Puerto Ricans and US citizens on the mainland.

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

Formative:
publicidad de washington
Interpretive task on the Jones Act
Summative:
IPA text/task Los puertorriqueños no debemos ser tratados

Activity/Task 6
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Understand Puerto Rico's current political status and debate statehood, independence, and autonomous territory status.		
Learning Target:	**Relevance:**	**Success Criteria:**
• Interpret an authentic text about Puerto Rican statehood. • Investigate the pros and cons of each political status.	Real-word connected: students understand real world current events.	• Interpret the main idea of the text. • Determine the author's argument about Puerto Rican statehood. • Debate a perspective based on the course rubric.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Seminar organizer** **Summative:** **Interpersonal task: seminar comparing the political status of Puerto Rico.** **Seminario:◦¿Puerto Rico debe ser Estado Libre Asociado, país independiente, o estado inc** **Riccio slides** **Stevens slides**		

May, 2024

Spanish 5 Latin American Studies (UCONN Early College Experience)

Unit 4 Overview	
Unit Title:	Global Challenges: Dictatorships and Imperialism in Latin America
Teacher:	
Grade Level/Course:	UCONN ECE Latin American Studies Spanish 5
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students discuss human rights and investigate moments in history that rights have been violated by dictatorships in Latin America. Students will learn how dictatorships come to power and maintain control. They will also identify how imperialism has connected to abuses of power and what role the United States has played in various authoritarian regimes.

Stage 1: Desired Results

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

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.

Cultures: **Interact with cultural competence and understanding**

- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.

Communities: **Communicate and interact with cultural competence in order to participate in multilingual communities**

- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards & intercultural competency standards).

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: **Interact with cultural competence and understanding**
Communities: **Communicate and interact with cultural competence in order to participate in multilingual communities**

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Human rights are inherent to all individuals, but their protection depends on legal frameworks, societal values, and political stability. The erosion of human rights often begins with marginalization, censorship, and the gradual acceptance of authoritarian control. Dictators often rise to power during periods of political instability, economic crisis, or social unrest by exploiting fear, nationalism, and promises of stability. Foreign powers and multinational corporations have historically supported authoritarian regimes when it aligns with their economic or geopolitical interests. Imperialist interventions often prioritize stability and resource control over democratic governance, enabling dictators to suppress opposition with external backing.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	What are human rights? How are human rights lost? How do dictators rise to power? What events precede a military takeover? How do authoritarian regimes maintain their power? How do imperialism and foreign interests support authoritarian regimes?

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

Vocabulary to communicate about human rights. How the Dirty War in Argentina violated citizen's human rights and examples of resistance. How Salvador Allende's policies led to the military coup of Augusto Pinochet, and how his regime violated human rights. How Rigoberta Menchu became a symbol of resistance in the genocide against Mayan people in the Guatemalan civil war.	Communicate at an intermediate high level of language on historical topics regarding human rights in Latin America. Use the past tense to describe historical events. Investigate and present on human rights violations during dictatorships in Latin America. Identify imperialist interests during dictatorships and how their policies supported authoritarian regimes. Make connections between current events in Latin America and how they can be connected to political and social instability of the past.

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational Speaking Mode:
Goal: Students will report on a human rights violation in their host country specialty.
Role: A news podcast reporter
Audience: Classmates/teacher, podcast listeners
Situation: You are investigating a human rights abuse in your host country's specialty (for example, dictatorships or civil wars) and reporting on the event.
Product Performance and Purpose: You are creating a podcast episode reporting on a human rights abuse in your host country specialty.
Standards of Success: Your reporting should include…

- A definition of human rights
- How was the problem created? How did the dictator rise to power?
- Who is affected by this violation? How has it affected society?
- Were there any imperialistic influences or involvement from the United States? How?

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

PBA reportaje

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

Spanish 5 latin american studies rubric

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Integrated performance assessment: Key players in the El Salvador and Guatemala civil wars. Interpretive reading: Student will interpret a child's testimony of their experiences during the Guatemalan civil war. IPA reading: guerra civil guatemala Interpersonal speaking: Students will take on the role of a key player during the civil wars (politicians, human rights activities, military leaders, etc) and interview each other to determine where values conflicted or aligned. IPA: figuras foreign policy guatemala el salvador Presentational writing: Students will define neocolonialism and reflect on what the impact was of US intervention on Central American communities. IPA Examen escrito: intervención de EEUU en Centroamerica

Stage 3: Instructional Design

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students will define human rights and use new vocabulary to describe their ideas about human rights. Vocabulario los derechos humanos		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use new vocabulary to communicate about human rights	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Interpret authentic texts by identifying new vocabulary words.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: prueba vocab derechos humanos		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
How does one lose their human rights? Study of the Dirty War in Argentina.

Learning Target:	Relevance:	Success Criteria:
• Define and explain symbols of the Dirty war: the “Madres y Abuelas de Plaza de Mayo”, Día Internacional de la Identidad, ESMA campo de concentración, los desaparecidos	Students connect language skills to real world events. Interdisciplinary connection between Spanish and history.	• Participate in a jigsaw to communicate about how Argentinians lost their human rights during the Dirty War in Argentina.

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

Formative:
Símbolos de la Guerra Sucia

Activity/Task 3
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students study Salvador Allende, Agosto Pinochet and the military coup of Chile. Students use passive voice and the se impersonal to describe how the dictatorship rose to powers and how it violated human rights.

Learning Target:	Relevance:	Success Criteria:
• Describe Allende’s major policies, including nationalization of the Chilean copper industry. • Interpret the CIA archives to determine external influences in the coup against Allende. • Use the “se” impersonal and passive voice to narrate events during the coup and dictatorship.	Students connect language skills to real world events. Interdisciplinary connection between Spanish language and history.	• Identify the key groups and figures involved in Pinochet’s coup. • Explain how Pinochet was able to take power in Chile. • Communicate how citizens’ rights were violated during the dictatorship. • Use the “se” impersonal and passive voice to narrate events during the coup and dictatorship.

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

Formative:
episodio dictaduras latinoamericanas: Chile

Activity/Task 4
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

What is it like to live under a dictatorship? How do people resist a dictatorship?

Students will watch an animated video depicting life during the dictatorship. They will engage in class discussions on the symbols and tone in the video.

Learning Target:	**Relevance:**	**Success Criteria:**
Students can: ● Narrate a video with cultural and historical information ● Use the preterite tense to narrate events of the film ● Interpret symbols and tone of an animated film.	Students connect language skills to real world events. Interdisciplinary connection between Spanish and history.	Students can: ● Describe the theme of the video and connect to historical events of the dictatorship.

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

Formative:
Bear story/ historia del oso **Reflection questions**

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

Students investigate a dictatorship in their host country specialty and identify the violations of human rights that happened during the time.

Learning Target:	**Relevance:**	**Success Criteria:**
Students can: ● Use the past tense and passive voice ● Define human rights and how they are violated during a dictatorship ● Investigate a topic using authentic and reliable sources ● Investigate how Latin American countries' relationships with the U.S. are impacted by dictatorships.	Students connect language skills to real world events. Interdisciplinary connection between Spanish and history.	Students can: ● Use the past tense and passive voice ● Define human rights and how they are violated during a dictatorship ● Investigate a topic using authentic and reliable sources ● Investigate how Latin American countries' relationships with the U.S. are impacted by dictatorships.

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

Stage 2: Performance Based Assessment
PBA reportaje

Activity/Task

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

What is neocolonialism? What impacts have US military interventions had in Central America?

Learning Target:	Relevance:	Success Criteria:
Students will: • Define a banana republic and its connection to US-Central american relations. • Interpret a poem and determine its tone regarding neocolonialism.	Students connect language skills to real world events. Interdisciplinary connection between Spanish language and history.	Students can: • Connect verses of a poem to historical events • Use historical context to determine the theme of the poem by Pablo Neruda: La United Fruit Company

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

Formative: language lab activities, exit tickets, Edpuzzle activities
La United Fruit Co Neruda

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

Students read testimonies from survivors of the Guatemalan civil war.

Learning Target:	Relevance:	Success Criteria:
Students can: • Identify key figures in the civil war including politicians, activists, and military leaders. • Recount important events leading up to the war. • Define a genocide and factors making the civil war a genocide.	Students connect language skills to real world events. Interdisciplinary connection between Spanish language and history.	Students will: • Interpret an authentic text of the testimony of Rigoberta Menchu explaining her experiences during the Guatemalan civil war.

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

Formative: language lab activities, exit tickets, Edpuzzle activities
Fragmentos Rigoberta Menchú

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

IPA: Neocolonialism and its connection to human rights in Central America

Learning Target:	Relevance:	Success Criteria:
Students can: • Interpret authentic texts about the Guatemalan civil war • Investigate key players in central america during the civil wars • Define neocolonialism • Give examples of US intervention in Central America • Identify how communities are impacted by dictatorships and civil wars of the time period.	Students connect language skills to real world events. Interdisciplinary connection between Spanish language and history.	Students will: • Identify the main idea, details, and make inferences about an authentic text in Spanish. • Take on the role of key players and interview each other in Spanish at an intermediate high level. • Be able to make conclusions about the variety of conflicting values during the wars. • Define neocolonialism and give examples from testimonies read in class about the effects on the community.

Assessment

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

Integrated performance assessment: Key players in the El Salvador and Guatemala civil wars.
Interpretive reading: Students will interpret a child's testimony of their experiences during the Guatemalan civil war.

IPA reading: guerra civil guatemala

Interpersonal speaking: Students will take on the role of a key player during the civil wars (politicians, human rights activities, military leaders, etc) and interview each other to determine where values conflicted or aligned.

IPA: figuras foreign policy guatemala el salvador

Presentational writing: Students will define neocolonialism and reflect on what the impact was of US intervention on Central American communities.

IPA Examen escrito: intervención de EEUU en Centroamerica

Slides Riccio

Slides Stevens

Spanish 5 Latin American Studies (UCONN Early College Experience)

Unit Overview	
Unit Title:	Beauty and Aesthetics: El arte contemporáneo en Latinoamérica
Teacher:	
Grade Level/Course:	UCONN ECE Latin American Studies Spanish 5
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will explore the rich and diverse world of contemporary Latin American art as both cultural expression and social commentary. Through the study of artists such as Luis Camnitzer, Antonio Vigo, Vik Muniz, and Ana Mendieta, students will analyze how visual language communicates complex themes including identity, memory, and political resistance. Students will apply their interpretive and presentational skills in Spanish to describe, analyze, and reflect on selected works of art, deepening both linguistic proficiency and cultural understanding. The unit culminates in an independent research project, in which students investigate the work of a contemporary artist from a Latin American country of their choice and present their findings and analysis in Spanish.

Stage 1: Desired Results

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

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.

Cultures: **Interact with cultural competence and understanding**

- Relating Cultural Products and Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between products, practices and perspectives of the cultures studied to develop an empathetic understanding.

Communities: **Communicate and interact with cultural competence in order to participate in multilingual communities**

- Learners set goals and use language to interact and collaborate in their community for enjoyment, enrichment, and advancement and they reflect on their progress in using language within the classroom. (social justice standards & intercultural competency standards).

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: **Interact with cultural competence and understanding**
Communities: **Communicate and interact with cultural competence in order to participate in multilingual communities**

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Contemporary Latin American art reflects diverse cultural identities, histories, and social issues, offering insight into both individual and collective experiences. Artists use specific techniques, symbols, and media to engage with complex topics such as memory, migration, identity, and resistance. Analyzing and interpreting visual art develops critical thinking skills and deepens understanding of Latin American perspectives beyond surface-level stereotypes. Art is a powerful tool for communication and activism, shaping how societies remember the past, critique the present, and imagine the future.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	What is considered art? What are the criteria of conceptual art? How do contemporary Latin American artists use visual language to express cultural, political, and personal identities? In what ways do the historical, social, and political contexts of Latin America influence the creation and interpretation of contemporary art? How can art serve as a form of resistance, memory, and storytelling in Latin American societies? What strategies do contemporary artists use to challenge viewers' perspectives and provoke critical thinking about their cultures and the 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

Key biographical information about featured contemporary Latin American artists. Common themes and “criteria” of Latin American contemporary art: Essential art analysis vocabulary in Spanish: Basic concepts and vocab of art critique in Spanish.	Describe works of contemporary Latin American art in Spanish using appropriate art vocabulary (materials, techniques, colors, composition, themes). Analyze the connection between an artwork and its historical, political, and cultural context in both spoken and written Spanish. Interpret the intended and perceived messages of an artwork, supporting their ideas with evidence from the piece and contextual knowledge. Compare and contrast different artists’ approaches to themes of contemporary art. Conduct independent research on a contemporary Latin American artist, gathering information from authentic sources in Spanish. Present an analysis of a chosen artist’s work, explaining both the factual background and personal interpretation in Spanish (written and/or oral). Engage in peer discussions and critiques, asking and answering questions about artistic choices, meaning, and impact. Reflect on their own cultural perspective and recognize how art shapes and challenges understanding of global and local identities.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Speaking Mode: Goal: Students present on the life and works of a Latin American contemporary artist from their host country specialty. Role: Latin American country expert Audience: Classmates/teacher Situation: You are investigating a popular contemporary artist and completing an analysis of one of their more well-known works. You are demonstrating how historical and biographical context appear in an artist’s work. Product Performance and Purpose: you are presenting to classmates in a gallery walk. Standards of Success: The presentation includes: ● Minimally 5 biographical facts about the artist’s life, education and career ● An overview of 2-3 notable works and where you can see them (which cities or museums) ● A DIE analysis of one of the works: Description of the work, Interpretation with references to investigation, and Evaluation ● A works cited in APA format for any sources used. ● A visual to complement the presentation that has less than 5 words on each slide.

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

U5 PBA- present on Latin american contemporary artist

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

Spanish 5 latin american studies rubric

Other Evidence

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

Integrated performance assessment: IPA: arte conceptual de Ana Mendieta

Stage 3: Instructional Design

Activity/Task 1
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Vocab to describe art - Review of ser/estar, prepositions of place to describe art

vocab list arte conceptual

Learning Target:	Relevance:	Success Criteria:
Students will: • Describe works of art with a variety of descriptive vocabulary. • Use prepositions of place to describe where things are located on a work of art.	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Accurately describe a given piece of Latin American artwork.

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

PRUEBA vocab

Activity/Task 2
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Intro to conceptual art: Marcel Duchamp. Students write a D.I.E. analysis of a work of Luis Camnitzer: Original Mural Painting, Lección de la historia del arte No. 6, or Living Room.

Learning Target:	Relevance:	Success Criteria:

Students will: • Describe the work of Camnitzer • Interpret authentic texts about the work of Camnitzer • Make comparisons between artists: Duchamp and Camnitzer. • Give their opinion on the works.	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Define conceptual art. • Describe works of Camnitzer at an intermediate high level of language. • Write an analysis in paragraph length of a given work of Camnitzer.

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

DIE Obra

Activity/Task 3
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Description and analysis of the work of Edgardo Antonio Vigo

Learning Target:	Relevance:	Success Criteria:
Students will: • Describe the work of Vigo • Interpret authentic texts about the work of Vigo • Make comparisons between conceptual artists • Give their opinion on the works.	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Define conceptual art and connect to the work of Vigo. • Describe works of Vigo at an intermediate high level of language. • Write an analysis in paragraph length of a given work of Vigo.

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

Edpuzzle Arte Correo en la sala de Edgardo Antonio Vigo por Sofía Dourrón
Written reflection: What are the criteria of arte conceptual? How does arte correo represent arte conceptual?

Activity/Task 4
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students present a contemporary artist from their host country specialty.

Learning Target:	Relevance:	Success Criteria:

Students will: • Investigate the biographical and historical context of the artwork. • Present an analysis on the artist's work using the process taught in class. • Make comparisons to other Latin American contemporary artists.	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Describe the works of the chosen Latin American artist at an intermediate high level of language. • Present an analysis of their chosen artists at the intermediate high level.

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

See Stage 2
U5 PBA- present on Latin american contemporary artist

Activity/Task 5
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students describe and analyze the work of Vik Muniz

Learning Target:	Relevance:	Success Criteria:
Students will: • Describe the work of Muniz • Interpret authentic texts about the work of Muniz • Make comparisons between conceptual artists • Give their opinion on the works	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Define conceptual art and connect to the work of Muniz. • Describe works of Muniz at an intermediate high level of language. • Write an analysis in paragraph length of a given work of Muniz.

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

Vik Muniz introduccion
Wasteland analisis **analisis de Wasteland**

Activity/Task 6
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students complete a jigsaw analyzing the work of Antonio Caro

Learning Target:	Relevance:	Success Criteria:

Students will: • Describe the work of Caro • Interpret authentic texts about the work of Caro • Make comparisons between conceptual artists • Give their opinion on the works	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Communicate how Caro's works critique consumerism in Colombia. • Define conceptual art and connect to the work of Caro. • Describe works of Caro at an intermediate high level of language. • Write an analysis in paragraph length of a given work of Caro.

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

antonio caro -Colombia, 1977
Antonio Caro todo está muy caro

Activity/Task 7
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Students complete an integrated performance assessment about Ana Mendieta

study guide Ana Mendieta IPA

Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret an authentic text about the work of Ana Mendieta • Identify the main idea, details and inferences about the text. • Describe the work of Mendieta • Interpret authentic texts about the work of Mendieta • Make comparisons between conceptual artists • Give their opinion on the works	Students connect language skills to real world topics. Interdisciplinary connection between Spanish language and history.	Students can: • Describe the work of Ana Mendieta • Make comparisons to other conceptual artists. • Communicate the qualities of conceptual art in Ana Mendieta's work. • Make connections between Mendieta's work and her life. • Give their opinion about Mendieta's work and ask questions about other's opinions.

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

IPA: arte conceptual de Ana Mendieta

Curriculum

Units: 1-5

Year 5

Latin American Studies

World Language

Southington High School

Latin American Studies

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World Language Units

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

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

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6 Cultural Themes for all years, all levels

Personal & Public Identities

Beauty & Aesthetics

Global Challenges

Science & Technology

Families & Communities

Contemporary Life

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ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

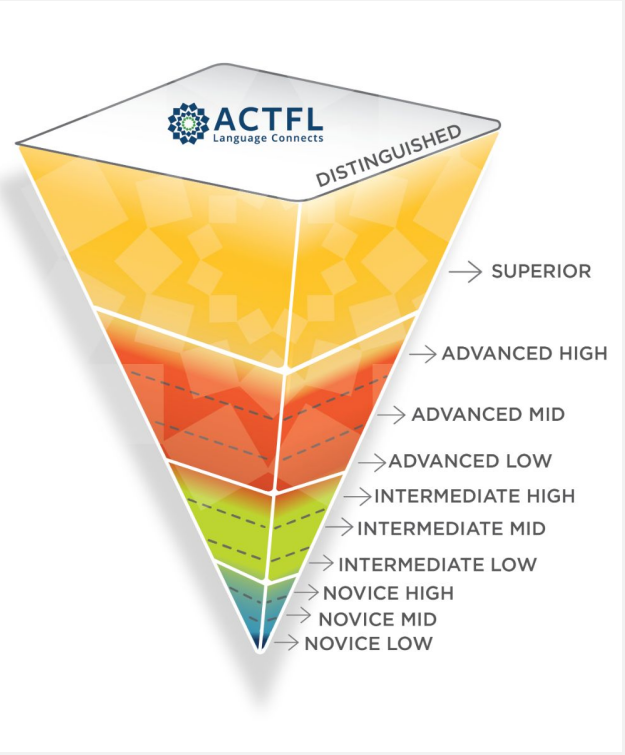
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



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ACTFL Proficiency Levels & the workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	*Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.*	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	• Highly articulate, professionally specialized native speakers • Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	*Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.*	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	• Well-educated native speakers • Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	*Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.*	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	• Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	• Heritage speakers, informal learners, non-academic learners who have significant contact with language • Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	• Undergraduate language majors
Intermediate High	1+	*Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.*	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	• Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			• Language learners following 4-year high school sequence or 2-semester college sequence • Language learners following an immersion language program in Grades K–6
Novice High	0+	*Communicate minimally with formulaic and rote utterances, lists, and phrases.*		• Language learners following content-based language program in Grades K–6
Novice Mid	0			• Language learners following 2 years of high school language study
Novice Low				

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Pre Approved
Year 5-Unit 1: Personal & Public Identities

Intermediate High

Students can identify elements of cultural products & practices of indigenous groups & compare them with their own culture.

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Presentational Speaking Mode:

Goal: To identify the cultural products and practices of the indigenous groups in students' host country specialty and how indigenous groups contribute to current national identity.

Role: Expert in your host country specialty

Audience: Classmates at Culture Knight

Situation: You are investigating the indigenous groups of your host country specialty and the products and practices of this group. You are presenting on the current elements of national identity that have developed from the country's indigenous groups by creating a presentation for Culture Knight that educates on one specific product or practice that has origins in the indigenous groups of the country.

Product Performance and Purpose: You create an engaging presentation of the product or practice and include an interactive activity to present at Culture Knight.

Standards and Criteria for Success:

Your presentation should include:

A clear product or practice in your host country specialty that has origins in the indigenous group in your host country specialty.

For example:

- Food
- artisan/craft
- Building
- Religious symbol or ceremony
- Language
- Technology
- Agricultural technology
- Social hierarchy or status symbol

Your culture knight presentation must explain the history of the product or practice and include a task or interactive activity that the visitors of your presentation may complete.

Conclusion: what is the influence today of this indigenous group in your host country specialty?

PBA

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Year 5-Unit 2: pre approved Families & Communities

Intermediate High

Students can interpret texts about the conquest, colonization, & independence of Latin America. They can discuss a variety of perspectives about the conquest & colonization of Latin America. They can present about European, indigenous, & African influences in Latin American culture and what it means to be mestizo.

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Presentational Speaking Mode:

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

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

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

Audience: Other participants and teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

- Introduction to the forum: Say who you are and what your main contribution was during the colonization.
- Questions and answers: Prepare questions for other members of the group and prepare to answer questions from your group members.
- Conclusion: Prepare a closing statement to defend your position / decisions during the colonization or apologize for your actions.

PBA

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Year 5-Unit 3: Contemporary Life

Intermediate High

Students can define the political status of Puerto Rico & define their political options. They can compare how the political options for Puerto Rico affect the citizens who live there. They can discuss current events related to Puerto Rico's potential path to statehood.

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Interpersonal Speaking Mode:
Goal: Students will investigate the differences between being a state, a territory, or an independent nation for Puerto Rico.
Role: participant in a socratic seminar
Audience: participants in the socratic seminar
Situation: You are sharing your research and opinions about how each political status affects Puerto Rican people.
Product Performance and Purpose: Your conversation should define and compare the three political status options and how they affect Puerto Rican people.
Standards of Success:

- Speak at an intermediate high level of language
- Investigate and complete an organizer with 4 reliable sources about Puerto Rican political status
- Define independent country, territory, or statehood
- Describe and compare the human rights, political or economic impacts of each status for Puerto Ricans

PBA

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Year 5 - Unit 4: Global Challenges

Intermediate High

Students can investigate and discuss human rights violations during dictatorships in Latin America. They can identify imperialist interests during dictatorships & how their policies supported authoritarian regimes. They can make connections between current events in Latin America & how they can be connected to political & social instability of the past.

M

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Presentational Speaking Mode:
Goal: Students will report on a human rights violation in their host country specialty.
Role: A news podcast reporter
Audience: Classmates/teacher, podcast listeners
Situation: You are investigating a human rights abuse in your host country's specialty (for example, dictatorships or civil wars) and reporting on the event.
Product Performance and Purpose: You are creating a podcast episode reporting on a human rights abuse in your host country specialty.
Standards of Success: Your reporting should include…

- A definition of human rights
- How was the problem created? How did the dictator rise to power?
- Who is affected by this violation? How has it affected society?
- Were there any imperialistic influences or involvement from the United States? How?

PBA

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Year 4-Unit 5:
Beauty & Aesthetics

Intermediate Low

Students can describe works of contemporary Latin American artists, analyze the connection between an artwork & its historical, political, cultural context, interpret the intended & perceived messages of the artwork. They can compare & contrast different artists' approaches to themes.

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PBA

Presentational Speaking Mode:
Goal: Students present on the life and works of a Latin American contemporary artist from their host country specialty.
Role: Latin American country expert
Audience: Classmates/teacher
Situation: You are investigating a popular contemporary artist and completing an analysis of one of their more well-known works. You are demonstrating how historical and biographical context appear in an artist's work.
Product Performance and Purpose: you are presenting to classmates in a gallery walk.
Standards of Success:
The presentation includes:

- Minimally 5 biographical facts about the artist's life, education and career
- An overview of 2-3 notable works and where you can see them (which cities or museums)
- A DIE analysis of one of the works: Description of the work, Interpretation with references to investigation, and Evaluation
- A works cited in APA format for any sources used.
- A visual to complement the presentation that has less than 5 words on each slide.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 e.

AGENDA REPORTING FORM

Agenda Topic: SHS – Agricultural Science Advanced Equine Evaluation and Horsemanship – NEW - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Agricultural Science Advanced Equine Evaluation and Horsemanship – NEW.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Agricultural Science Advanced Equine Evaluation and Horsemanship – NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Christina L. Zhitin

Signature of Staff Member Submitting Report

Steve Madaney

Signature of Superintendent of Schools

Advanced Equine Evaluation and Horsemanship: Scope and Sequence

This course is designed to give students a better understanding of equine anatomy and how this translates into various career pathways. Students will learn about how horses evolved over millions of years and how evolution has shaped them into the animal they are today. Students will learn about the musculoskeletal system and how that correlates to evaluating an animal for conformation. Students will learn how to judge both halter (conformation) and performance classes. Breed standards, external anatomy and terminology will also be covered. This will lead into a unit about various careers in the equine industry along with handling and training skills. This will help prepare students for successful careers in the equine industry as well as improve their marketability for careers and employment in the equine industry.

Unit 1: Introduction
September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of basic safety principals when working with large animals as well as what the equine industry entails

Unit Skills/Topics:

- Safety around large animals
- Proper footwear and clothing

Agricultural, Food and Natural Resources Standards:

- CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.
- CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
- CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
- AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

Unit 2: Evolution
September ~ November

Unit Summary and Lesson Overviews

This unit explores the evolution and history of the horse. Students will learn about the various pre-historic relatives of the horse and follow the changes in the skeletal system. In addition; students will learn about domestication of the horse and the affective states of horses (what their body language tells us).

Unit Skills/Topics:

- Prehistoric Horse
  - How the environment changed leading to changes in the prehistoric ancestors
  - Changes in bone structure
- Domestication of the horse
  - Initial use of the horse
  - Where domestication occurred (what part of the world)
  - Use of horse today
- Natural instincts/affective states
  - Fight or flight
  - Body language of the horse and how we can interpret it

Agricultural, Food and Natural Resources Standards:

- CT-AS.01.01.01.b. Evaluate and describe characteristics of animals that developed in response to the animals' environment and led to their domestication.
- CT-AS.01.01.01.a. Identify the origin, significance, distribution and domestication of animal species.
- AS.01.01. Evaluate the development and implications of animal origin, domestication, and distribution on production practices and the environment.
- AS.02.01. Explain management techniques that ensure animal welfare.

Unit 3: Selection
September ~ November

Unit Summary and Lesson Overviews

This unit will introduce external anatomy of the horse and why breeds were developed. Students will improve their critical thinking and analytic skills by learning how to evaluate horses both on their conformation (structural correctness) and performance. Students will also work on public speaking skills by learning how to present reasons when judging and evaluating horses.

Unit Skills/Topics:

- External anatomy
  - Parts of the horses
  - Comparing parts to other species and people
- Breed Identification
- Evaluating horses
  - Judging based upon conformation
    - Ideal based upon breed standard
    - Compare to breed standard
    - Differences between breeds
  - Judging based upon performance
    - Requirements for various performance classes
    - Compare individual performance to class standard
  - Defending placings - oral reasons

Agricultural, Food and Natural Resources Standards:

- CT-AS.01.03.12.a. Identify the following breeds of equine: Appaloosa, Arabian, Quarter Horse, Morgan, Thoroughbred, Saddlebred, Paint, Belgian, Clydesdale, Percheron, Friesian, Hackney, Haflinger, Shetland, Hanoverian, and Andalusian .* CTE Assessment Standard, AS, A12
- CT-AS.02.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.
- CT-AS.02.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.
- CT-AS.05. Performance Element: Evaluate and select animals based on scientific principles of animal production.
- AS.06.02. Apply principles of comparative anatomy and physiology to uses within various animal systems.
- AS.06.03. Select animals for specific purposes and maximum performance based on anatomy and physiology.

Unit 4: Musculo-Skeleton System
October - January

Unit Summary and Lesson Overviews

This unit focuses on the skeletal and muscular system of the horse and how it functions

Unit Skills/Topics:

- Types of bones
- Names of specific bones
- Correlating bones and joints to human bones and joints
- Types of muscles
- Names of specific muscles

Agricultural, Food and Natural Resources Standards:

- CT-AS.02.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.
- CT-AS.02. Performance Element: Examine anatomy and physiology of domesticated animals.

Unit 5: Training/Handling
September ~ January

Unit Summary and Lesson Overviews

This unit will happen throughout the semester and will primarily be hands-on learning. Students will improve their skills with handling animals and will learn about various equine disciplines and training techniques.

Unit Skills/Topics:

- Showmanship
- Lounging
- Ground driving - driving
- Different disciplines
    - In hand
    - English

    - Western
    - Driving

Agricultural, Food and Natural Resources Standards:

- CT-AS.06. Performance Element: demonstrate safety with animals and animal products.
- CT-AS.06.01. Performance Indicator: Demonstrate safe animal handling and management techniques.

Unit 6: Careers

September ~ January

Unit Summary and Lesson Overviews

This unit has students learning about the various career opportunities within the equine industry.

Unit Skills/Topics:

- Career exploration
- Career areas
    - Training (by discipline)
    - Barn manager
    - Groom
    - Stable hand
    - Hauler
    - Related industries
        - Feed
        - Promotional
    - Professional
        - Vet
        - Chiropractor
        - Massage therapy

Agricultural, Food and Natural Resources Standards:

- CT-LS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career

success.

- CRP.01.03. Identify and act upon opportunities for professional and community service at the workplace.
- CRP.02.01. Use strategic thinking to connect and apply academic learning, technical knowledge, and skills to solve problems in the workplace and community.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **May 28, 2026**

Decision Requested **X** **Agenda Code** **6 f.**

AGENDA REPORTING FORM

Agenda Topic: SHS – Agricultural Science Advanced Equine Management – REVISED - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Agricultural Science Advanced Equine Management – REVISED.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Agricultural Science Advanced Equine Equine Management – REVISED – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Christina L. Zhatin

Signature of Staff Member Submitting Report

Steve Madaney

Signature of Superintendent of Schools

Advanced Equine Management: Scope and Sequence

This course is designed to give students a better understanding of equine anatomy and how this translates into various career pathways. Students will be introduced to best industry practices and standards when raising equines and/or managing equine facilities; becoming more aware of how the equine industry operates. Students will learn about; terminology, nutrition, reproduction, and various aspects of the industry. Hands-on skills will be incorporated throughout the class to provide students skills that will make them more marketable in the equine industry for employment opportunities. This will help prepare students for successful careers in the equine industry as well as improve their marketability for careers and employment in the equine industry.

Unit 1: Introduction
September

Unit Summary and Lesson Overviews

This unit extends students' understanding of basic safety principals when working with large animals as well as what production livestock is.

Unit Skills/Topics:

- Safety around large animals
- Proper footwear and clothing
- History of livestock
- Uses of livestock
- Products from livestock

Agricultural, Food and Natural Resources Standards:

- CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.
- CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
- CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
- AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

Unit 2: Digestion-Nutrition
September ~October

Unit Summary and Lesson Overviews

This unit explores the digestive system of the horse; how it functions; as well as nutritional needs of horses

Unit Skills/Topics:

- Digestive system
  - Organs in the system
  - Function of the organs
  - How the simple stomach system is different from a ruminant animal
- Nutrition
  - Nutrient classes
  - Forage types
  - Ration balancing

Agricultural, Food and Natural Resources Standards:

- CT-AS.04.01. Performance Indicator: Formulate feed rations to provide for the nutritional needs of animals.
- CT-AS.04.02. Performance Indicator: Formulate and administer animal supplements, animal feed additives and growth promotes in animal production.

Unit 3: Health and Disease
October - November

Unit Summary and Lesson Overviews

This unit extends students' understanding of properly managing the equine in terms of turnout and daily care. In addition, students will learn about parasites affecting horses, how to test and treat those parasites, common diseases of equines and what measures can be put in place to prevent diseases. Students will also learn about various complementary therapies (acupuncture, massage, chiropractic, etc) and key first aid skills. Many of the lessons will include hands on work with animals.

Unit Skills/Topics:

- Management
- Parasites
- Disease
    - Common diseases
    - Vaccinations
    - Biosecurity
- Complimentary Therapies
- First Aid

Agricultural, Food and Natural Resources Standards:

- CT-AS.03.01. Performance Indicator: Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.
- CT-AS.03.02. Performance Indicator: Provide for the biosecurity of agricultural animals and production facilities.
- CT-AS.07.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.

Unit 4: Reproduction

November - December

Unit Summary and Lesson Overviews

This unit extends students' understanding of the reproductive system of equines. This will include not only the reproductive system as whole, but also hormones, how genetics are passed down and how to properly manage the breeding equine. Various methods of breeding will be covered including the various advanced reproductive techniques available to the equine industry.

Unit Skills/Topics:

- Reproductive System
    - Parts of the female reproductive system
    - Parts of the male reproductive system
- Hormone Control
- Genetics
    - Colors of the horse
- Managing the breeding animal
- Breeding Methods

    - Live Cover
    - Advanced Reproductive Techniques
- Breeding Contracts

Agricultural, Food and Natural Resources Standards:

- CT-AS.05.01. Performance Indicator: Evaluate the male and female reproductive systems in selecting animals.
- CT-AS.05.02. Performance Indicator: Evaluate animals for breeding readiness and soundness.
- CT-AS.05.03. Performance Indicator: Apply scientific principles in the selection and breeding of animals.

Unit 5: Training/Handling

September ~ January

Unit Summary and Lesson Overviews

This unit will happen throughout the semester and will primarily be hands-on learning. Students will improve their skills with handling animals and will learn about various equine disciplines and training techniques.

Unit Skills/Topics:

- Showmanship
- Lounging
- Ground driving - driving
- Different disciplines
    - In hand
    - English
    - Western
    - Driving

Agricultural, Food and Natural Resources Standards:

- CT-AS.06. Performance Element: demonstrate safety with animals and animal products.
- CT-AS.06.01. Performance Indicator: Demonstrate safe animal handling and management techniques.

Unit 6: Pasture/Manure Management

December - January

Unit Summary and Lesson Overviews

This unit focuses on various plants ideal for pastures; weeds that are poisonous to horses; and how to properly manage pastures for ideal growth and nutrition.

Unit Skills/Topics:

- Different grass types
- Weed identification
- Rotational grazing

Agricultural, Food and Natural Resources Standards:

- CT-AS.07.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- CT-AS.08.01. Performance Indicator: Reduce the effects of animal production on the environment.
- CT-AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 g.

AGENDA REPORTING FORM

Agenda Topic: SHS – Agricultural Science UCONN ECE Behavior & Training – NEW - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Agricultural Science UCONN ECE Behavior & Training – NEW – REVISED.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Agricultural Science Advanced Equine UCONN ECE Behavior & Training – NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Christina L. Zhitin

Signature of Staff Member Submitting Report

Steve Madaney

Signature of Superintendent of Schools

Course Name: UCONN ECE Behavior & Training

This course is designed to provide students with a foundational understanding of the principles and practices essential to behavior & training and related industries. Guided by the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Standards and aligned with the academic rigor of the University of Connecticut's Early College Experience (ECE) program, the course equips students with both technical and practical skills necessary for success in animal-related fields.

Students will develop competencies in animal behavior, training, and welfare across multiple species, including livestock and companion animals. Emphasis will be placed on applying the scientific principles of genetics, physiology, learning, motivation, and stress to real-world management and training practices. As part of the experiential learning component, students will maintain a training log, analyze behavioral outcomes, and present their findings, fostering responsibility, critical thinking, and communication skills. This course also prepares students for advanced study and career pathways in animal science and related fields, with the option to earn three college credits through UCONN Early College Experience.

Unit 1: Adaptations & Evolution

1 Week

Unit Summary and Lesson Overviews

In this unit, students will develop skills in **recognizing and interpreting animal behaviors** by learning how and why animals act the way they do. Students will begin with an **introduction to behavior**, exploring basic definitions, types of behaviors, and how behaviors are observed and recorded. The unit will emphasize **curiosity and causation**, encouraging students to ask scientific questions about behavior and investigate the underlying causes rather than relying on assumptions.

Students will examine how **evolution** shapes behavior, focusing on how behaviors can increase survival and reproductive success. The **history of behavior** will also be explored, highlighting key scientists and major theories that have influenced the study of animal behavior over time.

By the end of this unit, students will be able to thoughtfully observe animal behavior, explain possible causes of those behaviors, and connect modern behavioral science to its historical and evolutionary foundations.

Unit Skills/Topics:

- Recognizing and interpreting animal behaviors
- Introduction to Behavior

- Curiosity & Causation
- Evolution
- History of Behavior

NGSS Standards & Agricultural, Food and Natural Resources Standards:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
AS.01.01.01.c. Evaluate the implications of animal adaptations on production practices and the environment.
AS.02.01.01.a. Explain the implications of animal welfare and animal rights for animal systems.

Unit 2: Nervous & Hormones

1 Week

Unit Summary and Lesson Overviews

In this unit, students will examine how biological systems influence animal behavior over different **timescales**, from immediate responses to long-term behavioral changes. Students will explore the foundations of **neurobiology**, focusing on how the **nervous system**, including the **central nervous system**, processes information and controls behavior. Emphasis will be placed on how the brain, spinal cord, and nerves work together to receive stimuli and produce responses.

The unit will also introduce **endocrinology**, examining how **hormones** regulate behavior, growth, and physiological processes over longer periods of time. Students will compare how the nervous and endocrine systems interact to influence behavior and maintain balance within the body. Additionally, students will study **sensory systems** to understand how animals detect and interpret environmental stimuli and how sensory input shapes behavioral responses.

By the end of this unit, students will be able to explain how neural, hormonal, and sensory systems work together to produce and modify behavior across different timescales.

Unit Skills/Topics:

- Timescale & Behavioral Change
- Neurobiology
- The Nervous System/Central Nervous System
- Endocrinology
- Hormones (Endocrine) & Behavior
- Sensory Systems

Common Core State Standards:

WHST. 11-12.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers.
RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Unit 3: Behavioral Genetics

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore how genetics and environment work together to shape animal traits and behaviors. Beginning with **behavioral genetics** and the debate of **nature vs. nurture**, students will examine how inherited genes and environmental influences affect behavior and development. The unit will also cover **domestication**, focusing on how selective breeding by humans has changed animals over time, and **phylogeny**, which helps explain evolutionary relationships among species.

Students will learn the foundations of **classical and Mendelian genetics**, including heredity, dominant and recessive traits, and how characteristics are passed from one generation to the next. The unit will expand into **quantitative and biometrical genetics** to understand traits influenced by multiple genes, such as size, color, and performance. Concepts of **evolutionary and population genetics** will help students analyze genetic variation within populations and how evolution occurs over time.

Finally, students will study **molecular genetics** to understand the structure and function of DNA and how genes control traits at the molecular level. By the end of this unit, students will be able to explain how genetics, behavior, and evolution are interconnected and how genetic principles apply to animals in both natural and managed environments.

Unit Skills/Topics:

- Behavioral Genetics
- Nature Vs. Nurture
- Domestication
- Phylogeny
- Classical & Mendelian Genetics
- Quantitative & Biometrical Genetics
- Heredity
- Evolutionary & Population Genetics
- Molecular Genetics

NGSS Standards:

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Unit 4: Biological Rhythms

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore the biological and behavioral mechanisms that regulate animal behavior and maintain internal balance. Students will study **drive theory** and **homeostasis** to understand how internal needs such as hunger, thirst, and temperature motivate behavior. The concept of **homeostatic regulation** will be emphasized to show how organisms maintain stable internal conditions despite changes in the external environment.

The unit will also examine **behavioral syndromes**, including animal **personality, emotion, and mood**, and how consistent behavior patterns can influence survival and adaptation. Students will investigate **biological clocks and circadian rhythms** to understand how daily and seasonal timing affects activity, feeding, and rest. Finally, students will analyze **time budgets** to evaluate how animals allocate their time to essential behaviors such as feeding, resting, and social interactions.

By the end of this unit, students will be able to explain how internal drives, biological rhythms, and behavioral patterns interact to regulate behavior and support survival.

Unit Skills/Topics:

- Drive Theory & Homeostasis
- Behavioral Syndromes, Personality, Emotion, and Mood
- Biological Clocks & Circadian Rhythms
- Homeostatic Regulation
- Time Budgets

Common Core State Standards:

WHST. 11-12.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers.

Unit 5: Learning

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore how animals learn, remember, and apply information to survive and adapt to their environments. Students will examine different types of **learning and memory**, including short-term, long-term, selective memory, and the concept of the **engram**, to understand how experiences are stored and recalled. The unit will also cover the **parts of the brain** involved in learning and memory and introduce **brain models for learning** that explain how information is processed.

Students will study **conditioning**, including how associations are formed between stimuli and responses, and how learning influences behavior over time. The unit will also explore **cache retrieval**, focusing on how animals store and recover food and resources using memory. **Social learning**, including observational learning and its survival value, will be examined to show how animals learn from one another rather than through direct experience alone. Finally, students will investigate the role of **play** in learning and development, understanding how play behaviors support cognitive growth, skill development, and social bonding.

By the end of this unit, students will be able to explain how learning, memory, and brain function work together to shape behavior and development across animal species.

Unit Skills/Topics:

- Learning & Memory (short-term, long-term, selective, engram)
- Parts of the brain
- Brain Models for Learning
- Conditioning
- Cache Retrieval
- Social Learning (observational, survival value of learning)
- Play, Learning, and Development

Skills:

- Clicker training lab

Agricultural, Food and Natural Resources Standards:

AS.02.01.02.a.Identify the challenges involved in working with animals and the various resources available (e.g., variety of tools, technology, equipment, facilities, animal behavior signals, etc.).
AS.02.01.04.c. Handle and work with domestic livestock, horses, and companion animals safely.
AS.02.01.02.c. Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses.

Unit 6: Cognition

1 Week

Unit Summary and Lesson Overviews

In this unit, students will examine **cognition** and the mental processes animals use to perceive, think, remember, and solve problems. Students will explore how scientists study cognition using tools such as **functional magnetic resonance imaging (fMRI)** to observe brain activity and link structure to function. The unit will also address **language and communication**, including how animals use signals and symbols to convey information.

Students will investigate the **concept of self**, including self-awareness and recognition, and how this ability relates to **thought, foresight, and problem solving**. The role of **memory in cognition** will be examined to understand how past experiences influence decision-making and behavior. The unit will also explore **intelligence and social cognition**, focusing on how animals interact within groups, interpret social cues, and form relationships.

Finally, students will study the role of the **frontal lobe in impulse control** and decision-making, as well as the scientific evidence for **animal emotions**. By the end of this unit, students will be able to explain how brain function, cognition, and social interaction contribute to intelligent and emotionally complex behaviors in animals.

Unit Skills/Topics:

- Cognition
- Functional magnetic resonance imaging (fMRI)
- Language
- The Concept of Self
- Thought, foresight, and problem solving
- Memory & Cognition
- Intelligence & Social Cognition
- The Frontal Love & Impulse Control
- Animal Emotions

Skills:

- Ethogram & Observations

NGSS Standards & Agricultural, Food and Natural Resources Standards:

AS.01.01.01.c. Evaluate the implications of animal adaptations on production practices and the environment.
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit 7: Communication
1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore how animals communicate with one another to share information essential for survival and social interaction. Students will examine different **modes of communication**, including visual, auditory, chemical, and tactile signals, and identify the **types of communication** used in various contexts such as mating, warning, cooperation, and territory defense. The unit will place special emphasis on **animal calls**, analyzing how sounds are produced, what information they convey, and how they influence behavior within and between species.

By the end of this unit, students will be able to identify different communication modes, interpret animal signals, and explain how communication supports survival, reproduction, and social organization.

Unit Skills/Topics:
- Modes of Communication
- Types of Communication
- Animal Calls

Skills:
- Dog Gallery Walk (how dogs communicate)

Agricultural, Food and Natural Resources Standards:

CT-AS.06.01.01.a Interpret domestic livestock and companion animal behaviors and outline safety procedures for working with those species.

Unit 8: Movement
1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore how animals move through and interact with their environments. Students will examine **animal movement**, including daily movements, long-distance travel, and specialized locomotion. The unit will focus on the **sources of navigational information** animals use, such as visual landmarks, the sun and stars, Earth's magnetic field, and chemical cues.

Students will also study how animals **sense the environment** and gather information needed to orient, navigate, and make movement decisions.

Students will investigate **migration** and **dispersal**, comparing why and how animals travel long distances or spread into new areas. The unit will also explore how animals **respond to information** from their environment to adjust movement patterns and behaviors. By the end of this unit, students will be able to explain how animals use sensory and navigational cues to move, migrate, and disperse in ways that support survival and reproduction.

Unit Skills/Topics:

- Animal Movement
- Sources of Navigational Information
- Sensing the Environment
- Migration
- Responses to Information
- Dispersal

Common Core State Standards & Agricultural, Food and Natural Resources Standards:

WHST. 11-12.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers.
RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
AS.02.01.02.a. Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.).

Unit 9: Foraging

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore how animals obtain, select, and use food resources to survive and reproduce. Students will examine **foraging behavior**, including how animals search for and evaluate food. The unit will focus on **diet choice and food selection**, analyzing the costs and benefits that influence what animals eat. Students will also study the different ways animals obtain food, including **herbivory, carnivory, omnivory, saprophagy**, and other feeding strategies.

Students will investigate various **styles of hunting**, from ambush and pursuit to scavenging, and examine the advantages of **cooperative hunting** in certain species. The unit will also cover **parasitic life cycles**, exploring how parasites acquire nutrients from

hosts and how these relationships impact both parasite survival and host health.

By the end of this unit, students will be able to explain and compare feeding strategies, hunting behaviors, and parasitic relationships, and analyze how these strategies are shaped by environmental pressures and evolutionary adaptation.

Unit Skills/Topics:

- Foraging
- Diet Choice & Food Selection
- How Animals Get Food (herbivore, carnivore, saprophages, etc.)
- Styles of Hunting
- Cooperative Hunting
- Parasitic Life Cycles

Agricultural, Food and Natural Resources Standards:

AS.03.01.01.b. Differentiate between nutritional needs of animals based on growth stages, anatomy, and/or production systems (e.g., maintenance, gestation, work, growth, etc.)

Unit 10: Self Defense

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore the strategies animals use to avoid predators and survive threats from both predators and pathogens. Students will examine **self-defense behaviors** and **cryptic behaviors** that reduce detection, including different forms of **camouflage** such as countershading, background matching, and disruptive coloration. The unit will also focus on **vigilance and alarm behaviors**, explaining how animals detect danger and warn others within their group.

Students will study **mimicry and diversion tactics** used to confuse or mislead predators, as well as **evasion strategies** that help animals escape once detected. The unit will also address **predator deterrence and fighting back**, including physical defenses, displays, and group defense behaviors. Finally, students will explore **pathogen avoidance and deterrence**, including **sickness behaviors** that reduce disease spread and improve survival.

By the end of this unit, students will be able to identify and explain a wide range of defensive behaviors and analyze how these strategies increase survival in challenging environments.

Unit Skills/Topics:

- Self-Defense
- Cryptic-Behavior
- Camouflage (countershading, background matching, disruptive coloration)
- Vigilance & Alarm
- Mimicry & Diversion
- Evasion
- Predator Deterrence and Fighting Back
- Pathogen Avoidance/Deterrence and Sickness Behavior

Agricultural, Food and Natural Resources Standards:

CT-AS.06.01.01.a Interpret domestic livestock and companion animal behaviors and outline safety procedures for working with those species.

Unit 11: Mating Systems

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore the biological and evolutionary principles that shape **mating systems** and reproductive strategies. Students will study the **evolution of sex** and the role of **sexual selection** in shaping traits and behaviors. The unit will cover **variance in mating success**, including why some individuals have more reproductive opportunities than others, and how **mate choice** influences the evolution of species.

Students will examine different mating systems, including **monogamy, polygyny, and polyandry**, and explore how **hormones** influence reproductive behavior. The unit will also address **sperm competition**, the **good genes model**, and the phenomenon of **forced copulations**, highlighting both cooperative and competitive aspects of reproduction.

By the end of this unit, students will be able to explain how mating strategies and sexual selection drive evolutionary change, affect reproductive success, and shape behavioral and physiological traits in animals.

Unit Skills/Topics:

- Mating Systems

- Evolution of Sex
- Sexual Selection
- Variance in Mating Success
- Mate Choice
- Monogamy
- Polygyny and Polyandry
- Hormones
- Sperm Competition
- Good Genes Models
- Forced Copulations

NGSS Standards & Agricultural, Food and Natural Resources Standards:

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
AS.04.02.01.a. Summarize genetic inheritance in animals.

Animal Behavior & Training Project

1 Semester

Unit Summary and Lesson Overviews

All students will choose an animal that we have at school and train that animal to perform at least three (3) new behaviors. Animals must perform the behaviors based on signals from the handler (you).

Animals must respond to two signals:
1.) Verbal (or other auditory) and
2.) Visual (non-verbal).

Projects will be graded on the ability of the animal to perform the behaviors and on a personal training log book to be kept by each student.

Students must demonstrate the three trained behaviors using the Auditory and Non-Auditory commands, thus showing each behavior twice. Students will demonstrate the trained behaviors and over the course of the semester you will produce a 10 minute (Maximum time) video presentation to be shown to the class.

Common Core State Standards & Agricultural, Food and Natural Resources Standards:

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
AS.02.01.04.c. Handle and work with domestic livestock, horses, and companion animals safely.
AS.02.01.02.c. Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses.
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).
CRP.04.01.02.a. Examine and assess personal ability to speak with clarity, logic, purpose and professionalism in formal and informal settings (e.g., speeches, interviews, presentations, oral reports, etc.).

Interpreting a Scientific Paper

1 Semester

Unit Summary and Lesson Overviews

As part of the course, students will be reading and interpreting a scientific paper related to animal behavior and training.

NGSS Standards, Common Core State Standards & Agricultural, Food and Natural Resources Standards:

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.
CRP.07.01.01.a. Identify and summarize reliable research processes and methods used to generate data for decision-making.

CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.
AS.01.01.02.b. Describe the historical and scientific developments of different animal industries and summarize the products, services and careers associated with each.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 h.

AGENDA REPORTING FORM

Agenda Topic: SHS – Agricultural Science UCONN ECE Companion Animal – NEW - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Agricultural Science UCONN ECE Companion Animal – NEW.

Background: _____

Alternative Strategies: N/A

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

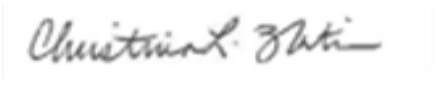
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

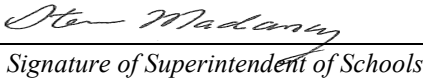
Recommendation or Comment: Move that the Board of Education approve the Agricultural Science Advanced Equine UCONN ECE Companion Animal – NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Course Name: UCONN ECE Companion Animal

This course is designed to provide students with a foundational understanding of the principles and practices essential to companion animal science and related industries. Guided by the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Standards and aligned with the academic rigor of the University of Connecticut's Early College Experience (ECE) program, the course equips students with both technical and practical skills necessary for success in animal-related fields.

Students will develop competencies in animal handling, health care, nutrition, and general management of companion animals, with an emphasis on real-world applications in small animal science. Additionally, students will explore career pathways and the skills required to secure meaningful employment within companion animal businesses. As part of the experiential learning component, students will be responsible for the use, management, and maintenance of the school's small animal laboratory facilities, fostering responsibility, problem-solving, and industry-level practices.

Unit 1: Intro to Companion Animal

1-2 Weeks

Unit Summary and Lesson Overviews

This unit provides an introduction to the field of Companion Animal Science, focusing on animal classification, disease awareness and prevention, safety practices, and foundational knowledge for responsible pet ownership and career exploration.

Unit Skills/Topics:

- Basics of animal diseases and how they are spread
- Zoonotic diseases and their impact on humans and animals
- Principles of binomial nomenclature and animal classification
- Key questions to consider when choosing a pet
- Careers within the companion animal industry
- Safety practices when working with small animals
- Recognizing and interpreting animal behaviors

Agricultural, Food and Natural Resources Standards:

- AS.06.01. Classify animals according to taxonomic classification systems and use (e.g., agricultural, companion, etc.).
- AS.07.01.03.b. Analyze illnesses and disorders of animals based on symptoms and problems caused by wounds, diseases, parasites, and physiological disorders.

- AS.07.01.01.a Identify specific tools, techniques, and technology used in animal health management.
- AS.02.01.02.b. Analyze animal welfare procedures used to ensure safety and minimize stress during management practices.
- AS.07.02.02.b. Analyze the health risk of different zoonotic diseases to humans and identify prevention methods
- CRP.10.01. Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

Unit 2: Canine

3-4 Weeks

Unit Summary and Lesson Overviews

This unit provides an in-depth exploration of canine science, focusing on dog classification, breed identification, anatomy, health, and responsible care. Students will develop the knowledge and skills necessary to properly select, manage, and care for dogs while also exploring career opportunities within the canine and animal science industries.

Unit Skills/Topics:

- Classification and nomenclature of canines
- History and domestication of dogs
- Dog groups and breed identification
- Basic canine anatomy and structure
- Choosing and selecting a dog based on lifestyle and needs
- Feeding and nutrition requirements for dogs
- Safe handling and restraint techniques
- Daily care and management practices
- Monitoring and understanding vital signs
- Housing and equipment for proper canine care
- Canine reproduction basics
- Common diseases and ailments affecting dogs
- Key terminology used in canine science
- Unique characteristics of different breeds
- Career opportunities within the canine field

Agricultural, Food and Natural Resources Standards:

- **AS.03.01** – Analyze the importance of animal classification, taxonomy, and nomenclature
- **AS.03.02** – Evaluate animal anatomy and physiology in relation to function
- **AS.04.01** – Evaluate animal nutrition, including nutrient requirements and feeding practices
- **AS.05.01** – Evaluate animal health practices, including disease prevention, control, and treatment
- **AS.05.02** – Analyze the impact of diseases on animals and humans (zoonotic diseases)
- **AS.06.01** – Evaluate animal welfare and ethical considerations in animal management
- **AS.06.02** – Demonstrate safe animal handling and management techniques
- **AS.07.01** – Apply principles of animal reproduction (basic level for companion/exotic animals)
- **CRP.07** – Employ valid and reliable research strategies
- **CRP.08** – Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP.11** – Use technology to enhance productivity

Unit 3: Feline

3-4 Weeks

Unit Summary and Lesson Overviews

This unit provides an in-depth exploration of feline science, focusing on cat classification, anatomy, nutrition, health, and responsible care. Students will build knowledge and practical skills related to managing and caring for cats while also exploring their unique behaviors, characteristics, and roles within the companion animal industry.

Unit Skills/Topics:

- Classification and nomenclature of felines
- History and domestication of cats
- Cat breeds and breed identification
- Basic feline anatomy and external structures
- Feline nutrition and dietary requirements
- Choosing and selecting a cat based on lifestyle and needs
- Safe handling and restraint techniques for cats
- Daily care and management practices
- Monitoring and understanding vital signs
- Housing and equipment for proper feline care
- Basics of feline reproduction
- Common feline diseases and health concerns
- Vaccinations and preventative care
- Key terminology used in feline science

- Unique characteristics and behaviors of cats
- Career opportunities within the feline and animal science fields

Agricultural, Food and Natural Resources Standards:

- **AS.03.01** – Analyze the importance of animal classification, taxonomy, and nomenclature
- **AS.03.02** – Evaluate animal anatomy and physiology in relation to function
- **AS.04.01** – Evaluate animal nutrition, including nutrient requirements and feeding practices
- **AS.05.01** – Evaluate animal health practices, including disease prevention, control, and treatment
- **AS.05.02** – Analyze the impact of diseases on animals and humans (zoonotic diseases)
- **AS.06.01** – Evaluate animal welfare and ethical considerations in animal management
- **AS.06.02** – Demonstrate safe animal handling and management techniques
- **AS.07.01** – Apply principles of animal reproduction (basic level for companion/exotic animals)
- **CRP.07** – Employ valid and reliable research strategies
- **CRP.08** – Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP.11** – Use technology to enhance productivity

Unit 4: Small Animal & Exotics

3-4 Weeks

Unit Summary and Lesson Overviews

Small Animal & Exotic Science Unit Summary

This unit provides an exploration of small and exotic companion animals, focusing on species identification, unique care requirements, handling, and responsible ownership. Students will examine a variety of non-traditional pets and develop an understanding of their specific needs, behaviors, and challenges within the companion animal field.

Unit Skills/Topics:

- Classification and identification of small and exotic animals
- Overview of species including amphibians, birds, reptiles, and small mammals
- Small mammal species such as guinea pigs, hamsters, gerbils, mice, rats, chinchillas, degus, rabbits, ferrets, and hedgehogs
- Exotic species such as reptiles, amphibians, birds, and sugar gliders
- Unique characteristics and behaviors of each species
- Choosing and selecting appropriate exotic pets based on lifestyle and experience
- Species-specific housing and environmental requirements
- Feeding and nutrition for a variety of exotic animals

- Safe handling and restraint techniques for small and exotic species
- Daily care and management practices
- Common health concerns and preventative care
- Ethical considerations and challenges of owning exotic animals
- Key terminology used in small animal and exotic care
- Career opportunities related to exotic and small animal care

Agricultural, Food and Natural Resources Standards:

- **AS.03.01** – Analyze the importance of animal classification, taxonomy, and nomenclature
- **AS.03.02** – Evaluate animal anatomy and physiology in relation to function
- **AS.04.01** – Evaluate animal nutrition, including nutrient requirements and feeding practices
- **AS.05.01** – Evaluate animal health practices, including disease prevention, control, and treatment
- **AS.05.02** – Analyze the impact of diseases on animals and humans (zoonotic diseases)
- **AS.06.01** – Evaluate animal welfare and ethical considerations in animal management
- **AS.06.02** – Demonstrate safe animal handling and management techniques
- **AS.07.01** – Apply principles of animal reproduction (basic level for companion/exotic animals)
- **CRP.07** – Employ valid and reliable research strategies
- **CRP.08** – Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP.11** – Use technology to enhance productivity

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 6 i.

AGENDA REPORTING FORM

Agenda Topic: SHS – Social Studies Modern US History Grade 9, Unit 6 - REVISED - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Social Studies Modern US History Grade 9, Unit 6 - REVISED.

Background: _____

Alternative Strategies: N/A

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

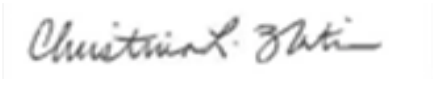
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

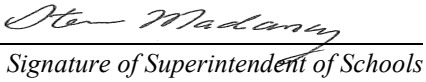
Recommendation or Comment: Move that the Board of Education approve the Social Studies Modern US History Grade 9, Unit 6 - REVISED– as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Social Studies_MUSH_Unit 6_National Identity in the Digital Age

Parent Communication Letter: **MUSH_Unit 6_Parent_Communication_Letter.docx**

MUSH_Unit6_Parent_Letter_Shortened.docx

Southington Public Schools Social Studies Unit Plan	Approximate Pacing
This unit examines how major events since September 11, 2001, have shaped American identity and how digital media has transformed political discourse and civic participation. Students will explore four chronological arcs: (1) 9/11 and its impact on national security and foreign policy, (2) economic and environmental crises including Hurricane Katrina and the Great Recession, (3) contemporary constitutional debates over religious freedom, gun rights, marriage equality, and immigration, and (4) the role of digital media in democracy, including social movements, disinformation, and Big Tech. The unit is designed for politically diverse classrooms, with every controversial topic addressed from multiple perspectives, using primary sources rather than the teacher's opinion. Students will practice structured civil discourse protocols where they must articulate opposing viewpoints in their strongest form. Students develop critical media literacy skills by analyzing how social media algorithms, echo chambers, and viral content shape public understanding of current events. The unit addresses seven Connecticut Social Studies standards across History, Economics, Geography, and Civics, with particular emphasis on analyzing personal perspectives in public debates and the impact of multimedia on American politics. Assessment options include a Digital Identity Portfolio and Town Hall Simulation, all of which require students to demonstrate understanding of multiple perspectives. Exit tickets and formal discussions are also critical assessments in additional traditional content quizzes. Before beginning the unit, teachers should communicate with families about the goals, establish classroom norms for respectful disagreement, and incorporate practice in civil discourse skills. The ultimate goal is not to tell students what to think, but to develop their capacity for critical thinking, evidence-based reasoning, and informed citizenship in a digital democracy. By the end of the unit, students will be able to analyze complex policy debates, construct arguments while acknowledging counterarguments, identify bias and misinformation, and engage respectfully with people who hold different views.	Timeline for unit: Approximately 20 days

Compelling Questions
Compelling Question: How has national identity changed in the digital era in America? **Supporting Questions**:

- **Inquiry Arc #1**: *How do major events reshape national identity?*
- **Inquiry Arc #2:** *How do we balance economic growth and environmental protection?*
- **Inquiry Arc #3**: *How have interpretations of Constitutional rights shaped current national debates?*
- **Inquiry Arc #4**: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?*

Standards

***Note: Standards in bold are priority standards, meaning they are included on the rubric.**
The other listed standards are supporting standards that will be addressed during the lesson plans to support performance on the assessment.

Social Studies Standards:

Dimension 1: Developing Questions
US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History.

US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

Dimension 2: Applying Disciplinary Tools
US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).

US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.

US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.

US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).

ELA Standards (CCSS):

History/Social Studies Grades 9-10:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).

US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).

US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Dimension 3- Evaluate Sources and Use Evidence
US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Dimension 4- Communicate Conclusions and Take Informed Action
US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

US.Inq.4.d. Present arguments and explanations that feature evocative

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Writing:
CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated

ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.	**question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** **CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** **Speaking and Listening**: **CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

Assessments

Formative Assessments: • Exit tickets demonstrating content knowledge and the ability to answer inquiry-based questions with evidence and reasoning. **[Critical Thinking]** • Discussion participation showing civil discourse skills **[Communication | Collaboration]** • Document analysis worksheets demonstrating analytical skills **[Critical Thinking]** • Quizzes **[Content Mastery]** • Various formal discussions and debates to assess speaking and listening skills **[Communication | Collaboration]**	**Summative Assessments**: **Digital Portfolio** of Events Shaping American Identity in the Digital Age **[Creativity | Critical Thinking | Communication]** **Participation in Town Hall Meeting** (both verbal and written) **[Critical Thinking | Communication | Collaboration]**

Discourse: For discourse specific assessments and tasks, the MUSH PLC can determine how to best track student participation and performance:

- SPS Teacher Tracker for Fishbowl Discussion Participation.docx
- Copy of Harkness Discussion Tracker (GRID)
- Discussion Tracker Exit Ticket
- Copy of Keeping Track of Comments at the Table
- Copy of Oval map for tracking discussions
- Oval Tracker with side comments.pdf
- harkness Teacher observation checklist-.pdf
- Student Discussion Tracker Types of Comments.pdf

Teachers may also consider looking into discussion tracking apps that map classroom discussion like Equity Maps.

Instructional Vocabulary
It is suggested that teachers create a word wall with the following terms

ARC 1: A NATION TRANSFORMED - 9/11 AND ITS AFTERMATH

Terrorism - The unlawful use of violence and intimidation, especially against civilians, in pursuit of political aims
National Security - The safety and defense of a nation and its citizens from threats both foreign and domestic
Civil Liberties - Individual rights and freedoms protected by law from government interference
Surveillance - Close observation or monitoring, especially of a suspected person or group
Patriot Act - Federal legislation passed after 9/11 that expanded government surveillance and law enforcement powers
Foreign Policy - A government's strategy in dealing with other nations
Domestic Policy - Government actions, laws, and programs that affect issues within a country's borders
Interventionism - A policy of intervening in the affairs of other countries, often through military action
Human Rights Violations - Actions that abuse or deny basic rights and freedoms to which all humans are entitled
Genocide - The deliberate killing of a large number of people from a particular nation or ethnic group
Sanctions - Penalties or restrictive measures imposed by one country on another to pressure policy changes
Humanitarian Aid - Material or logistical assistance provided to people in need, typically during crises
Military Deployment - The movement of armed forces and their logistical support to carry out operations

ARC 2: ECONOMIC AND ENVIRONMENTAL CRISES

Recession - A period of temporary economic decline during which trade and industrial activity are reduced
Great Recession - The severe worldwide economic crisis that occurred from 2007 to 2009

Bailout - Financial support given to a failing business or economy to prevent bankruptcy
Stimulus - Government spending designed to encourage economic growth
Foreclosure - The legal process by which a lender takes possession of a property when the borrower fails to pay
Unemployment Rate - The percentage of the labor force that is jobless and actively seeking employment
NAFTA (North American Free Trade Agreement) - A treaty creating a free-trade zone between the US, Canada, and Mexico
Free Trade - International trade without government-imposed tariffs, quotas, or other restrictions
Protectionism - Economic policy of restricting imports to protect domestic industries
Regulation - Rules or directives made and maintained by a government authority
Dodd-Frank Act - Federal law passed in 2010 to regulate financial institutions after the Great Recession
Market Outcomes - The results of economic policies on prices, employment, production, and consumption
Catastrophe - A sudden disaster causing great damage or suffering
Climate Change - Long-term shifts in global temperatures and weather patterns
Migration - Movement of people from one place to another, often due to economic or environmental factors

ARC 3: CONSTITUTIONAL RIGHTS IN DEBATE

Supreme Court - The highest federal court in the United States with final appellate jurisdiction
Constitutional Interpretation - The process of determining the meaning and application of the Constitution
Originalism - Constitutional interpretation based on the original meaning at the time of ratification
Living Constitution - The idea that the Constitution should be interpreted in light of contemporary circumstances
Precedent - A legal decision that serves as an authoritative rule in future similar cases
Equal Protection Clause - Part of the 14th Amendment requiring states to provide equal protection under the law
Due Process - Fair treatment through the normal judicial system, especially as a citizen's entitlement
Federalism - The division of power between federal and state governments
States' Rights - Powers held by individual states rather than by the federal government
Second Amendment - Constitutional amendment protecting the right to keep and bear arms
Religious Freedom - The right to practice any religion or no religion without government interference
Establishment Clause - Constitutional provision prohibiting government establishment of religion
Free Exercise Clause - Constitutional provision protecting individuals' right to practice their religion
Conscience Protections - Legal safeguards allowing individuals to act according to their religious or moral beliefs
Marriage Equality - Equal legal recognition and rights for same-sex and opposite-sex marriages
Obergefell v. Hodges - 2015 Supreme Court case that legalized same-sex marriage nationwide
Reproductive Rights - Legal rights and freedoms relating to reproduction and reproductive health
Bodily Autonomy - The right to make decisions about one's own body without external coercion
Roe v. Wade - 1973 Supreme Court case that established the constitutional right to abortion
Dobbs v. Jackson - 2022 Supreme Court case that overturned Roe v. Wade
DACA (Deferred Action for Childhood Arrivals) - Policy protecting certain undocumented immigrants who came to the US as children
Undocumented Immigrants - Foreign nationals residing in a country without legal authorization

Sanctuary Cities - Jurisdictions that limit cooperation with federal immigration enforcement
Border Security - Measures to control and monitor a nation's borders
Rule of Law - The principle that all people and institutions are subject to and accountable to law

ARC 4: DIGITAL DEMOCRACY - POWER, INFORMATION, AND PARTICIPATION
Social Media - Digital platforms that enable users to create and share content or participate in social networking
Algorithm - A set of rules or calculations used by computers to solve problems or make recommendations
Echo Chamber - An environment where a person encounters only beliefs or opinions that coincide with their own
Filter Bubble - A personalized online experience where algorithms selectively show content based on past behavior
Disinformation - False information deliberately spread to deceive people
Misinformation - False or inaccurate information spread unintentionally
Deepfake - Synthetic media using artificial intelligence to manipulate or generate visual and audio content
Viral Content - Online material that spreads rapidly through social sharing
Hashtag Activism - The use of social media hashtags to promote political or social change
Slacktivism - Low-effort online activism that requires minimal commitment
Content Moderation - The practice of monitoring and removing problematic user-generated content
Deplatforming - Removing someone's access to social media or online platforms
Fact-Checking - The process of verifying factual information to promote accuracy
Big Tech - Large, dominant technology companies like Google, Facebook, Amazon, and Apple
24-Hour News Cycle - Continuous news coverage available around the clock
Digital Citizenship - The responsible use of technology and appropriate online behavior
Media Literacy - The ability to access, analyze, evaluate, and create media
Grassroots Movement - A political or social movement that originates with ordinary people at a local level
Civil Discourse - Respectful engagement in conversation with people of differing viewpoints
Public Policy - Principles and actions adopted by the government to address public issues
Stakeholders - Individuals or groups with an interest or concern in a particular issue

KUD: Knowledge, Skills, and Understandings		
Knowledge	**Skills**	**Understandings**
Students will know: • The major events of September 11, 2001, and	***Students will be able to:*** • Analyze primary sources, including court	***Students will understand that:*** • Major crises and events fundamentally

their immediate impacts • Key provisions of the USA PATRIOT Act and their purposes • The timeline and rationale for US military interventions in Afghanistan and Iraq • The causes and effects of Hurricane Katrina (2005) • The causes, timeline, and impacts of the Great Recession (2007-2009) • Major provisions of the Dodd-Frank Wall Street Reform Act • The terms and effects of NAFTA on American workers and communities • Key environmental and energy debates: Keystone Pipeline, Dakota Access Pipeline, Deepwater Horizon oil spill, Flint water crisis • The chronology of major social movements since 2001: Tea Party, Occupy Wall Street, Black Lives Matter, March for Life, March for Our Lives • The facts, legal questions, and decisions in key cases: - Hobby Lobby v. Burwell (religious freedom vs. healthcare mandate) - Masterpiece Cakeshop v. Colorado (religious freedom vs. anti-discrimination) - Little Sisters of the Poor v. Pennsylvania (religious exemptions) - Kennedy v. Bremerton (school prayer) - Obergefell v. Hodges (marriage equality) - Dobbs v. Jackson Women's Health Organization (abortion rights) • The text and meaning of the Second Amendment • The concepts of federalism and states' rights • The Equal Protection Clause of the 14th	decisions, speeches, news coverage, and firsthand accounts • Identify and explain the causes and effects of historical events • Compare and contrast different perspectives on the same issue • Distinguish between fact, opinion, and reasoned judgment • Recognize bias in sources and account for it in analysis • Evaluate the credibility of sources based on author expertise, purpose, and supporting evidence • Trace how events are connected across time (cause and effect, continuity and change) • Apply historical context to understand contemporary debates • Construct evidence-based arguments on complex issues • Support claims with relevant, credible evidence from multiple sources • Acknowledge and respond to counterarguments • Articulate opposing viewpoints in their strongest form (steel-man arguments) • Explain the reasoning behind positions they personally disagree with • Identify logical fallacies and weak reasoning • Recognize when an issue involves competing values rather than factual disputes • Assess the tradeoffs involved in different policy approaches • Identify bias in news coverage and social media content • Fact-check claims using credible sources • Recognize manipulated images, deepfakes,	reshape national identity and priorities • September 11th created lasting changes in how Americans view security, privacy, and government power • Economic and environmental crises reveal underlying inequalities and competing values in American society • Historical events are experienced differently by different groups based on race, class, geography, and other factors • The same historical event can be interpreted in multiple valid ways depending on one's perspective • How we remember and narrate historical events shapes current political debates • Democratic societies constantly negotiate tensions between competing values (security vs. liberty, individual rights vs. collective good, religious freedom vs. anti-discrimination) • Constitutional rights are not absolute—their boundaries are defined through ongoing legal and political debates • The same constitutional principle (e.g., freedom) can be invoked to support opposing positions • Federalism creates both opportunities and tensions as states and federal government balance power • Supreme Court interpretations of the Constitution evolve over time based on changing social contexts and judicial philosophies • Individual and group activism can effectively challenge policies perceived as discriminatory • The effectiveness of political responses depends on organizing, persistence, and the

Amendment • The First Amendment protections: Free Exercise and Establishment Clause • What DACA (Deferred Action for Childhood Arrivals) is and who it protects • The definition and purpose of sanctuary cities • Different perspectives on border security and immigration enforcement • The distinction between documented and undocumented immigration • How social media algorithms work and their effects on information consumption • What echo chambers and filter bubbles are • The definitions of misinformation, disinformation, and deepfakes • How the 24-hour news cycle has changed journalism • Major social media platforms and their role in political discourse • Examples of how viral content has influenced public opinion • What content moderation is and why it's controversial	and misleading information • Analyze how headlines, word choice, and framing shape perception • Explain how social media algorithms influence information consumption • Evaluate source credibility using lateral reading and other verification techniques • Distinguish between misinformation (unintentional) and disinformation (intentional) • Recognize echo chambers in their own media consumption and take steps to diversify sources • Engage in structured discussions using protocols like Philosophical Chairs, Socratic Seminar, and Fishbowl • Listen actively to understand others' perspectives • Ask clarifying questions without judgment • Build on others' ideas in discussion • Disagree respectfully without attacking individuals • Find common ground across differences • Regulate emotional responses when discussing controversial topics • Participate in or facilitate productive dialogue about divisive issues • Locate relevant primary and secondary sources on historical and contemporary topics • Evaluate sources for relevance, credibility, and bias • Synthesize information from multiple sources • Cite sources appropriately • Organize research findings to support an argument • Distinguish between scholarly, journalistic, and advocacy sources	strategic use of available tools • Economic policies involve tradeoffs—helping one group may burden another • The same economic policy can be evaluated differently depending on one's priorities (growth vs. equality, efficiency vs. security, short-term vs. long-term impacts) • Government intervention in the economy is debated along a spectrum from free market to regulated market approaches • Economic crises often reveal and exacerbate existing social inequalities • Trade policies create both winners and losers in different sectors and regions • Digital media has fundamentally transformed how citizens participate in democracy • Social media amplifies both productive civic engagement and harmful polarization • Algorithms shape what information people see, creating personalized realities • The speed and reach of digital communication create both opportunities (rapid organizing, diverse voices) and challenges (misinformation, mob mentality) • Critical media literacy is essential for informed citizenship in the digital age • Technology companies wield significant power over public discourse, raising questions about regulation and responsibility • Online activism can catalyze real-world change but requires strategic thinking beyond viral moments • Complex issues rarely have simple right/wrong answers—most involve competing values and legitimate tradeoffs • Understanding an argument is different from

	• Analyze how individual and group actions can influence public policy • Evaluate the effectiveness of different forms of political participation and activism • Connect historical patterns to current events • Understand how to participate in democratic processes • Recognize their responsibility as informed citizens • Present arguments clearly in written form • Create multimedia presentations that synthesize complex information • Speak persuasively about controversial topics • Adapt communication style for different audiences and purposes • Use evidence effectively in oral and written communication • Provide and receive constructive feedback • Read and interpret Supreme Court decisions • Identify the legal questions at stake in constitutional cases • Explain competing interpretations of constitutional provisions • Apply constitutional principles to new scenarios • Understand the relationship between federal and state authority • Analyze how the judiciary shapes public policy	agreeing with it • The strongest arguments acknowledge counterarguments and explain why they're insufficient • People's lived experiences shape their perspectives on policy issues • Evidence can be interpreted differently based on underlying values and assumptions • Respectful dialogue across differences is both possible and necessary in a diverse democracy • Civil discourse requires specific skills that can be learned and practiced

Suggested Lesson Sequence	
Learning Target and Success Criteria	**Inquiry Arc #1: A Nation Transformed - 9/11 and Its Aftermath** Supporting Question: *How do major events reshape national identity?*

Learning Target:
Today, I can take meaningful notes on the mid- to late 1990s to determine how new digital technologies and a growing globalized economy changed everyday Americans' lives and our collective identity.

Success Criteria:

- ☐ I have written detailed notes after listening carefully to my teacher's presentation.
- ☐ I have defined key vocabulary terms for this unit using Frayer models to reinforce retention.
- ☐ I have predicted how Americans might have thought the future would look in writing.

Lesson 1: What Makes Us "American" in the Digital Age?
Standards:

- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).
- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

Question of the Day: How do major events reshape national identity? How did 9/11 shape domestic and foreign policies?

Initiation/warm-up: Students analyze how they present their identity on social media vs. in person. How do we curate our identities online? How might an entire country curate their public image domestically and abroad? Ask students to consider what kind of image America projects to the world at large today and why.

Teach/Active Engagement:

- **Teacher-led: Direct instruction content with guided notes:** Tell students that today, they will investigate the question: How do major events reshape national identity? How did 9/11 shape domestic and foreign policies? To that end, they will study the late 1990s American political and social landscape leading up to September 11th. They will learn how new digital technologies emerged in the late 1990s, driven by the spread of the internet (World Wide Web).
  - **Slideshow**: Digital_Revolution_America_1990s.pptx
  - **Guided Student Notes**: Digital_Revolution_Guided_Notes.docx
- **Group/independent work**:
  - **Key unit vocabulary Frayer models**: Tell students that they will need to know the following terms for the entirety of the unit, which we will call "The Big 10"- globalization, terrorism, algorithms, surveillance, sanctions, discrimination, recession, regulation, echo chamber, and due process. Teacher can choose to have students do this independently or jigsaw the terms with a small group share out. Unit 6_MUSH_The Big 10 Key Vocab Terms.pdf

Closure:

- **Quick write and discussion:** Based on this evidence, what did Americans think the future would look like?

Homework: Students should review their notes from the day to prepare for a content quiz in the next block.

Learning Target:
Today, I can analyze primary sources about 9/11 to determine how national identity changed in its aftermath.

Success Criteria:

- ☐ I have analyzed a variety of primary sources on 9/11 from a variety of media (TV, song, speeches, etc).
- ☐ I have written a statement explaining how national identity changed after 9/11.

Lesson 2: September 11th - The Day That Changed Everything

Standards:

- US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Questions of the Day:

- How do major events reshape national identity? How did 9/11 shape American identity in the early 2000s?

Initiation/warm-up:

- **Quiz on Globalization**- Digital_Revolution_Quiz.docx. Set a visible timer for students. Allow select students to use their notes as a modification.

Teach/Active Engagement:

- **Teacher-led:** Teachers will show a 13 minute video on 9/11 from Newseum: 'Running Toward Danger' Video Lesson | NewseumED. Please note: Teachers will need to create a free Newseum account in advance to show the video. Teachers can provide students with the vocabulary handout (see below) for students who may need it and a student viewing guide. After the video, teachers can use the discussion questions to facilitate some discussion about the role of the media. Please also note that the footage is sensitive in nature. Teacher discretion is advised.
  - **Vocabulary handout:** Handout-Running-Toward-Danger.pdf
  - **Student Viewing Guide**: Worksheet-Running-Toward-Danger-Viewing-Guide.pdf
  - **Post Viewing Discussion Questions:** Lesson-Plan-Running-Toward-Danger-Viewing-Guide.pdf - Teachers can use the discussion questions in this handout to facilitate discussion after watching the video.
  - **Launch the question of the day:** How do major events reshape national identity? How did 9/11 shape American identity in the early 2000s? Inform students that they will analyze a variety of primary sources related to 9/11 to learn how American identity post 9/11 shifted to one of cohesion.
  - Teachers can also choose to show students public opinion polls from 2000 and 2001 to notice

	the differences to integrate data analysis skills: Public Opinion Six Months Later | Pew Research Center. ● **Group/independent work**: ○ **Annotation protocol**: Provide students with newspaper front pages, early blog posts, political speeches from 9/11 and the days after, community building and cohesion throughout the country, music, TV, movies, sports (Bush first pitch, I love NY): 9/11 Source Analysis . ○ Student will circle/record emotion words, underline calls to action, box statements about American identity in their notebooks. Teachers can choose to have students do this with a partner, small group, or individually in preparation for an exit discussion. **Closure**: ● **Discussion**: How did the events of 9/11 and media shape national identity in the early 2000s? The teacher can encourage students to use evidence from their source exploration.
Learning Target: Today, I can determine how 9/11 impacted domestic policy and conditions. **Success Criteria**: ☐ I have written detailed notes on and answered questions about the 4th Amendment and USA Patriot Act. ☐ I have taken on the role of an American citizen after 9/11 and participated in a Townhall, debating and comparing perspectives on the relationship between liberty and security after 9/11.	**Lesson 3: Security vs. Liberty - The Patriot Act Debates** **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy. **Questions of the Day**: ● What is the relationship between security and liberty? ● What were the arguments for security vs liberty following 9/11? **Initiation/warm-up**: ● **Think-pair-share**: Post the following in a slide or on the board- Benjamin Franklin once said: "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety." What does he mean by this, and do you agree with Ben Franklin? Or, in order to have security, do liberties have to be sacrificed? Set a visible timer for 3 minutes for students to jot down their thoughts on paper, then set a timer for 3 minutes for students to discuss with a partner, then randomly call on students to share what their partner expressed during the pair discussion. **Teach/Active Engagement**: ● **Teacher-led:** ○ Teacher will provide **brief background** on:

        - the 4th Amendment
        - Supreme Court decisions about privacy
        - the government and its surveillance powers (remind students of the Cold War; of the Civil Rights Movement; Fred Hampton and the Black Panthers; etc)
        - Patriot Act
            - Slides
            - Worksheet
- **Group/independent work:**
    - Next, teacher will hand out Perspective Cards for the Role Play (Simulation)
        - Worksheet/Perspective Cards
        - **Students should read through their roles for background information and perspectives (**civil libertarians, security hawks, 9/11 families, Muslim Americans, law enforcement)
            - Students receive role cards with stakeholder perspectives:
                - Civil liberties lawyer worried about 4th Amendment
                - FBI agent who lost colleagues on 9/11
                - Muslim American facing increased scrutiny
                - Sikh, others that faced discrimination
                - Parent of a soldier deployed to Afghanistan
                - TSA agent implementing new security
                - Tech company CEO asked to share data (which ones?)
                - Include perspectives from those who supported these measures as necessary protection and those subject to it
- **Simulation/debate:** Students role-play different perspectives
    - Worksheet
        - **"Town Hall" simulation:** Debate provisions of Patriot Act from assigned perspectives (first prep material individually, then group with like-topic students, then whole group interaction)
    - **Students complete the T-chart during/after the simulation and answer wrap up Qs.**

Closure: Students can share reflection questions if time.

Homework:

- **Surveillance technologies current events readings:** Students will read articles on Snowden and the NSA, current surveillance technologies, such as facial recognition systems in Connecticut Shop Rites, traffic cameras, and RING camera surveillance. Tell students to be prepared to discuss the next class.
    - Optional Article Links:

	■ Snowden ■ Technology Surveillance and Immigration ■ Shop Rite ■ Traffic Cams ■ RING surveillance ○ Note: Teachers should be prepared to field discussions about the Immigration and Customs Enforcement agency (ICE).
Learning Target: Today, I can determine how 9/11 shaped foreign policy. **Success Criteria**: ☐ I have explained the multiple causes of the September 11th attacks and their impact on U.S. foreign policy ☐ I have identified key global human rights challenges in Afghanistan, Iraq, and other international contexts ☐ I have defined critical vocabulary related to international intervention (War on Terror, genocide, sanctions, U.N., humanitarian aid)	**Lesson 4: Global Reach - Afghanistan, Iraq, and Human Rights** **Standards**: ● US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy. ● US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations). **Question of the Day**: ● Does the United States have a responsibility to help people in other countries when their rights are being violated? Why or why not? ● How much freedom should people give up in order to feel safe? **Initiation/warm-up**: ● **Surveillance Discussion**- Students will discuss the topics they read for homework about modern surveillance and whether these technologies are necessary or infringe on privacy. Teachers can use the following question to frame discourse: How much freedom should people give up in order to feel safe? Approximately 15 minutes. **Teach/Active Engagement**: ● **Teacher-led:** Teacher will review maps and areas of case studies. After giving basic overviews or leaders, situations and location, key vocabulary will be highlighted (War on Terror, genocide, 4th Amendment, sanctions, U.N., Red Cross). Lead the students in a brief discussion on how fear changes how a country makes decisions. Review different types of ways in which the U.S. could or has intervened. ● **Group/independent work**: Intervention Comparison Chart & Case Studies Readings (Group Research) ○ Case Studies: Compare US interventions with responses to other global crises (Darfur, Rwanda, Syria) ○ Assign groups different situations:

	■ Must cover: Afghanistan, Iraq ■ Can choose: Syria, Libya, other ○ Read provided sources and complete chart: What happened? Did the US intervene? Why/why not? What was the outcome? ● **Class discussion:** What patterns emerge in US decision-making? When should the U.S. intervene in other countries in response to human rights violations? ● Possible readings the night prior about U.S. soldier experiences in these places? ● **Task Idea: Human Rights Dilemma Scenarios (Ethics Discussion)** ● Present students with scenarios: "If Country X is committing genocide, should the US intervene militarily or in other ways?" Human Rights Dilemma: file:///Users/bdougherty/Downloads/human_rights_dilemma_scenarios.html ● Philosophical Chairs: Students physically move to "agree," "disagree," or "it depends" sides **Closure**: ● **Exit Ticket:** Students will answer the question: Does the United States have a responsibility to help people in other countries when their rights are being violated? Why or why not? They should explain reasoning using evidence from the unit.
Learning Target: Today, I can… ● understand the unit's final Digital Portfolio Project. ● research ONE event from Arc 1. **Success Criteria**: ☐ I have fully researched and explored ONE event from Arc 1 that explains American identity. ☐ I have filled in a graphic organizer for Arc 1 that I will use later to make my Digital Portfolio.	**Lesson 5: Digital Portfolio Workshop** Students create a multimedia presentation that analyzes how 4 major events (one from each Arc) shaped post-9/11 American identity, using primary sources from multiple perspectives. At the end of each arc, students will select one event to show how American identity changed. **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations). ● US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). ● US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. **Question of the Day**: How did the idea of American identity change since the mid-1990s to today?

	Teach/Active Engagement: ● Teacher-led: Introduce project by reviewing the Arcs, gathering sources and relevant materials and engaging students in a short discussion of the essential question. ○ Digital Portfolio ● For today, students will complete Arc 1 (research only and complete graphic organizer). They will create their multimedia presentation at a later date. The teacher may show an example, if available. Review the following steps as a class: ● For each Arc, you will: ● Generate a list of possible events. Select one important event from the 1990s to modern day. Add this to the graphic organizer. ● Use primary sources that show different perspectives. These can be from our class materials or your own research. ● Analyze the event and explain how that event changed or influenced American identity. The research should help students answer the following Qs: a. What happened? Briefly summarize the event. b. Who was involved or affected? c. What perspectives existed? Show at least two different viewpoints using your primary sources. d. How did this event shape American identity? Consider ideas such as: i. Freedom ii. Security iii. Rights and equality iv. The role of government v. America's role in the world ● Include proper MLA citations of your sources. Review Purdue Owl Citations 'How-to.' **Closure**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned in this inquiry arc. This document will eventually be used as a study guide for the final content assessment: Unit6_Vocabulary_Study_Guide.docx
Lesson Plans	**Inquiry Arc #2: Economic and Environmental Crises** Supporting Question: *How do we balance economic growth and government protection?*

Learning Target:
Today, I can evaluate the government's response to Hurricane Katrina by analyzing sources for credibility, bias, and reasoning, and construct an argument about who bears responsibility when the system fails to protect vulnerable communities.

Success Criteria:

- ☐ I have described the causes and impacts of Hurricane Katrina, including its effects on people, communities, and government systems at the local, state, and federal levels.
- ☐ I have explained the distinct roles and responsibilities of local, state, and federal government in responding to a natural disaster.
- ☐ I have analyzed sources related to Hurricane Katrina by evaluating each for credibility, bias, and reasoning, and identified strengths and weaknesses in the arguments they make.
- ☐ I have identified evidence of racial and economic

Lesson 6: When the System Failed - Hurricane Katrina and Government Responses to Natural Disasters
Standards:

- US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
- US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

Question of the Day:

- To what extent should the federal government provide disaster relief?
- How should the government respond to environmental disasters? Should it be local, state, or federal?

Initiation/warm-up: Read the question of the day to students as well as the learning target and success criteria. Inform students that they will learn about Hurricane Katrina, which occurred in August 2005 and affected Louisiana (most notably New Orleans), Mississippi, Alabama, and Florida. Tell students that the government's response to Hurricane Katrina in 2005 was widely criticized as inadequate and poorly coordinated, sparking controversy over emergency preparedness, racial and economic disparities in disaster relief, and failures in leadership at federal, state, and local levels.

- **Image Analysis (whole class)**: Show pictures of the Superdome, levees, FEMA responses. Explain and clarify roles: local government (police, firefighters, city plans, levee maintenance), state government (National Guard, statewide emergency plans), and federal government (FEMA, military, large-scale relief). Hurricane_Katrina_Image_Analysis.pptx These images came from: https://www.cnn.com/2020/08/29/us/gallery/hurricane-katrina as well as FEMA.gov and NOAA.gov.

Teach/Active Engagement:

- **Teacher-led**: Build the narrative with the slideshow. Hurricane Katrina PowerPoint.pdf
  - Review the Digital Inquiry Group's lesson (DIG formerly SHEG): Hurricane Katrina Teacher Materials.pdf
- **Group/independent work**:
  - **Source Analysis:** Have students analyze the three sources and complete their chart. Hurricane Katrina Student Materials_0.pdf
  - **Extension/Accelerated**: For groups that finish early, teachers can provide them with more recent examples of natural disasters to connect to the idea of government response to

disparities in the government's disaster relief response and connected those patterns to broader public policy. ☐ I have constructed an argument, supported by evidence from the sources, about who bears responsibility when the government fails to adequately respond to an environmental disaster, while acknowledging the strengths and limitations of my argument.	environmental crises. Natural Disasters and Federal Policy From Katrina to Today **Closure**: • **Class Discussion**: Ask students Who is responsible when "the system fails"—local leaders, state officials, federal agencies, or all of them?
Learning Target: Today, I can evaluate the government's role during an economic downturn by analyzing the causes and impacts of the Great Recession and constructing an evidence-based argument about who the government should prioritize helping and why. **Success Criteria**: ☐ I have explained what caused the 2008 Financial Crisis and described the government's initial response to it. ☐ I have analyzed data and	**Lesson 7: The Great Recession - Who Should the Government Help? (2-3 days)** **Standards**: • US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act). • US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. **Question of the Day**: What role should the government play, if any, when the economy faces a downturn? When the economy collapses, who should the government help—banks, businesses, homeowners, or let the free market work it out? What are the tradeoffs of each approach? **Teacher Preparation:** Teachers will need to use Magic School to set up 4 different chatbots representing four different economic philosophies: AI_Chatbot_Setup_Guide.docx **Initiation/warm-up**: • **Video**: The following video provides students with background information about the 2008 Financial Crisis. The 2008 Financial Crisis Explained: Housing Bubble to Bailout - Retro Report (10:27 min).

personal accounts to identify patterns in how the Great Recession affected different groups of Americans. ☐ I have examined at least one economic philosophy and described how it would approach government intervention during an economic downturn. ☐ I have identified the tradeoffs of different approaches to government intervention (e.g., bailing out banks, supporting homeowners, or allowing the free market to operate). ☐ I have constructed a CER response that makes a precise claim about the government's role during an economic downturn, supports it with evidence from multiple sources, and acknowledges a counterclaim or weakness in my argument.	Students should take notes on the video in order to explain what caused the recession and the role the government played in it. **Teach/Active Engagement**: • **Teacher-led**: Teachers can begin by reading the first personal story of Americans experiencing the Great Recession. The students can read the remaining stories and look for patterns and trends. Allow for 10 minutes of discussion: W Great_Recession_Personal Stories_Student_Materials.docx . Note: These are not primary sources; they are fictitious accounts of American experiences as a result of the Great Recession for students to learn about the impacts. • **Data Set Group Analysis/Jigsaw**: Students will be arranged into four groups and analyze their assigned chart. Teachers will ask each to report out their data set to the other groups: W The_Great_Recession_Data_Sets_Student_Materials.docx . • **Teacher-led**: P Great_Recession_Timeline.pptx . Students take notes. • **Group/independent work**: Students will be assigned **one** of four economic philosophy chatbots. The group wll interview the chatbot (which you will set up in advance). Note: The questions that the student will ask the chatbot are highlighted on the handout in yellow. W The_Great_Recession_Policy_Student_Materials.docx • Share out and discussion: Each group will share out a summary of their group's chatbot perspective. The teacher will cue students to take notes and facilitate a discussion about the tradeoffs of each approach. **Extension for Accelerated:** W Dodd-Frank Analysis.docx W Dodd_Frank_Reference_Sheet.docx **Closure**: • **Digital Workshop Organizer Update:** Allow students time to add to their newest arc on their Digital Portfolio Graphic Organizer. • **Exit CER**: What role should the government play, if any, when the economy faces a downturn? When the economy collapses, who should the government help—banks, businesses, homeowners, or let the free market work it out? What are the tradeoffs of each approach? Teachers will encourage students to point out the tradeoffs to their approach. **Homework**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned this inquiry arc. This document will eventually be used as a study guide for the final content assessment: W Unit6_Vocabulary_Study_Guide.docx

Lesson Plans	**Inquiry Arc 3: Constitutional Rights in Debate** Supporting Question: *How have interpretations of Constitutional rights shaped current national debates?*

Learning Target:
Today, I can research a Constitutional debate in modern America to determine the effectiveness of individuals and groups at responding to policies as well as the role of modern media in discourse around this debate.
 	
Success Criteria:
☐ I have researched my Constitutional debate using multiple sources.
☐ I have conveyed what I learned from my research in an essay, podcast, multimedia slideshow, letter to a representative, or an infographic.
☐ I have shared the gist of my Constitutional debate with others and listened to other Constitutional debates researched by my classmates.
	Lesson 8: Constitutional Debates in Modern America (5-6 days)
	Standards:
	• US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
	• US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
	• US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).
	• CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	
	Question of the Day: How have interpretations of Constitutional rights shaped current national debates?
	
	Initiation/warm-up:
	• **Turn & Talk**: Ask students to brainstorm what they already know about Constitutional debates about religious freedom, gun rights, immigration, LGBTQA+ rights, etc. Set a timer for 1 minute and have students discuss what they already know about Constitutional debates.
	
	Teach/Active Engagement:
	• Teacher-led:
	  ○ **Directions overview**: Teachers will review the directions for the Constitutional debates mini-research project as well as the project product options:
	  Constitutional Debates Mini-Research Project Topics & Rubric
	• Group/independent work:
	  ○ **Independent student research**: Students will follow the step by step directions for the project. Teachers to confer with students to monitor progress.
	  Constitutional Debates Mini-Research Project Research Notecatcher
	  ○ **Group Discussions**: After students have completed their projects, teachers can arrange students in heterogeneous groups to share what they learned about their Constitutional

	debate and why it matters today. Groups will also discuss the supporting question: *How have interpretations of Constitutional rights shaped current national debates?* **Closure**: • **Digital Workshop Organizer Update:** Allow students time to add to their newest arc on their Digital Portfolio Graphic Organizer. • **Exit ticket**: How have interpretations of Constitutional rights shaped current national debates? Be sure to include evidence from multiple Constitutional debates, not just one. **Homework**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned in this inquiry arc. This document will eventually be used as a study guide for the final content assessment: Unit6_Vocabulary_Study_Guide.docx
Lesson Plans	**Inquiry Arc 4: Digital Democracy - Power, Information, and Participation** Supporting Question: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?*
Learning Target: Today, I can • analyze how 21st century social movements across the political spectrum used digital media to mobilize support and influence policy. • evaluate the effectiveness of individual and group responses to public policies they deemed discriminatory by examining the tactics, strategies, and outcomes of modern social movements. Success Criteria: ☐ I have explained how new	**Lesson 9: Social Movements Go Viral (2 days)** **Standards**: • US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. • US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). **Question of the Day**: How did 21st century social movements across the political spectrum use digital media to mobilize support and influence policy, and what factors determined their effectiveness? **Initiation/warm-up**: 1. Display images from each movement (Tea Party rally with "Taxed Enough Already" signs, Occupy Wall Street's Zuccotti Park encampment, Black Lives Matter protest, March for Life participants). 2. Ask students: "What do you notice about how these movements communicate their message? What similarities and differences do you see?" 3. Students write individually for 2 minutes, then share with a partner for 3 minutes, followed by whole-class discussion for 5 minutes. Chart student observations on the board under categories: "Tactics," "Media Use," "Messages."

digital technologies in the 21st century changed the way activists organize and communicate compared to earlier movements like the Civil Rights Movement. ☐ I have described the origins, goals, tactics, and legacy of at least one social movement (Tea Party, Occupy Wall Street, Black Lives Matter, or March for Life) using evidence from primary and secondary sources. ☐ I have compared how multiple movements across the political spectrum used social media platforms, hashtags, livestreaming, and digital tools to mobilize supporters and spread their message. ☐ I have analyzed which digital tactics were most effective and explained why some movements translated online activism into real policy change while others focused primarily on cultural impact.	**Teach/Active Engagement**: • **Teacher-led:** Teachers can give a very brief overview of how activism started to change in the 2000s as a result of new technologies: 21st_Century_Activism.pptx . Students will take notes as background information. ○ **Quick Check for Understanding:** "Turn to your neighbor and name one way digital media changed activism. How is this different from the 1960s Civil Rights Movement?" • **Group/independent work**: **<u>Activity 1: Movement Case Study Jigsaw (35 minutes)</u>** • **Phase 1: Expert Groups (20 minutes)** Divide class into 4 expert groups, each researching one movement: 21st_Century_Movements_Jigsaw_Sources.docx • Group 1: Tea Party Movement • Group 2: Occupy Wall Street • Group 3: Black Lives Matter • Group 4: March for Life Each group receives a Movement Research Packet (see: Student Handouts_21st_Century_Movements.docx) and investigates: 1. Origins: What sparked the movement? When and where did it begin? 2. Goals: What were the movement's primary objectives? 3. Tactics: What methods did they use? (protests, lobbying, direct action, etc.) 4. Social Media Use: How did they leverage digital tools? 5. Successes: What did they accomplish? 6. Criticisms: What challenges or opposition did they face? 7. Legacy: What is their lasting impact? Groups use provided sources to complete a poster/digital presentation. • **Phase 2: Jigsaw Sharing (15 minutes)** Regroup students so each new group has one expert from each movement. Experts teach their peers about their movement. Students complete Comparison Chart (Part 2) Student Handouts_21st_Century_Movements.docx during sharing. **<u>Activity 2: Social Media Toolkit Analysis (15 minutes)</u>** Using Part 3 in the student handout, students examine specific digital tactics: Student Handouts_21st_Century_Movements.docx

	• Tea Party: Facebook groups, Tea Party Patriots website, Glenn Beck's media platform • Occupy Wall Street: #OccupyWallStreet, Tumblr "We Are the 99%", livestreaming • Black Lives Matter: #BlackLivesMatter, viral videos of police violence, TikTok campaigns • March for Life: Youth-focused Instagram campaigns, live coverage of march, pro-life media Students answer in pairs: 1. Which movement was most effective online? Why? 2. When did online activism translate to policy change? 3. What's the difference between hashtag activism and sustained organizing? **Closure**: • **Whole Class Discussion:** -"What patterns do you notice across these movements?" -"Why did some achieve policy changes while others focused on cultural impact?" -"What role did social media play in each movement's success or limitations?" ● **Exit Ticket:** Complete the sentence: "The most effective social movements combine online activity with _____ because _____." Students submit their responses. Teacher reviews to assess understanding of the relationship between digital activism and sustained organizing.
Learning Target: Today, I can… ● analyze how personal perspectives shape public debates about free speech, cancel culture, and the role of Big Tech in American society. ● evaluate the impact of social media and multimedia on American politics and public discourse. **Success Criteria**: I know I've met the learning targets when I have:	**Lesson 10: Free Speech, Cancel Culture, and Big Tech** **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). ● US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act). ● SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **Question of the Day**: Should the government regulate social media platforms? If so, how much and in what ways? What are the tradeoffs between free expression, public safety, and corporate power?

- [ ] Explained what the First Amendment protects and identified when and why a situation qualifies as a free speech issue
- [ ] Analyzed how personal perspectives and competing values (liberty vs. order, safety vs. expression, individual rights vs. corporate power) shape debates about free speech and social media regulation
- [ ] Described how social media algorithms, echo chambers, and Big Tech platforms influence American politics and public discourse
- [ ] Connected social media regulation to domestic economic policy by examining how government regulation affects market outcomes and corporate behavior
- [ ] Constructed an evidence-based argument either supporting or opposing government regulation of social media, using credible sources and reasoning
- [ ] Participated in a structured

Initiation/warm-up: Read the LT/SC and question of the day: Should the government regulate social media platforms? If so, how much and in what ways? What are the tradeoffs between free expression, public safety, and corporate power?

- **Chart/Map Analysis**: Show students the following Statista graphic to show how other countries are banning social media entirely for teens: Social Media and Teens

Teach/Active Engagement:

- **Teacher-led:** Free_Speech_Big_Tech_Slideshow.pptx (Slides 1-6). Students will take notes in their notebooks.
- **Group/independent work**:

  Activity 1: Modern Free Speech Scenarios (20-30 minutes):
  - Divide class into small groups (3-4 students)
  - Assign each group 2 scenarios from the handout: Free_Speech_Scenarios.docx
  - Discuss slide #7 to give some context. These scenarios are designed to represent free speech issues across the political spectrum so all students engage. Connect to values: Help students see competing values (order vs. liberty, safety vs. expression)
  - Groups analyze their scenarios using guiding questions:
    -Is this a free speech issue under the First Amendment?
    -Who gets to decide consequences for speech?
    -What competing values are at stake?
    -Would your answer change if details were different?

  Activity 2: East Side/West Side Debate Preparation (20 minutes):
  Free_Speech_Big_Tech_Slideshow.pptx (Slides 8 & 9)

Debate Topic: Should the government regulate social media platforms?
Distribute: Social Media Regulation Debate Chart with sources
Instructions:

1. **Divide class in half**: Pro-Regulation vs. Anti-Regulation
2. **Chart Review**: Students review debate chart and select strongest arguments for their side: Social_Media_Regulation_Debate_Chart.docx
3. **Groups prepare**: opening statement (2 min), 3 key arguments with evidence, rebuttals to opposing side.
4. **Additional research**: Students may use devices to research additional evidence from provided sources.

class debate by presenting a clear opening statement, defending key arguments with evidence, and delivering a focused rebuttal to the opposing side ☐ Evaluated the tradeoffs of social media regulation by acknowledging the strongest arguments on both sides and reflecting on how my thinking evolved through discussion	**Preparation Time: 20 minutes** Circulate to ensure students are using credible sources and evidence-based reasoning **Class Debate (25 minutes)** **Debate Format:** • Opening Statements (4 minutes): Each side presents 2-minute opening • Main Arguments (12 minutes): Back-and-forth presenting key arguments (2 min each x 6) • Rebuttals (6 minutes): Each side responds to opposing arguments (3 min each) • Closing Statements (3 minutes): Final 90-second summaries from each side **Teacher Role:** Moderate, keep time, ask probing questions, ensure civil discourse **Debate Rules:** • Cite evidence and sources • Respectful disagreement only • No interrupting (raise hand to respond) • Address ideas, not individuals **Closure & Reflection (5 minutes)** **Post-Debate Discussion:** • "What was the strongest argument you heard from the opposing side?" • "Did anyone's mind change or evolve during the debate?" • "What tradeoffs are we making no matter which approach we choose?"
Learning Target: Today, I can analyze the tensions between free speech, public safety, and corporate power to evaluate whether and how the government should regulate social media platforms. **Success Criteria**: I know I've met the learning target when I have: ☐ Explained how the First Amendment applies (and	**Lesson 11: Truth, Trust, and Disinformation Wars** **Standards**: • US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). **Question of the Day**: Is social media hurting or helping American democracy? **Teach/Active Engagement**: • **Teacher-led: Introduction (5 minutes) Set the Context:** "You work for SocialSquare, a social media platform with 500 million users. Your company has 'Community Standards' that prohibit hate speech, threats, harassment, misinformation, and illegal activity. However, you also value free expression and diverse viewpoints.

does not apply) to social media platforms and identified what makes a situation a free speech issue ☐ Analyzed competing values at stake in real-world free speech scenarios (e.g., liberty vs. order, safety vs. expression, individual rights vs. corporate power) ☐ Described how social media algorithms, echo chambers, and Big Tech influence American politics and public discourse ☐ Constructed an evidence-based argument — either supporting or opposing government regulation of social media — using credible sources and reasoning ☐ Participated in a structured debate by presenting clear arguments, responding respectfully to opposing viewpoints, and building on others' ideas ☐ Evaluated the tradeoffs involved in social media regulation, acknowledging the strengths of multiple perspectives	Your content moderation team reviews flagged posts. You have THREE options for each post: • **LEAVE UP:** Post doesn't violate Community Standards • **TAKE DOWN:** Clear violation; remove immediately • **FLAG FOR REVIEW:** Uncertain; escalate to senior moderators Real platforms review millions of posts daily. You'll review just 15. Even with a small number, you'll find these decisions are harder than they seem." **Divide into Groups:** • Groups of 3-4 students work best • Distribute materials to each group • Remind students to keep discussion respectful • Group/independent work: ○ **Group Deliberation (25-30 minutes)** Groups review each of the 12 content cards and make decisions together: Content_Moderation_Simulation_Cards.docx. They should: 1. Read the post aloud 2. Discuss which Community Standards might apply 3. Vote on decision (Leave Up / Take Down / Flag) 4. Record decision and brief reasoning on worksheet or sort into piles. **Teacher Role During Deliberation:** • Circulate and listen to discussions • Ask probing questions: "What if it were phrased differently?" "What's the harm?" "What's the benefit?" • Note cases where groups strongly disagree (use in debrief) • DO NOT give "correct" answers - there often aren't any. **Whole-Class Debrief (10-15 minutes)** **Debrief Questions:** **1. Difficulty & Disagreement:** • "Which posts were hardest to decide on? Why?" • "Where did your group disagree most?" • "Show of hands: Who found this harder than expected?" **2. Principles & Values:**

	• "What principles did you use to decide? (Free speech? User safety? Truth?)" • "When those principles conflicted, which did you prioritize?" • "Did anyone's thinking change during the activity?" **3. Real-World Context:** • "We reviewed 15 posts in 30 minutes. Facebook has 2 billion users. How does scale change this?" • "Would algorithms do better or worse than humans? What would they miss?" • "Should companies have to explain every moderation decision?" **4. Connection to Regulation Debate:** • "Based on this experience, do you think government should regulate content moderation? Why or why not?" • "What would change if government made these decisions instead of companies?" **Extension**: If time permits, teachers should have students read an article about the role of the media in public discourse today. **Closure**: ● **Exit Ticket:** Complete one of the following: 1. "The biggest challenge in regulating social media is _____ because _____." 2. "If I had to design social media policy, I would prioritize _____ over _____ because _____." **Homework**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned in this inquiry arc. This document will eventually be used as a study guide for the final content assessment: Unit6_Vocabulary_Study_Guide.docx. Encourage students to read all of their notes from the unit in their notebooks for the test.
Learning Target: Today, I can… ● understand the unit's final Digital Portfolio Project. ● make a Digital Portfolio that analyzes how post-9/11 events have shaped American Identity. **Success Criteria**: ☐ I have FULLY completed my	**Lesson 12: Unit 6 Assessment & Digital Portfolio Workshop Time (3 days)** Students create a multimedia presentation that analyzes how 4 major events (one from each Arc) shaped post-9/11 American identity, using primary sources from multiple perspectives. Students will compile their multimedia presentation using all of their research from the four arcs to show how American identity changed. **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support

fourth arc on my graphic organizer. ☐ I have made my Digital Portfolio that FULLY describes/analyzes four events post 9/11 that have shaped American identity.	for free elections, sanctions, humanitarian aid, funds for human rights organizations). • US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). • US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. **Question of the Day**: How did the idea of American identity change from the mid-1990s to today? • **Supporting Questions**: ▪ **Inquiry Arc #1**: *How do major events, like 9/11, Hurricane Katrina, etc, reshape national identity?* ▪ **Inquiry Arc #2:** *How do we balance economic growth and environmental protection?* ▪ **Inquiry Arc #3**: *How have interpretations of Constitutional rights shaped current national debates?* ▪ **Inquiry Arc #4**: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?* **Assessment**: • **Assessment**: Unit6_National_Identity_Test.docx • **Teacher Answer Key**: Unit6_Answer_Key_Scoring Guide_TEACHER_ONLY.docx **Teach/Active Engagement**: • Teacher-led: Teacher will instruct students to access their four graphic organizers and complete their fourth arc. After students finish their organizer, they can transition into creating their digital portfolio. Teacher review various platforms and show example of title slide and arc. • Group/independent work: ○ Complete fourth arc on graphic organizer ○ Students will begin creating their digital portfolio to completion. They will have the rest of this class plus one additional to finish the portfolio. **Closure**: Teacher will check in with students, quick individual conferences to see progress. Teacher can create an exit slip where students can write down questions about the Portfolio.
Learning Target: Today, I can…	**Lesson 13: Town Hall Meeting (with Digital Component)** **Standards**:

• synthesize evidence from multiple sources and perspectives to evaluate how national identity, democratic institutions, and core American values have evolved in the digital era — and contribute that thinking to a collaborative discussion. **Success Criteria**: By the end of this lesson, I will be able to... ☐ **Recall & Connect** — Draw on specific evidence from my notes and unit assignments to support my contributions to the town hall discussion (verbally and/or in writing). ☐ **Analyze** — Explain how at least one major event (9/11, Hurricane Katrina, etc.) reshaped how Americans see themselves as a nation. ☐ **Evaluate** — Articulate a position on at least one of the supporting questions (environmental policy, Constitutional rights, or social media regulation) using evidence, not just opinion.	• US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. • US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new, compelling, and supporting questions emerge when engaging sources that represent varied perspectives. • US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. • US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). • US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **Question of the Day**: How has national identity changed in the digital era in America? **Initiation/warm-up**: Review the unit's compelling and supporting questions with students. Inform students that today, they will participate in a town hall-style meeting, both verbally and digitally, via written submissions. The questions they will be discussing are as follows. Students should refer to their notes from the unit to draw as evidence to support their thinking. Students should use the notes they took as well as all of their assignments from this unit to support their thinking and contributions to class discussion. • **Compelling Question**: How has national identity changed in the digital era in America? • **Supporting Questions**: ▪ **Inquiry Arc #1**: *How do major events, like 9/11, Hurricane Katrina, etc, reshape national identity?* ▪ **Inquiry Arc #2:** *How do we balance economic growth and environmental protection?* ▪ **Inquiry Arc #3**: *How have interpretations of Constitutional rights shaped current national debates?* ▪ **Inquiry Arc #4**: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?* **Teach/Active Engagement**: • **Teacher-led**: Teachers should generate a list of discourse norms with the class to establish safety. • Group/independent work: Students will discuss the compelling and supporting questions from this unit to synthesize all of their learning.

☐ **Argue & Support** — Make a claim that directly addresses the compelling question: *How has national identity changed in the digital era?* — and back it up with at least one specific example from the unit. ☐ **Listen & Respond** — Engage respectfully with the ideas of classmates, building on or respectfully challenging their contributions with evidence. ☐ **Reflect Forward** — Thoughtfully articulate something I look forward to about the future of the United States and connect it to what I've learned in this unit.	**Closure**: Exit Slip→**Looking into the Future:** Ask students what they look forward to most about the future in the United States and why.

MUSH Unit 6

Banas, Tran, Dougherty

OVERVIEW: This unit examines how major events since September 11, 2001 have shaped American identity and how digital media has transformed political discourse and civic participation.

Students will explore four chronological arcs:

(1) 9/11 and its impact on national security and foreign policy
(2) economic and environmental crises including Hurricane Katrina and the Great Recession
(3) contemporary constitutional debates over religious freedom, gun rights, marriage equality, and immigration
(4) the role of digital media in democracy, including social movements, disinformation, and Big Tech

The Performance Task:

- A Digital Identity Portfolio and Town Hall Simulation

By the end of the unit, students will be able to analyze complex policy debates, construct arguments while acknowledging counterarguments, identify bias and misinformation, and engage respectfully with people who hold different views.

Unit 6 Performance Task:
Digital Portfolio

Students create a **multimedia presentation** that analyzes how **4 major events** (one from each Arc) shaped post-9/11 American identity, using primary sources from multiple perspectives. At the end of each arc, students will select one event to show how American identity changed.

Standards:

- US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
- US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.

Compelling Question: How has national identity changed in the digital era in America?

For each Arc, students will:

- Generate a list of possible events from the 1990s to modern day.
- Use primary sources that show **different perspectives**.
- **Analyze** the event and **explain** how that event changed or influenced American identity.
    a. **Summarize** the event.
    b. **Explain** what perspectives existed? Show at least two different viewpoints using your primary sources.
    c. **Synthesize**: how did this event shape American identity? Consider ideas such as: freedom, security, rights and equality, the role of government, America's role in the world.
- Include proper MLA citations of your sources.

Town Hall Simulation

Students will participate in a **town hall-style meeting**, both verbally and digitally, via written submissions. Students should refer to their notes from the unit to draw as **evidence to support their thinking.** Students will **synthesize evidence** from multiple sources and perspectives to **evaluate** how national identity, democratic institutions, and core American values have evolved in the digital era — and contribute that thinking to a **collaborative discussion.**

Compelling Question: How has national identity changed in the digital era in America?

- **Recall & Connect** — Draw on specific evidence from my notes and unit assignments to support my contributions to the town hall discussion (verbally and/or in writing).
- **Analyze** — Explain how at least one major event (9/11, Hurricane Katrina, etc.) reshaped how Americans see themselves as a nation.
- **Evaluate** — Articulate a position on at least one of the supporting questions (environmental policy, Constitutional rights, or social media regulation) using evidence, not just opinion.
- **Argue & Support** — Make a claim that directly addresses the compelling question: *How has national identity changed in the digital era?* — and back it up with at least one specific example from the unit.
- **Listen & Respond** — Engage respectfully with the ideas of classmates, building on or respectfully challenging their contributions with evidence.
- **Reflect Forward** — Thoughtfully articulate something I look forward to about the future of the United States and connect it to what I've learned in this unit.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 28, 2026

Decision Requested _____ **Agenda Code** 7 a.

AGENDA REPORTING FORM

Agenda Topic: Policy 3440 – Inventories - REVISED - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 3440 – Inventories.

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: The Board of Education Policy & Personnel Committee is bringing the draft Policy 3440 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 3440

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 3440
Inventories
- Revised Policy
Draft

Series 3000: Business and Non-Instructional Operations

~~**Business**~~

Inventories

Equipment

~~The business manager shall be responsible for an inventory taken every two (2) years of all district equipment.~~

An inventory of equipment shall be maintained in a manner authorized by the State Board of Education. All items whose current value exceeds $500.00 and a useful life of five or more years shall be included in the inventory, with the exception of equipment permanently fixed in a building such as heaters or lockers. The equipment inventory shall serve both the functions of control and conservation. The inventory shall include at least the description, name, date of acquisition, identification numbers, original cost, and location of use of all items. A record of the date and mode of disposal of all equipment removed from the inventory shall also be kept.

Supplies – Food Services

An inventory of supplies and food items which are warehoused shall be maintained for the cafeteria on paper records. A physical inventory shall be taken annually.

Instructional Equipment

An ongoing inventory of technology and instructional equipment for each classroom (i.e. Chromebooks, smartboard, infrastructure, etc.) shall be maintained electronically. Technology equipment over $200.00 and a useful life of more than three years will be added to the inventory. A physical inventory verification of technology equipment and infrastructure assets shall be conducted every two years to ensure the accuracy of inventory records and to identify missing, reassigned, retired, or surplus equipment.

The Business Manager and Technology Department shall collaborate as needed to ensure accuracy and completeness of the inventory.

Grant Funded Property/Equipment/Supplies

All property and equipment that are purchased with IDEA funds, including equipment supplied to students with disabilities attending private schools at parental expense will be tracked on an electronic inventory list.

- All property/equipment/supplies will be labeled as being purchased with IDEA funds, including equipment supplied to students with disabilities attending private schools at parental expense.

- Labeled to include: Southington Public Schools, grant funding source, purchase order number and year of purchase.

- Clearly marked to indicate that all property, equipment, supplies are for assistive technology, instructional or educational use and shall be inventoried in Accordance with Federal Guidelines.

Labeled and electronically inventoried as required if item has an acquisition cost equal to or greater than $5,000.00 per unit and a useful life of more than one year. Items with a value less than $5,000.00 per unit and a useful life of more than one year will be labeled with grant funding source and budget code.

The inventory system shall be under the supervision of the Superintendent of Schools or the Director of Business and Finance .

Legal Reference: Connecticut General Statutes

10-47 Powers of regional board. Meetings.

10-220 Duties of boards of education.

Policy adopted: October 1988
Policy reviewed: April 2003
Policy revised: May 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 28, 2026

Decision Requested **Agenda Code** 7 b.

AGENDA REPORTING FORM

Agenda Topic: Policy 5141.6 – Wellness Policy - REVISED - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5141.6 – Wellness Policy.

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: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5141.6 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5141.6

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 5141.6
Wellness Policy - Revised
Draft

Series 5000: Students

WELLNESS POLICY

Southington Public Schools promotes a healthy lifestyle by supporting wellness, proper nutrition, and regular physical activity as part of the learning environment. It is the policy of the Southington Board of Education to promote the health and well-being of district students and to provide students with access to healthy foods and beverages. In doing so, students will be provided opportunities for developmentally appropriate physical activity; and require all meals served by the district to meet or exceed the federal nutrition guidelines issued by the U.S. Department of Agriculture (USDA) and the "Connecticut Nutrition Standards for Foods in School," whichever are greater. By facilitating learning through the support and promotion of healthy nutrition and physical activity, schools contribute to the overall well-being of children. Improved nutrition optimizes student performance and ensures that all children are healthy and hunger free. ~~In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the board of education, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.~~

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Reviewing "Smarter Lunchroom" tools and strategies
- Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed

- Providing developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges, farm visits, and school gardens
- Offering information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families
- Partnering with community health agencies or organizations for school wellness activities

B. Physical Activity and Other School-Based Activities

- Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness
- Promotion of health fairs, TV-turnoff week, school-supported races, family wellness activities or family day activities that promote health and wellness
- Incorporating a school garden, Farm to School, Farm to Cafeteria or activities that promote healthy eating
- Sending school newsletters or dedicated parts of newsletters or school websites promoting healthy eating, healthy recipes and physical activity
- Encouraging and promoting the use of PASS (Physically Active School Systems) and other healthy initiatives that promote physical activity and healthy eating
- Applying for the Healthier US School Challenge
- Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools
- Using the Centers for Disease Control School Health Guidelines to Promote Healthy Eating and Physical Activity
- Setting minimum physical education requirements including time, frequency and intensity
- Setting maximum teacher to student ratios for physical education classes
- Setting minimum requirements for recess, including amount of time and scheduling of recess time
- Requiring recess to be outdoors if possible
- Encouraging walking and biking to school through safe route programs

WELLNESS POLICY

- Creating after school activity programs, student health council, and community/family programs that encourage healthy habits
- Scheduling school meals at appropriate times in appropriate settings
- Marketing healthy food in ways that increase its appeal
- Giving students and the community after-school access to school activity facilities

C. Nutritional Guidelines for School Food

- ~~Whether the district follows updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)~~
- ~~A description of nutrition standards for school meals~~
- ~~The website address of current school menus~~
- ~~Description of federal Child Nutrition Programs in which the district participates (e.g. Fresh Fruit and Vegetable Program, Summer Food Service Program, etc.)~~
- ~~How participation in the school meal programs will be promoted and how families are notified of the availability of Child Nutrition Programs and how to determine children's eligibility for such programs~~
- ~~Whether school meals are prepared onsite or offsite, and if a food service management company operates the school meal programs~~
- ~~Timing and duration of school meals that consider evidence based research to support healthy eating~~
- ~~Information about the availability of free drinking water throughout the school day~~
- ~~Regulating a la carte, vending machine, concession and school store offerings in each school~~
- ~~Regulating after school activity, field trip, school event and school party offerings~~
- ~~Encourage limiting the use of candy and other unhealthy foods as fundraisers~~
- ~~Training and certification of food preparation and food service staff~~
- ~~Evaluating food and drink contracts~~

The Southington Board of Education recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth, and lifelong health and well-being. The Southington Board of Education's goal is to enhance the diet and health of schoolchildren and to help mitigate the childhood obesity trend. To ensure that students have the knowledge and skills necessary to make future life choices, the Superintendent, or designee, shall prepare and implement a comprehensive district nutrition program that is consistent with state and

WELLNESS POLICY

federal requirements. Southington Public Schools sponsors the National School Lunch Program and the School Breakfast Program.

~~At a minimum, all reimbursable school meals (i.e. free and reduced lunches) shall meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals.~~

- Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and the School Breakfast Program.

- Access to Drinking Water

  The Federal Healthy Hunger Free Kids Act of 2010 requires that schools participating in the National School Lunch Program make free potable water available where the schools serve meals.

  Outside of the cafeteria and mealtimes, students and staff will have access to safe, fresh drinking water throughout the school day. Bottled waters that do not contain added sugars, sweeteners, artificial sweeteners, or caffeine, will be available for purchase by staff and students.

- Free and Reduced Priced Meals

  Southington Public Schools authorizes participation in the National School Lunch Program and the School Breakfast Program. Authorization is granted to the Superintendent, or designee, to act on behalf of the Southington Board of Education for purposes of participating in these programs.

  Free and reduced priced meals will be served to children of families whose income falls within the USDA's income eligibility guidelines. Income eligibility guidelines are updated annually as required by section 9 of the National School Lunch Act.

  The district shall establish an appeals process under which a parent/guardian may appeal a decision regarding his/her initial application for benefits, or any subsequent reduction or termination of benefits.

  The schools shall not physically segregate or discriminate against any child because of his or her inability to pay for a meal. The names of children eligible to receive free meals shall not be published, posted, or

announced in any manner; and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means.

- Southington Public Schools shall ensure that, in the operation of the free and reduced-price meals and the free milk program, no student shall be discriminated against. All classes that are protected by law shall be safeguarded in the implementation of such a program.

- Qualification and Training of Food Service Staff

  Qualified nutrition professional shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be offered to all food service staff in the schools. Training will address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors, and other appropriate topics. The amount of training will depend on the individuals' job description and their levels of responsibility in regards to the USDA standards.

D. Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the District Health Advisory Council to be responsible for the implementation and oversight of the school district's wellness program. The Council will be responsible for ensuring that

WELLNESS POLICY

the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Legal References:

Connecticut General Statutes:

§ 10-215f Certification that food meets nutrition standards.
§ 10-221o Lunch periods. Recess.
§ 10-221p Boards to make available for purchase nutritious and low-fat foods.

WELLNESS POLICY

§ 10-221q Sale of beverages.

Public Act 16-37, *An Act Concerning Connecticut's Farm to School Program*
Public Act 16-132, *An Act Establishing a Red Ribbon Pass Program*

Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

7 C.F.R. § 210.10Meal requirements for lunches and requirements for afterschool snacks.
7 C.F.R. § 210.11Competitive food service and standards.
7 C.F.R. § 210.31.Local school wellness policy.
7 C.F.R. § 220.8Meal requirements for breakfasts.

POLICY ADOPTED: January 2021
POLICY REVISED: April 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 7 c.1.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Special Education Teacher - NEW.

Summary of Issue: Approval of Job Description – Special Education Teacher - NEW.

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 job description presented by the administration.

Titles of Attachments:
1. Job Description

Frank Ryan
_____
Signature of Staff Member Submitting Report

Stan Madansky
_____
Signature of Superintendent of Schools

Special Education Teacher - NEW

SOUTHINGTON Public Schools

JOB DESCRIPTION

TITLE: **SPECIAL EDUCATION TEACHER**

QUALIFICATIONS:

1. Holds appropriate Connecticut teaching certification in Special Education (e.g., Comprehensive Special Education #165 or equivalent).
2. Demonstrates the ability to work cooperatively and effectively with students, colleagues, and families.
3. Demonstrates strong understanding of the Individuals with Disabilities Education Act (IDEA), Individualized Education Program (IEP) development, and special education compliance.
4. Demonstrates ability to differentiate instruction and implement evidence-based practices.
5. Demonstrates knowledge of inclusive practices and co-teaching models.
6. Demonstrates strong organizational and data management skills.
7. Demonstrates cultural competence and commitment to equity and inclusion.

REPORTS TO:
Principal, Assistant Principal, and/or Special Education Coordinator

JOB GOAL:
Provide individualized and small-group instruction to students with disabilities in accordance with the IDEA, Connecticut State Statutes and Connecticut State Department of Education guidelines. Develop, implement, and monitor IEPs to support students' academic, social, emotional, and behavioral growth within the least restrictive environment.

PERFORMANCE RESPONSIBILITIES:

1. Develop, implement, and monitor IEPs in compliance with federal and state regulations, ensuring measurable goals, appropriate accommodations/modifications and services.
2. Provide specially designed instruction aligned to Connecticut Core Standards and student IEP goals.
3. Collaborate with general education teachers to support inclusion, resource and/or co-teaching models.
4. Conduct academic evaluations for the determination of eligibility for special education.
5. Conduct ongoing assessment of student progress and adjust instruction accordingly.
6. Maintain accurate and timely documentation, including IEPs, progress reports, and data collection.
7. Participate in Planning and Placement Team (PPT) meetings and communicate effectively with families.
8. Utilize evidence-based instructional and behavioral strategies to support diverse learners.
9. Support students' social-emotional development and implement behavior intervention plans as needed.
10. Coordinate with related service providers (e.g., speech-language pathologists, occupational therapists, school psychologists).
11. Ensure compliance with all district, state, and federal mandates, including IDEA.
12. Foster a safe, inclusive, and respectful learning environment.
13. Maintains accurate documentation following required timelines and in alignment with FERPA.

14. Lifting, assisting students with mobility, and supporting personal care needs depending on assignment.
15. Performs other duties as assigned by the administration.

TERMS OF EMPLOYMENT:
In accordance with the agreement between the Southington Board of Education and the Southington Education Association.

EVALUATION:
Performance to be evaluated annually by the administration.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 7 c.2.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Carpenter Tech I - REVISED.

Summary of Issue: Approval of Job Description – Carpenter Tech I - REVISED.

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 job description presented by the administration.

Titles of Attachments:
1. Job Description

Frank Ryan
_____
Signature of Staff Member Submitting Report

Ste Madaras
_____
Signature of Superintendent of Schools

Carpenter Tech I - REVISED

SOUTHINGTON Public Schools

JOB DESCRIPTION

TITLE: ~~**MAINTENANCE**~~ **CARPENTER – TECH~~NICIAN~~ I**

DEPARTMENT: Maintenance

QUALIFICATIONS:

1. High school diploma or equivalent required; relevant state licensure/certification preferred ~~Possess a high school diploma and/or any state license that may be required~~.
2. Demonstrates technical training and/or knowledge in carpentry, that includes methods and practices ~~Show evidence of technical training or experience in the field, possessing good working knowledge of carpentry principles~~.
3. Demonstrates proficient use of hand and power tools, as well as diagnostic and computerized equipment related to the field ~~Possess thorough knowledge and ability in the use of hand and power tools, computer and diagnostic equipment related to the field~~.
4. Demonstrates ability to establish and maintain effective working relationships with supervisors, administrators, ~~principals~~ colleagues, and staff.
5. Demonstrates physical ability to perform the essential functions of the position ~~Demonstrate evidence of being in good physical health to meet the demands of the position~~.
6. ~~Possess a~~ Valid Connecticut driver's license with a ~~good~~ clean driving record (past three years).

REPORTS TO:
Director of Operations ~~Supervisor of Buildings and Grounds~~ and Maintenance ~~Working~~ Foreman.

JOB GOAL:
To perform skilled carpentry work in the installation, maintenance, and repair of district facilities and equipment, ensuring safe, functional, and well-maintained environments for students, staff, and visitors. ~~The Carpenter shall plan, coordinate and accomplish all activities relating to the installation, maintenance and repair of equipment so as to provide students, staff and visitors with safe and reliable facilities~~.

PERFORMANCE RESPONSIBILITIES:

1. Install, ~~adjust~~ maintain, and repair wood~~en~~, drywall, masonry, and metal ~~articles~~ components, structures, and related equipment in accordance with current trade standards ~~to the carpentry field, equipment and structures while ensuring satisfactory performance~~.
2. Perform skilled carpentry tasks following established methods, procedures, and safety practices ~~skill tasks in accordance with standard trade practices~~.
3. Provide direction and support to assigned helpers or support staff, as needed ~~Direct and supervise the work of such helpers as assigned~~.
4. Oversee the planning, installation and maintenance of all equipment as assigned.

DRAFT

5. Establish and maintain an inventory and records of all supplies and equipment as assigned.
6. Ensure compliance ~~Comply~~ with all applicable federal, state, and local codes, ~~ordinance and~~ regulations, and safety standards.
7. Follow established work schedules, priorities, and district procedures ~~Adhere to the work standards and schedules assigned~~.
8. Maintain accurate records related to materials, work orders, and project completion ~~Establish and maintain an accurate record keeping system relating to the purchase, delivery and installation of all materials~~.
9. Collaborate with Maintenance Foreman to assess repair needs and determine when outside contractors are required ~~Provide input to the Maintenance Working Foreman to determine which carpentry repair jobs can be performed by staff and which must be performed by outside contractors~~.
10. Estimate labor and material costs for carpentry projects and repair ~~cost of carpentry repair projects in terms of labor and material~~.
11. Assist other trades and labor as needed, under the direction of the Director of Operations and Maintenance Foreman.
12. Perform ~~all~~ other related duties ~~activities~~ as assigned by immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303 of Council #4 American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME).
2. A twelve-month work year

EVALUATION:

Performance ~~in this~~ of the job will be evaluated annually by the Director of Operations ~~Supervisor of Buildings and Grounds~~ and/or Maintenance ~~Working~~ Foreman.

DRAFT

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 7 c.3.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Electrician Tech I - REVISED.

Summary of Issue: Approval of Job Description – Electrician Tech I - REVISED.

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 job description presented by the administration.

Titles of Attachments:
1. Job Description

Frank Ryan
_____
Signature of Staff Member Submitting Report

Ste Madaras
_____
Signature of Superintendent of Schools

Electrician Tech I - REVISED

SOUTHINGTON Public Schools

JOB DESCRIPTION

TITLE: ~~**MAINTENANCE**~~ **ELECTRICIAN – TECH~~NICIAN~~ I**

DEPARTMENT: Maintenance

QUALIFICATIONS:

1. High school diploma or equivalent required. ~~Possess a high school diploma and/or any state license that may be required~~.
2. State of Connecticut electrical license (E-1 or E-2) required.
3. Demonstrates technical training and/or experience in the electrical field with a working knowledge of electrical systems and principles ~~Show evidence of technical training or experience in the field, possessing good working knowledge of electrical principles~~.
4. Demonstrates proficient use of hand and power tools, as well as diagnostic and computerized equipment related to the field ~~Possess thorough knowledge and ability in the use of hand and power tools, computer and diagnostic equipment related to the field~~.
5. Demonstrates ability to establish and maintain effective working relationships with supervisors, administrators, ~~principals~~ colleagues, and staff.
6. Demonstrates physical ability to perform the essential functions of the position ~~Demonstrate evidence of being in good physical health to meet the demands of the position~~.
7. ~~Possess a~~ Valid Connecticut driver's license with a ~~good~~ clean driving record (past three years).

REPORTS TO:
Director of Operations ~~Supervisor of Buildings and Grounds~~ and Maintenance ~~Working~~ Foreman.

JOB GOAL:
To perform skilled electrical work in the installation, maintenance, and repair of district facilities and equipment, ensuring safe, functional, and well-maintained environments for students, staff, and visitors. ~~The Electrician shall plan, coordinate and accomplish all activities relating to the installation, maintenance and repair of all electrical equipment so as to provide students, staff and visitors with safe and reliable facilities~~.

PERFORMANCE RESPONSIBILITIES:

1. Install, maintain, troubleshoot, and repair electrical systems, both line and low voltage, and related HVAC electrical components, ensuring safe and efficient operation ~~adjust and repair electrical and HVAC equipment while ensuring safe and satisfactory performance~~.
2. Perform skilled electrical ~~skill~~ tasks in accordance with current standard trade practices and applicable codes.
3. Provide direction and support to assigned helpers or support staff, as needed ~~Direct and supervise the work of such helpers as assigned~~.

DRAFT

4. Oversee the planning, installation and maintenance of all equipment as assigned.
5. Establish and maintain an inventory and records of all supplies and equipment as assigned.
6. Ensure compliance ~~Comply~~ with all applicable federal, state and local codes, ~~ordinance and~~ regulations, and safety standards.
7. Follow established work schedules, priorities, and district procedures ~~Adhere to the work standards and schedules assigned~~.
8. Maintain accurate records related to materials, work orders, and project completion ~~Establish and maintain an accurate record keeping system relating to the purchase, delivery and installation of all materials~~.
9. Collaborate with Maintenance Foreman to assess repair needs and determine when outside contracts are required ~~Provide input to the Maintenance Supervisor to determine which electrical repair jobs can be performed by staff and which must be performed by outside contractors~~.
10. Estimate labor and material costs ~~of~~ for electrical ~~repair~~ projects and repair ~~in terms of labor and material~~.
11. Assist with technology and communication installations, troubleshooting, and initiatives.
12. Assist other trades and labor as needed, under the direction of the Director of Operations and Maintenance Foreman.
13. Perform ~~all~~ other related duties ~~activities~~ as assigned by immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303 of Council #4 American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME).
2. A twelve-month work year

EVALUATION:

Performance ~~in this~~ of the job will be evaluated annually by the Director of Operations ~~Supervisor of Buildings and Grounds~~ and/or the Maintenance ~~Working~~ Foreman.

DRAFT

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 7 c.4.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – General Tech II - REVISED.

Summary of Issue: Approval of Job Description – General Tech II - REVISED.

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 job description presented by the administration.

Titles of Attachments:
1. Job Description

Frank Ryan
_____
Signature of Staff Member Submitting Report

Ste Madaras
_____
Signature of Superintendent of Schools

General Tech II - REVISED

SOUTHINGTON Public Schools

JOB DESCRIPTION

TITLE: ~~**MAINTENANCE**~~ **GENERAL – TECH~~NICIAN~~ II**

DEPARTMENT: Maintenance

QUALIFICATIONS:

1. High school diploma or equivalent required. ~~Possess a high school diploma and/or experience in the maintenance field~~.
2. Two to five years of successful experience in the maintenance field.
3. Demonstrates ability ~~Able~~ to establish and maintain ~~an~~ effective working relationships with supervisors, administrators, ~~principals~~ colleagues, and staff.
4. Possess thorough knowledge and ability in the use of hand and power tools.
5. Demonstrates basic computer skills ~~Some computer knowledge preferred~~.
6. Demonstrates physical ability to perform the essential functions of the position ~~Demonstrate evidence of being in good physical health to meet the demands of the position~~.
7. ~~Possess a~~ Valid Connecticut driver's license with a ~~good~~ clean driving record (past three years).

REPORTS TO:
Director of Operations ~~Supervisor of Buildings and Grounds~~ and Maintenance ~~Working~~ Foreman

JOB GOAL:
Perform a variety of maintenance and grounds-related duties to ensure that all Southington Public Schools facilities are safe, clean, and well-maintained for students, staff, and visitors. ~~The general maintenance worker shall perform a variety of duties in and around the building and grounds of the Southington Public Schools system to provide students, staff and visitors with safe and reliable facilities.~~

PERFORMANCE RESPONSIBILITIES:

1. Report any problems or safety concerns related ~~relative~~ to ~~any~~ work assignments to the Maintenance Foreman ~~Supervisor of Buildings and Grounds~~, or designee.
2. Follow established work schedules, priorities, and district procedures ~~Adhere to work standards and assignment schedules~~.
3. Serve as a rotating helper when needed by assisting Maintenance Tech I personnel in completing assigned ~~their~~ tasks. May work toward a formal apprenticeship with a staff plumber or electrician.
4. Performs groundskeeping duties, including mowing lawns, raking, weeding gardens, trimming shrubbery, sweeping walkways, and removing snow and ice ~~Works as grounds keeper, mowing and raking lawns, weeding gardens and trimming shrubbery, sweeping sidewalks and shoveling snow~~.

DRAFT

Rev. 5-05; Rev. 10-16-06; 4-10-26
Approved by the BOE: 10-26-06

5. Assist other trades and labor as needed, under the director of the Director of Operations and Maintenance Foreman.
6. Perform ~~all~~ other related duties ~~activities~~ as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303 of Council #4 American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME).
2. A twelve-month work year

EVALUATION:

Performance of ~~this~~ the job will be evaluated annually by the Director of Operations ~~Supervisor of Buildings and Grounds~~ and/or Maintenance ~~Working~~ Foreman.

DRAFT

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 28, 2026

Decision Requested X **Agenda Code** 7 c.5.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Painter Tech I - REVISED.

Summary of Issue: Approval of Job Description – Painter Tech I - REVISED.

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 job description presented by the administration.

Titles of Attachments:
1. Job Description

Frank Ryan
_____
Signature of Staff Member Submitting Report

Ste Madaras
_____
Signature of Superintendent of Schools

Painter Tech I - REVISED

SOUTHINGTON Public Schools

JOB DESCRIPTION

TITLE: ~~**MAINTENANCE**~~ **PAINTER – TECH ~~II~~**

DEPARTMENT: Maintenance

QUALIFICATIONS:

1. High school diploma or equivalent required ~~Possess a high school diploma and/or experience in the painting field~~.
2. Two to five years of successful residential and/or commercial painting experience.
3. Demonstrates ability to establish and maintain effective working relationships with supervisors, administrators, colleagues, ~~principals~~ and staff.
4. Possess thorough knowledge and ability on the use of hand and power tools and equipment related to the field.
5. Demonstrates physical ability to perform the essential functions of the position ~~Demonstrate evidence of being in good physical health to meet the demands of the position~~.
6. ~~Possess a~~ Valid Connecticut driver's license with a ~~good~~ clean driving record (past three years).

REPORTS TO:
Director of Operations ~~Supervisor of Buildings and Grounds~~ and Maintenance ~~Working~~ Foreman

JOB GOAL:
~~The painter shall~~ Perform various painting duties to ensure that school facilities are safe, functional, and well-maintained for students, staff, and visitors ~~provide students, staff and visitors with safe and reliable facilities~~.

PERFORMANCE RESPONSIBILITIES:

1. Prepare and paint various surfaces including, but not limited to, wallboard, wood, metal, plastic, etc.
2. Perform skilled tasks in accordance with current standard trade practices to ensure ~~assure~~ a high-quality ~~satisfactory performance of the~~ finished product.
3. Direct and supervise the work of assigned helpers as needed ~~such helpers as assigned~~.
4. Plan, prepare, and execute all assigned painting projects efficiently and effectively ~~Oversee the planning, preparation and painting of all work assigned~~.
5. Establish and maintain an inventory and records of all supplies and equipment as assigned.
6. Ensure compliance ~~Comply~~ with applicable federal, state, and local codes, ~~ordinances and~~ regulations, and safety standards.
7. Follow established work schedules, priorities, and district procedures ~~Adhere to the work standards and schedules assigned~~.

DRAFT

Rev. 5-05; Rev. 10-16-06; 4-10-26
Approved by the BOE: 10-26-06

8. Maintain accurate records related to materials, work orders, and project completion ~~Establish and maintain an accurate record keeping system relating to the purchase, delivery and installation of all materials~~.
9. Rig staging, erect scaffolding and protect area surfaces while working.
10. Estimate time and material costs ~~on~~ for painting and redecorating projects.
11. Assist other trades and labor as needed, under the direction of the Director of Operations and Maintenance Foreman.
12. Perform ~~all~~ other related duties ~~activities~~ as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT:

1. Determined by the working agreement between the Southington Board of Education and Local 1303 of Council #4 American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME).
2. A twelve-month work year

EVALUATION:

Performance of ~~this~~ the job will be evaluated annually by the Director of Operations ~~Supervisor of Buildings and Grounds~~ and/or Maintenance ~~Working~~ Foreman.

DRAFT

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date May 28, 2026

Decision Requested X Agenda Code 7 d.

AGENDA REPORTING FORM

Agenda Topic: 2026-2027 Operating Budget Reallocation/Adoption

Summary of Issue: The Town Council adopted the Board of Education budget on May 11, 2026 for the 2026-2027 school year.

Background: Administration will provide their recommended reallocation plan to the Board under separate cover.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2026

Ending Date of Program or Project: June 30, 2027

Recommendation or Comment: Recommend that the Board of Education adopt the 2026-2027 Operating Budget with reallocation adjustments.

Steven Madaras

Signature of Superintendent of Schools

Titles of Attachment:
1. Operating Budget Reallocation Plan Draft 2026-2027
   (under separate cover)

SPS OPERATING BUDGET REALLOCATION PLAN
2026-2027

Approval Date				
02/05/26	BOE Operational Budget Request		**130,075,074**	**6.71%**
	Reduce Self Insurance Contributions	(1,069,141)		
	Additional use of self insurance reserves	(606,800)		
	Budget Reduction per BOF	(1,600,000)		
	Net BOF Reductions		(3,275,941)	
03/26/25	BOF Approved Operational Budget		**126,799,133**	**4.02%**
	Reduce Self Insurance Contributions	(256,855)		
	Budget Reduction per TC	(833,934)		
	Net TC Reductions		(1,090,789)	
05/11/26	TC Approved Operational Budget		**125,708,344**	**3.13%**
	Net Reductions Needed		(4,366,730)	

Account Numbers				
	Health Insurance			
20310	Health Insurance - Regular Education	(1,383,882)		
82203	Health Insurance - Special Budgets ASTE	(23,580)		
83203	Health Insurance - Special Education	(525,334)		
	Subtotal		**(1,932,796)**	BOF and TC Budget Reduction for Health Insurance
	Salaries			
11300	Teacher Salaries	(703,255)		Reductions, retirements, fewer elementary sections (larger class sizes), fewer class selections at the HS
11300	Teacher Salaries	93,384		Add for 1/6 classes being taught per new contract language
11810	Custodial Salaries	(9,140)		Remove core hours (winter weekend hours) for Middle Schools
11820	Maintenance Salaries	(84,365)		Retirement
12100	Paraeducator Salaries	(34,688)		Retirement
12200	Teacher Substitutes	238,982		Add funds for known building substitutes and FMLA coverage
14200	New Personnel Salaries & Benefits	(293,828)		Remove new personnel, keeping 0.3 business teacher, Asst Girls Golf Coach and extra summer hours for clerical staff
	Benefits			
20110	Municipal Retirement Fund	(27,289)		Reduce employer contribution rate to actual of 16.82% & retirements
20210	Social Security	(7,380)		Reduce employer social security fees on hourly reductions at 6.2%
20230	Medicare	(1,725)		Reduce employer Medicare fees on hourly reductions at 1.45%
20510	Workers Compensation	(40,500)		Adjusted quote from provider - see also Special Ed A/C 83205
	Purchased Services			
31850	Medical and Athletic Training Services	10,500		New contract approved by Finance Committee and ambulance costs
32325	Districtwide Software	32,060		Transfer district software from School Based Software A/C 42500
32415	Student Insurance	(3,276)		Actual locked in rate
33800	Magnet School Tuitions	(35,000)		Adjust to reflect FY27 actual based on known enrollments in FY 26
39300	High School Athletic Transportation	(125,000)		Athletics Pay for Play at high school and middle schools to be instituted. Revenue generated will be used to pay athletic transportation
	Supplies			
41100	Testing Supplies	(9,652)		Reduce to requested PSAT prep and supplies
41500	Oil Heat	40,000		Price not previously locked in
42300	Text Replacement	(20,000)		Supplies purchased with Dual Expansion grant in FY26
42300	Consumable Activity Books	(17,535)		Supplies purchased with Dual Expansion grant in FY26
42500	School Based Software	(36,793)		Remove school based software (Brainpop, EdPuzzle, Gimkit, Padlet, Mystery Science, etc.)
42500	School Based Software	(32,060)		Transfer software to districtwide software account A/C 32325 (SmartPass, Gamma, Lyman, etc.)
	Equipment			
54400	Technology Equipment Purchases	(63,307)		Student device insurance replacements
	Special Education - Salaries			
83112	Special Education Adminstrative Salaries	(49,982)		Reduce one position, per contract language position moves to teaching position
83113	Teacher Salaries	(54,104)		Retirement not filled
83113	Teacher Salaries	26,000		Outplaced PPT coordinator & PreK 3 evaluations
83121	Paraprofessional Salaries	(299,970)		Remove 10 positions
83129	BCBA & ABA Therapists Salaries	5,571		Salary correction based on number of working days
	Special Education - Benefits			
20110	Municipal Retirement Fund	(75,000)		Reduce employer contribution rate to actual of 16.82% and hourly reductions
20210	Social Security	(18,598)		Reduce employer social security fees on hourly reductions at 6.2%
20230	Medicare	(4,350)		Reduce employer Medicare fees on hourly reductions at 1.45%
83205	Workers Compensation	(10,700)		Adjusted quote from provider - see also A/C 20510
83371	Out of Town Tuition - Agency Placed	46,000		Based on existing agency placed student after state excess cost reimbursement
83125	Extended School Year Salaries	(35,000)		Revised projection based on FY 27 staffing & student enrollment
	Subtotal		**(1,600,000)**	Budget Reductions by BOF
	Health Insurance			
20310	Health Insurance - Regular Education	(833,934)		
	Subtotal		**(833,934)**	Reduce Operating Budget in anticipation of appropriation of Education Supplement Aid
	Net Budget Reduction for 2026-2027		**(4,366,730)**	