Southington Board of Education Meeting

Thursday, June 4, 2026 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489

COMMITTEE OF THE WHOLE

1. CALL TO ORDER
2. Executive Session
   a. Unaffiliated Compensation
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
   a. Class of 2026 Valedictorian - Ethan Hoffman; Salutatorian - Andrew Niro; Essayist - David Chmura
   b. Board of Education Student Representatives Graduating - Ethan Hoffman and Samrath Singh. New Student Representatives for 2026-2027; Murad Alkatib and Alexa Nowakowski
6. Approval of Minutes - May 28, 2026
7. Public Communications
   a. Communications from Student Board Representatives
   b. Communications from Board of Education
   c. Communications from Administration
   d. Communications from Public - Agenda Items Only
8. Committee Reports
   a. Curriculum and Instruction Committee Meeting - May 27, 2026
   b. Finance Comittee Meeting - June 2, 2026
      1. Approval of Districtwide Copier Proposal
      2. Approval of Action for Appropriation Request from Board of Finance
9. Superintendent's Report
   a. Personnel Report
10. Old Business
    a. Town Government Communications
    b. Review Policy 3440 - Inventories - REVISED - Second Reading
    c. Review Policy 5141.6 - Wellness Policy - REVISED - Second Reading
11. New Business
    a. SHS World Language Year 3 - REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) - First Reading
    b. SHS World Language Year 4 - REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) - First Reading
    c. CommonLit 360 - Grades 6,7,8 - NEW Curriculum - First Reading

d. SHS English Grade 9, Unit 1 - REVISED Curriculum - First Reading
e. SHS English Grade 10, Unit 1 - REVISED Curriculum - First Reading
f. SHS English Grade 11, Unit 1 - REVISED Curriculum - First Reading
g. SHS Agricultural Science Wildlife Global Conservation - NEW Curriculum - First Reading
h. SHS Agricultural Science Wildlife Biology and Conservation - NEW Curriculum - First Reading
i. SHS Agricultural Science Aquaculture - REVISED Curriculum - First Reading
j. SHS Agricultural Science Horticulture/Floral Design - REVISED Curriculum - First Reading
k. Illustrative Math, Grade 7 Accelerated - NEW Curriculum - First Reading
l. SHS Accounting I - REVISED Curriculum - First Reading
m. SHS Business Law - REVISED Curriculum - First Reading
n. SHS Computer Essentials - REVISED Curriculum - First Reading
o. SHS Marketing I - REVISED Curriculum - First Reading

12. Public Communications
    a. Public
13. Adjournment

MOMENT OF SILENCE – June 4, 2026

Thomas Gallo passed away on May 29, 2026.

- Mr. Gallo was a School Resource Officer (SRO) and SPD DARE Officer for Southington Public Schools and retired in June of 2017.

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 28, 2026, at 7:00 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 7:00 p.m.
   Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead
   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. Samrath Singh

2. **Pledge of Allegiance**

3. **Approval of Minutes - May 7, 2026**
   MOTION made by Mrs. Carmody and seconded by Mr. Brown "Move to approve the Minutes for May 7, 2026." Motion carried 9-0.

4. **Public Communications**
   a. Communications from Student Board Representatives
      No comment made.

   b. Communications from Board of Education
      Mr. Brown spoke about a book he read recommended by Mr. Fickel. The book was titled *Navigating the AI Revolution In Our School.* The book is about where AI can be used usefully but also some of the negatives of using it. Mr. Brown recommends reading it.

      Mr. Whitehead and Mrs. Derynoski-Anastasio had the opportunity to go to the Future Farmers Banquet on May 27, 2026. The children there were very impressive. Mr. Whitehead also mentioned how great the Agricultural Science program is in

Southington. Mr. Whitehead also mentioned that tonight was the Scholarship Award Night at JFK.

Mr. Carson had a chance to attend the Early Childhood Annual Breakfast at Southington Community Cultural Arts (SoCCA). It was a great networking opportunity to continue discussion about how to help Southington's children before they even enter the school system.

Mrs. Clark also attended the breakfast at SoCCA with Mr. Madancy and Mr. Pepe. She recommends going on their website and looking at the responses to their survey as the responses are remarkably surprising.

Ms. Cammuso had the opportunity to go to the soft opening for the STELLAR Store on Main Street. They will be accepting donations. The space is beautiful and she can't wait to see the STELLAR students working there.

c. Communications from Administration

Mr. Madancy Spoke about the following:

- College Credit Data from Business Advisory Council:
  453 students are eligible for college credit; this is an increase of 59% from the previous year.
  - CT Community College 2025-2026 (Tunxis)
    - 35 students are eligible for college credits for Accounting II
    - 6 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)

- SHS Scholarship Night
  - 133 individual seniors were awarded scholarships.

    - 313 total awards were distributed from 174 total donors; close to $225,000.

- Art Nights across district
    - Mr. Madancy was able to attend the SHS Art night that was held on May 11, 2026

- Project Lead the Way Senior Knight held on May 21, 2026
    - Many of the ideas/inventions presented by the students are both original and would solve a problem.

Mr. Brown commented on the number of college courses that are offered at the high school. He related this to the previous meeting discussion about Senior Early Dismissal and how students are missing out on opportunities.

d. Communications from Public - Agenda Items Only
Norah Beauchemin, 175 Farmingberry Drive, Southington, CT 06489
Ms. Beauchemin spoke in opposition to reducing the budget for the Special Education Program. She emphasized the struggle some students have not only with academics but also with mental health. With the right support from Special Education Teachers and Paras students can find confidence in themselves and their work; Special Education Staff leave a positive, lasting impact on the students they help support.

5. Committee Reports

a. Policy and Personnel Committee Meeting - May 12, 2026
Mrs. Derynoski-Anastasio reviewed the minutes from the meeting. She gave a summary of the following items:
- Revisions to Policy 3440 – Inventories
- Revisions to Policy 5141.6 – Wellness Policy
- Updated job descriptions:
    - Special Education Teacher
    - Maintenance Carpenter – Technician I
    - Maintenance Electrician – Technician I
    - Maintenance General – Technician II
    - Maintenance Painter – Technician II

The minutes from the meeting are attached.

Mr. Baczewski asked for clarification on the Wellness Policy.
Mr. Pepe assured Mr. Baczewski the update to the existing policy is to make sure it illustrates current practices. Mr. Baczewski would like to challenge the board to make a change at some point as he believes they can be offering better, more healthy choices for food in the schools.

6. **Old Business**

a. Town Government Communications
No comment made.

b. SHS World Language French Year 5 - Units 3-6 - REVISED - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move that the Board of Education approve SHS - World Language French Year 5 - Units 3-5 -REVISED - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

c. SHS World Language Spanish Year 5 - Units 3-6 - REVISED - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve SHS - World Language Spanish Year 5 - Units 3-6 - REVISED - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

d. SHS World Language Latin American Studies Year 5 - Units 3-5 - REVISED - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve SHS - World Language Latin American Studies Year 5 - Units 3-5 - REVISED - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

e. SHS Agricultural Science Advanced Equine Evaluation and Horsemanship - NEW- Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move the Board of Education approve the Agricultural Science Advanced Equine Evaluation and Horsemanship - NEW - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

f. SHS Agricultural Science Advanced Equine Management - REVISED - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the Agricultural Science Advanced Equine Management - REVISED - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

g. SHS Agricultural Science UCONN ECE Behavior & Training - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move the Board of Education approve the Agricultural Science Advanced Equine

UCONN ECE Behavior & Training - NEW - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

h. SHS Agricultural Science UCONN ECE Companion Animal - NEW - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move the Board of Education approve the Agricultural Science Advanced Equine UCONN ECE Companion Animal - NEW - as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

i. SHS Social Studies Modern US History Grade 9, Unit 6 - REVISED - Second Reading
MOTION made by Mr. Brown and seconded by Mrs. Clark, "Move the Board of Education approve the Social Studies Modern US History Grade 9, Unit 6 - REVISED- as presented by the Curriculum & Instruction Committee." Motion carried 9-0.

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
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mrs. Carmody, "Move that that Board of Education approve job description for Special Education Teacher as presented by the Policy and Personnel Committee." Motion carried 9-0.

2. Carpenter - Tech I – REVISED
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Baczewski, "Move that the Board of Education approve the job description Carpenter - Tech I - REVISED as presented by the Policy and Personnel Committee." Motion carried 9-0.

3. Electrician - Tech I – REVISED
MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Baczewski, "Move that the Board of Education approve job description Electrician - Tech I - REVISED as presented by the Policy and Personnel Committee." Motion carried 9-0.

4. General - Tech II – REVISED
   MOTION made by Mrs. Derynoski-Anastasio and seconded by Mrs. Carmody, "Move that the Board of Education approve job description General - Tech II - REVISED as presented by the Policy and Personnel Committee." Motion carried 9-0.

5. Painter - Tech I – REVISED
   MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Baczewski, "Move that the Board of Education approve job description Painter - Tech I - REVISED as presented by the Policy and Personnel Committee." Motion carried 9-0.

d. Approval of the 2026-2027 School Year Budget

Mr. Oshana explained that the 2026-2027 budget number is starting at $833,934 less than the $1.6 million original anticipated education. He reminded the public that the Southington Board of Education budget for the current year is also in a deficit of about $300,000. The new school year will be starting in over a $1.1 million dollar shortage.

Mr. Madancy thanked the Central Office Leadership Team who worked very hard over the last couple weeks to look at the budget and minimize the impact reductions have. He mentions the budget is about $2.4 million education than the original Board's adopted budget.

Mr. Madancy also touched on how some retirement positions are not being eliminated (example TESOL); movements and reductions were made in other areas where enrollment would allow it to occur with less impact. 26 positions have been cut with this plan.

Mrs. Mellitt presented the SPS Operating Budget Reallocation Plan for the 2026-2027 school year. This plan reflects the two reductions made:

- Reduction of $1,600,000 by the Boad of Finance
- Reduction of $833,934 by the Town

She pointed out the top of the page reflects the reduction in budget from the self-insurance reserves. Mrs. Mellit then went into details of the reallocations in following areas:

- Health Insurance
- Salaries
- Benefits
- Purchased Services
- Supplies
- Equipment
- Special Education – Salaries

- Special Education – Benefits
- Health Insurance

The SPS Operating Budget Reallocation Plan 2026-2027 is attached.

Mrs. Clark inquired about the costs for Pay for Play. Mr. Madancy explained it would be at the High School: $125 for one sport, $250 if an athlete plays more than one sport, and a $500 cap for a family. At the Middle Schools: $50 for one sport, $100 for more than one sport, and $200 cap for a family. There will be a hardship waiver available.

The Board is not happy that any staff reductions are happening. The Board Members expressed their concerns about how they are politically not okay with eliminating a Special Education Administrator. There has been too much work put into special education and too many students would be affected. It would be too impactful to lose an Administrator from the Special Education program; it would be a tremendous disservice to the students. It was determined that by moving the administrator to a teacher, it would be a savings of $49,982. The Board asked if this difference in amount could be reduced from the teacher substitute, line item 12200. Due to the CT Paid Sick Leave act and FMLA leaves it is hard to predict if there will be a deficit again for the cost of substitute teachers in the upcoming school year.

Mr. Baczewski asked about the 10 Paraeducators positions being cut. Mr. Madancy indicated the district still has about 300. This line item has grown year over year and our levels are 4th highest in the state; higher than other districts that are larger than Southington. The number of students leaving the district versus the amount coming in was looked at and services still need to be provided for the students.

Mr. Baczewski thinks more money could be accounted for from Pay for Play by raising the cost a bit. Mr. Madancy explained that this is the first year of the Pay for Play program so the number is conservative seeing as no one knows how it is going to go.

Mr. Brown asked for clarification about the self-insurance funds. Mrs. Mellitt explained it is the culmination of the many years since the self-insurance fund has been in existence. It is the difference between the claims that get paid out and the premiums that get paid in. By using the reserves, the calculation will remove the first 20%. 20% is the average cost share employees contribute. The remaining 80% is split: the Board of Education at 74%, and the Town of Southington at 26%.

Mr. Madancy explained the $833,934 was taken from the self-insurance fund anticipating appropriation of Education Supplement Aid from the onetime State funding later in the year. It has been confirmed, in writing, by the Town Manager, copied was the Chair of Board of Finance, Chair of Town Council, and Chair of

Board of Education that the intention is to get the appropriation back to the Board of Education; this would be done outside of the Operating Budget.

MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Move to approve the budget of $125,708,344 with the adjustments listed by the administration as amended; Elimination of line item 83112 and the reduction of line item 12200 to the amount of $189,000."
Roll Call:

- **Mr. Baczewski: Yes**
- **Mr. Brown: Yes**
- **Ms. Cammuso: Yes**
- **Mrs. Carmody: Yes**
- **Mr. Carson: Yes**
- **Mrs. Clark: Yes**
- **Mrs. Derynoski-Anastasio: No**
- **Mr. Whitehead: Yes**
- **Mr. Oshana: Yes**

Motion carried 8-1.

Mr. Oshana thanked everyone for their hard work. The accommodations that are going to be made are: larger elementary class sizes, fewer class choices at the High School, outplaced tuition costs, unemployment compensation, compromised equipment replacement schedules, and a Pay for Play.

Mr. Baczewski requested that in the future all of the Boards could better communicate to be on the same page; time should not be wasted regarding decision making for budgets.

8. Public Communications

a. Public
No comment made.

9. Adjournment
MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Move to adjourn." Motion carried 9-0.
Meeting adjourned at 8:18 p.m.

Respectfully submitted,

Recording Secretary

Board of Education

Administrative Report

June 4, 2026

1. Top 25 Dinner
2. Parent Teacher Advisory Group
3. Scale District Participation
4. Para of the Year
5. Kindness Bench Dedications

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
Curriculum & Instruction Committee Meeting
Wednesday, May 27, 2026 - 10:00 a.m.
Technology Training Lab
200 North Main Street
Southington, CT 06489

Members Present: Bob Brown, Terri Carmody, Colleen Clark, Dawn Anastasio.

Member Absent: N/A

Administration Present: District Curriculum Coordinator, K-8 Math/K-5 Science, Alicia Naleway; District Curriculum Coordinator, PreK-8 ELA/PreK-5 Social Studies, Stephanie Lawlor; and Director of Teaching and Learning, Dr. Christina Zlatin.

School Staff Present: SHS World Language Assistant Department Leader, Kate Tavera Collins; JAD English-Language Arts Teacher, Kerri Laferriere; SHS English Department Leader, Rebecca Migliaro; SHS Agricultural Science Department Leader, Nicole Wilcox; JAD Math Teacher, Cara Daponte; JFK Math Teacher, Rose Fox; and SHS Business Department Leader, Lillian Schena.

The meeting was called to order at 10:00 AM by Bob Brown.

SHS World Language Year 3, Spanish, French, Italian, Chinese, Latin – Revised Curriculum
Kate Tavera Collins, SHS World Language Assistant Department Leader, introduced Year 3 World Language curricula. Each unit is aligned to AP themes and integrates language and culture. In Spanish, French, Italian, and Chinese units, students communicate about health, social media and technology, childhood, visual arts, and cultural legends in authentic cultural contexts. Latin units integrate mythology, Roman history and life, and language. The Committee unanimously agreed to forward this item to the full Board for review.

SHS World Language Year 4, Spanish, French, Italian, Chinese, Latin – Revised Curriculum
Kate Tavera Collins, SHS World Language Assistant Department Leader, introduced Year 4 World Language curricula. In Spanish, French, Italian, and Chinese units, students use language learning to prepare for jobs, reflect on their habits as consumers, address real-world problems, explore the immigrant experience, compare historical and contemporary figures, and analyze music and dance in the target culture. In Latin, students study topics and themes including Roman identity, rhetoric, and uses of Latin meter. The Committee unanimously agreed to forward this item to the full Board for review.

Board of Education
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Joseph Baczewski – Robert Brown – Lisa Cammuso – Sean Carson – Colleen Clark – Cecil Whitehead

CommonLit 360 – New Curriculum

Stephanie Lawlor, District Curriculum Coordinator for PreK-8 ELA/PreK-5 Social Studies, and Kerri Laferriere, English-Language Arts Teacher, introduced the CommonLit 360 curriculum for Grades 6-8. The curriculum, piloted this year, is aligned to the science of reading. Units emphasize deep learning of rigorous content, with diverse, high-quality texts and integrated vocabulary, grammar, and writing tasks. Benchmark assessments and unit assessments measure progress to grade-level standards. The Committee unanimously agreed to forward this item to the full Board for review.

SHS English Grade 9, Unit 1 – Revised Curriculum

Rebecca Migliaro, SHS English Department Leader, introduced a revised Unit 1 for English 9, as well as for English 10 (below) and English 11 (below). Units in each grade have common assessments, learning sequences, and rubrics. Students complete CommonLit 360 benchmark assessments, quarterly reading assessments, and unit assessments to measure progress to grade-level standards. Unit 1 for Grade 9 focuses on literary analysis, emphasizing skills for close reading and for writing a thematic text analysis. The Committee unanimously agreed to forward this item to the full Board for review.

SHS English Grade 10, Unit 1 – Revised Curriculum

Rebecca Migliaro, SHS English Department Leader, introduced a revised Unit 1 for English 10. In this unit, students analyze diverse characters and the development of characters and themes over the course of a text. This unit builds on student learning from English 9. The Committee unanimously agreed to forward this item to the full Board for review.

SHS English Grade 11, Unit 1 – Revised Curriculum

Rebecca Migliaro, SHS English Department Leader, introduced a revised Unit 1 for English 11. In this unit, students analyze persuasive and argumentative techniques using a variety of texts, and evaluate authors' effectiveness in applying these techniques. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Agricultural Science Wildlife Global Conservation – New Curriculum

Nicole Wilcox, SHS Agricultural Science Department Leader, introduced the scope and sequence for Wildlife Global Conservation. This course focuses on conservation practices, ecology, and human impacts in major wildlife regions including North America, Africa, Asia, and South America. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Agricultural Science Wildlife Biology and Conservation – New Curriculum

Nicole Wilcox, SHS Agricultural Science Department Leader, introduced the scope and sequence for Wildlife Biology and Conservation. This is a tenth-grade course that includes study of Connecticut ecosystems, wildlife, migration patterns, and ecology. There are hands-on lab components as well as opportunities for career investigation. The Committee unanimously agreed to forward this item to the full Board for review.

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SHS Agricultural Science Aquaculture - Revised Curriculum

Nicole Wilcox, SHS Agricultural Science Department Leader, introduced the scope and sequence for Aquaculture. Students in this course learn to care for the aquaculture lab as well as animals in the lab, studying nutrition and environment management. Students also participate in case studies based on the needs of animals in the aquaculture lab. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Agricultural Science Horticulture/Floral Design – Revised Curriculum

Nicole Wilcox, SHS Agricultural Science Department Leader, introduced the scope and sequence for Horticulture/Floral Design. This is a tenth-grade, introductory course. Applied learning components of the course include supporting the holiday flower sale, making flower arrangements for the SHS Corner Cafe, and preparing for the Flower Show. The Committee unanimously agreed to forward this item to the full Board for review.

Illustrative Math, Grade 7 Accelerated – New Curriculum

Alicia Naleway, District Curriculum Coordinator for K-8 Math/K-5 Science, and Cara Daponte and Rose Fox, Math Teachers, introduced the Grade 7 Accelerated Math course. This course condenses a two-year sequence of standards (Grades 7, 8) into one year (Grade 7) in order to prepare students for Algebra I in Grade 8. The course was piloted this year and assessment evidence has shown stronger understanding in key topics and improved Algebra readiness. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Accounting 1 – Revised Curriculum

Lillian Schena, SHS Business Department Leader, introduced the Accounting I curriculum. This is a one-semester course taught at the accelerated level in Grades 10-12. Students learn how businesses track financial information and make decisions using Generally Accepted Accounting Principles (GAAP). Simulations and authentic applications mirror real-world business contexts. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Business Law - Revised Curriculum

Lillian Schena, SHS Business Department Leader, introduced the Business Law curriculum. In this one-semester course designed for Grades 11 and 12, students study law topics relevant for businesses, employers, consumers, and society. Students engage in simulations, mock trials, case studies, debates, collaborative problem-solving experiences to deepen their understanding of these topics. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Computer Essentials - Revised Curriculum

Lillian Schena, SHS Business Department Leader, introduced the Computer Essentials curriculum. This is a one-semester, foundational computer technology course for students in Grades 9-12. Units focus on digital literacy, keyboarding, and Microsoft applications (Power Point, Word, Excel). Students learn transferable skills that they can use in their professional and personal lives. The Committee unanimously agreed to forward this item to the full Board for review.

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SHS Marketing 1 - Revised Curriculum

Lillian Schena, SHS Business Department Leader, introduced the Marketing I curriculum. In this introductory course for Grades 9-12, students learn foundational marketing concepts and transferable skills such as communication, collaboration, critical thinking, creativity, and ethical decision-making. Units focus on how businesses influence consumers, consumer purchasing decisions, the marketing mix, SWOT analysis, and retail applications. The course includes a marketing simulation. The Committee unanimously agreed to forward this item to the full Board for review.

The meeting adjourned at 11.59 AM.

Respectfully Submitted,

Christina L. Zlatin, Ed.D.
Director Of Teaching and Learning

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Jennifer S. Mellitt
Director of Business & Finance

Peter J. Romano, Jr.
Director of Operations

Amy L. Aresco
Director of Pupil Services

Michelle Passamano
Human Resource Manager

Kyle R. Fickel
Accounting Manager

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SOUTHINGTON Public Schools

FINANCE COMMITTEE MEETING
Tuesday, June 2, 2026, 4:00 p.m.
Conference Room 2, Municipal Center

Board Members Present: Ms. Lisa Cammuso, Chair, Mrs. Colleen Clark, Mrs. Terri Carmody and Mr. Sean Carson

Present from Administration: Mrs. Jennifer Mellitt, Director of Business & Finance and Mr. Kyle Fickel, Accounting Manager**.**

The Finance Committee meeting was called to order at 4:04PM.

1. **Districtwide Copier Proposal:**

Mr. Fickel presented a proposal for a new copier lease for the district. Our current five-year lease expires at the end of June.

Mr. Fickel discussed the process of developing the new proposal which includes keeping 26 existing copiers and 54 new copiers across the district. The proposal also includes a print management program (Papercut), maintenance and toner. The proposal included pricing on 54 new copiers from both Sharp and Canon. The Sharp proposal has a lower cost and is recommended by the administration.

Mr. Fickel also reminded the committee of the retirement of the high school copy attendant. With the support of the high school administration, the large production copier will be removed and replaced with two new user-friendly high-speed copiers.

The committee discussed the benefits and risks of keeping 26 existing copiers. The committee reviewed the spreadsheet in the finance packet noting that copiers with high usage and multiple service calls will be replaced and the copiers with low usage and low service calls will be kept. The vendor has confirmed that the necessary security software updates will be available on the 26 existing copiers.

The committee agreed to bring the approval of a five-year lease on 54 new Sharp copiers, repurposing 26 existing copiers, the Papercut print management system, maintenance and toner as presented by the Administration.

2. **BID 2026-07 Vendor Update:**

Mr. Fickel provided an informational update to the committee about Nelts of CT who were previously awarded three school sites for mowing services under Bid 2026-07. On April 30th, Nelts notified the district that they were terminating their services effective immediately.

Mr. Fickel shared a memo with the committee showing how the sites were now being awarded to Cheshire Concrete (Hatton) and Father and Sons (South End and Thalberg). Both vendors had previously bid on those sites. The award was approved by the Superintendent.

3. **Food Service Financial Update FY 2025-26:**

Mr. Fickel reviewed the income statement for the Food Service operations through the end of April 2026 showing a year-to-date net income of $21,894. Meal counts continue to be lower than the previous year and the monthly count was lower than March due to the April school break (fewer serving days).

Negative Meal debt totaled $19,270 on April 30, 2026. The district is in the process of mailing letters home to families owing more than $100.

4. **BOE Financial FY 2025-26:**

Mrs. Mellitt provided an update on the BOE Operating Budget showing a projected shortfall of $279,036 for FY 25-26. A summary of the shortfall is attached to the minutes. The district continues to address the needs of students while limiting spending districtwide.

The district has two more payroll cycles and variable costs (i.e. electricity, gas heat) with the final timing of the invoices being received well into July. This makes projecting a final actual number difficult at this point.

The committee agreed to bring a motion to the full board to have the administration and board chair request an appropriation from

the Board of Finance at their June 17th meeting.

5. <u>Miscellaneous:</u>

None

The meeting adjourned at 5:15 pm.

Respectfully submitted,

Jennifer Mellitt
Director of Business & Finance

Operating Budget Actual at 06/02/2026		(766,464)
Grant Reimbursements		
SEED and TOS Roofing Reimbursements due	7,375	
		7,375
Receivables to be collected		
New Brtian/Waterbury/Meriden/Hartford for Special Ed Services	23,470	
Expected ASTE grant payment	41,000	
Appropriation for Services & Preschool - June BOF	73,468	
School Based Child Healthcare Medicaid receivable	57,563	
Receivables for Preschool & Tuition	1,433	
		196,934
Extra buses for Exams	(7,500)	
Adjust health insurance payments from retirees vs budgeted	125,000	
Additional Accumulated Sick Payout - Teacher retirement	(22,381)	
Projected School Spending - all departments	(75,000)	
		20,119
Projected Operating Deficit at 6/2/2026		**(542,036)**
Funding Sources to Mitigate Shortfall		
Unallocated Open Choice grant at 06/02/2026	250,000	
Open Choice Early Beginning Grant	13,000	
		263,000
Projected shortfall at 06/02/2026		(279,036)

Operating Budget Actual at 06/02/2026		(766,464)
Grant Reimbursements		
SEED and TOS Roofing Reimbursements due	7,375	
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Open Choice Early Beginning Grant	13,000	
		263,000
Projected shortfall at 06/02/2026		(279,036)

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only_____ Board Meeting Date June 2026

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2025-2026 school year. This report includes activity for the month of May 2026.

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

Alternative Strategies:

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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

Michelle Passamano
Signature of Staff Member Submitting Report

Steven Madansky
Signature of Superintendent

Included:
Personnel Report

Personnel Report
May 2026

APPOINTMENTS

NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
None to report						

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Christensen, Lisa	Paraeducator, FT	KES	6-30-2026	13	RETIRE
CLASS	Derek, Lisa	ABA Therapist, FT	HES	6-30-2026	6	RESIGN
CLASS	Frappier, Michael	Custodian, PT	CO	6-10-2026	5 mo.	RESIGN
CLASS	O'Neill, Catherine	Administrative Assistant	SHS	7-31-2026	2	RETIRE
CLASS	Piantek, Alison	Paraeducator, CLC, FT	HES	5-14-2026	2	RESIGN
CLASS	Polak, Margaret	Food Service Manager	FES	8-3-2026	29	RETIRE
CLASS	Rusiecki, James	ABA Therapist, FT	SEES	5-16-2026	5 mo.	RESIGN
CLASS	Soomro, Farzana	Paraeducator, FT	JFK	5-26-2026	2	RESIGN
CLASS	Suess, Joyce	Clerk, PT	TES	6-30-2026	22	RETIRE
CLASS	Tombari, Ryan	Custodian, FT	OES	6-6-2026	3	RESIGN
CERT	Vazquez, Joshua	Math Teacher	SHS	6-30-2026	3	RESIGN
CLASS	Whitaker, Charlene	Custodian, PT	SHS	5-27-2026	4 mo.	RESIGN
CLASS	Wilcox, Amanda	Paraeducator, PT	HES/SES	5-8-2026	2 mo.	RESIGN
CLASS	Yovina, Penny	Paraeducator, PT	JFK	6-30-2026	16	RETIRE

ASSIGNMENT CHANGE

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

TRANSFERS

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

STIPENDS

COACHING

Resignations/Non-Renewals

Seeger. Kevin	Freshman Wrestling Coach	SHS	RESIGN

Appointments

None to report

OTHER

Resignations/Non-Renewals

None to report

Appointments

None to report

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** June 4, 2026

Decision Requested X **Agenda Code** 10.b.

AGENDA REPORTING FORM

Agenda Topic: Policy 3440 – Inventories - Revised – Second 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: Move that the Board of Education approve Policy 3440 as presented by the Policy & Personnel Committee.

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 _____ **Board Meeting Date** June 4, 2026

Decision Requested X **Agenda Code** 10.c.

AGENDA REPORTING FORM

Agenda Topic: Policy 5141.6 – Wellness Policy - Revised – Second 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: Move that the Board of Education approve Policy 5141.6 as presented by the Policy & Personnel Committee.

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

WELLNESS POLICY

- 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 X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 a.

AGENDA REPORTING FORM

Agenda Topic: SHS World Language Year 3 – REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) - First Reading.

Summary of Issue: SHS World Language Year 3 – REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS World Language Year 3 – REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit 1 Overview	
Unit Title:	Contemporary Life
Grade Level/Course:	INTERMEDIATE LOW/MID Spanish 3
Length/Dates:	5-6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in Spain.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● What someone can do to be successful in school ● How the school day is structured in Spanish schools ● How the last 2 years of high school function in Spain ● How the process for getting into college in Spain works ● How la selectividad factors into the college admissions process ● How students prepare to take la selectividad

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does someone's learning habits impact their educational success? ● How do your academic successes and failures affect your future? ● How do different school systems prepare their students for life after college? ● What challenges do students face when applying for college here and in Spain? Which aspects of each process should change and why?

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 to talk about good and bad habits of students • Vocabulary to compare school systems/ admissions processes. • Structures for giving advice about being better student (debes/deberías/tienes que/ hay que) • Structures for making comparisons in Spanish • What la Selectividad is • The present tense • Differences and similarities between US and Spanish schools and their college admissions process.	Students can… • communicate about their good and bad habits as a student in the present tense • give advice to a friend on how to be a better student using expressions of obligation/recommendation/suggestion • explain how to prepare for la selectividad • compare US and Spanish schools and their college admissions process. • evaluate the effectiveness of the college admissions process in US and Spanish schools. • maintain communication in the target language 95% or more of the time

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing Mode:</u> **<u>Goal:</u>** To compare the school system in the United States and Spain. **<u>Role:</u>** Yourself **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** Using your knowledge of the school systems in the United States and Spain, explain the differences and give suggestions and advice on how to succeed to a foreign student coming to study in the US. **<u>Product Performance and Purpose:</u>** Individually, students will create a brochure, slide show, or infographic that explains the differences between the school systems and offers suggestions and advice for success. **<u>Standards and Criteria for Success:</u>** ☐ Include important information about the school systems ☐ Create a visual = brochure, slide show, infographic ☐ Give suggestions and advice for success using expressions taught in class

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Unit vocabulary Presentation / guided notes Educación en España Comprehension quiz PBA - Información para un estudiante de España

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics Communication rubric Copy of Novice High Rubric Intermediate low rubric Intermediate Mid rubric

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) CBAs La Selectividad Honors IPA

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Students use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.

Learning Target:	Relevance:	Success Criteria:
Students will: • Use the present tense • Talk about their daily activities at school • Discuss their good and bad school/study habits • Talk about their future plans	**Student interest:** • Students communicate information and get to know each other. • Students reflect on their current study/school related habits.	**Students can:** • Use present tense in complete sentences to talk about school habits. • Use school related vocabulary to discuss their habits
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: ¿Qué tipo de estudiante soy? Diagnostic quiz puntos cardinales Actividad de vocabulario		

Activity/Task #2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students use a variety of expressions to give advice to friends about how to improve their habits related to school.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Give advice to friends about how to improve their school habits. • Categorize good and bad habits. • Match bad habits to the appropriate advice.	**Real-world connections**: • Giving advice is an important skill **Student interest:** • they have to share and reflect on their personal habits as students	**Students can:** • Give advice for specified bad habits using a variety of advice expressions. • Ask questions and respond to direct questions about their school habits. • Use unit vocab to discuss their own school habits and ask about someone else's habits.
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: Lab activity-giving advice Desk Activity- La educación		

Summative:
Prueba de vocab - la educación

Activity/Task #3 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students interpret a variety of authentic texts related to the last two years of high school in Spain.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Compare a typical school day in the US and in Spain. • Interpret a presentation on Spanish secondary schools.	**Global relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to a student's current status in high school.	**Students can:** • Interpret a text about a school day in Spain • Use details from a text to make comparisons • Describe a typical secondary school in Spain • Students can recognize unit vocab in interpretive listening activities in order to identify main ideas
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Presentation / guided notes Educación en España Comprehension quiz		

Activity/Task #4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA: Individually, students will create a brochure, slide show, or infographic that explains the differences between the school systems and offers suggestions and advice for success.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will:	**Global relevance -**	**Students can:**

• Create a visual to explain the differences between the 2 school systems • Give advice and suggestions for the student to be successful	• Students will learn about school system and education in Spain - then be able to use their understanding to make comparisons between School life in Spain and the United States **Real-world connections -** • Students will be able to give advice to a foreign exchange student who is coming to the U.S. for school based on their understanding of differences between the two systems of education	• Use should/must/have/to expressions • Use expressions of agreement and disagreement • Use the present tense • Use unit related vocabulary • Expression of comparisons • Draw connections between ways to prepare for a big assessment in the US and in Spain.

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

Formative
Edpuzzle: School in Spain
https://edpuzzle.com/assignments/68cc08a8bb4dcec51ab58211/watch
Mi Horario SHS y Horario en Espana A & B
Summative
PBA ACC/ACA Información para un estudiante de España

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 interpret a variety of authentic texts related to college admissions process in Spain.

Learning Target:	Relevance:	Success Criteria:

Students will: • Compare a typical school day in the US and in Spain. • Interpret a presentation on Spanish secondary schools. • Watch a news report on the Spanish University entrance exam (La Selectividad/EBAU)	**Global relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to a student's current status in high school.	**Students can:** • Interpret a text about a school day in Spain • Use details from a text to make comparisons • Describe a typical secondary school in Spain • Students can recognize unit vocab in interpretive listening activities in order to identify main ideas
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: La selectividad mini quiz **Summative:** **Unit 2 Interpretive IPA ACC**		

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 analyze the process of getting into university in the target culture.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Categorize steps in the admissions process between Spain and the US.	**Global relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to a student's current status in high school.	**Students can:** • Accurately categorize the steps in the admissions process on the PBA organizer for Spain and the USA.
Assessment		

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

Formative

1. Guided Notes about la selectividad en España

IPA organizer Interpersonal

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

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

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

Slides
- 3.1 Contemporary Life: La educacion Class Slides
- 25 -26 Unidad 1 ACC Hrndz

Resources linked under stage 2 and 3 learning activities

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Spanish 3
Length/Dates:	16-18, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn to express physical pain using the verb doler. They will give advice using negative tú commands. They will learn to communicate their symptoms and ailments and have basic interactions at a doctor's office. They will compare modern medicine practices with traditional medicine practices from a target language culture. They will give advice on remedies and demonstrate an understanding of natural and homeopathic remedies from the target language culture.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How the target culture understands and addresses health issues. ● How one's environment (the time period, culture, identities, geography, values, perspectives) influences their health and habits. ● That the process of sharing and reflecting enables one to better understand and appreciate healthcare practices. ● That it is important to study healthcare from a diversity of perspectives because it provides a window into other cultures and experiences.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does one's access to healthcare, treatments and practices reflect their environment (time period, culture, society, geography, identities, values, perspectives)? ● How do I better understand health care and health care practices? ● How do traditional healthcare practices from target culture compare to modern medicine approaches? ● Why is it important to study health care from multiple perspectives?

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 body parts ● Vocabulary associated with symptoms ● Vocabulary associated with ailments, and remedies. ● Traditional medicine practices from target culture. ● Natural remedies from target language culture ● How to use the verb doler ● The uses of estar to express condition and emotion ● How to form negative tú commands ● How to form affirmative tú commands ● Differences and similarities between modern medicine and traditional medicine.	Students can… ● Use health related vocabulary to have a short conversation about health issues they may have. ● Use health related vocabulary to ask other people about their health. ● Communicate in the present tense. ● Give health related advice using affirmative and negative tú commands. ● Make cultural comparisons between modern medicine and traditional practices. ● Describe and recommend natural remedies for specific ailments. ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational speaking Mode:</u> **<u>Goal:</u>** Students will record a commercial promoting a medication from the target language culture. **<u>Role:</u>** Writer/director/producer/actor for a commercial about a target language medicine **<u>Audience:</u>** television audience (classmates) **<u>Situation:</u>** You are working for a pharmaceutical company and must create an advertisement to promote the sale of the new medication. **<u>Product Performance and Purpose:</u>** You will write a script and then film a short video commercial. **<u>Standards and Criteria for Success:</u>** Students will use: ● the verb doler to express pain. ● At least 3 affirmative tú commands ● At least 3 body parts ● At least 3 symptoms ● At least 3 possible side effects ● At least 2 advantages of the medicine ● At least 2 reactions

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

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Novice High Rubric (ACA)** **Intermediate low rubric** **Intermediate Mid rubric**

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Identifying and describing body parts and accompanying pain/injuries		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will learn: ● The body parts ● Vocabulary for pain and injuries ● The verb doler	**Real-world connected:** ● Students can express pain and the need for assistance if they find themselves in an emergency situation where they need to communicate with Spanish speakers.	**Students can:** ● Identify and describe the body parts and what they are used for. ● Students can express different types of pain ● Students can use the verb doler to say what hurts them and ask others about what hurts them.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Martin Caption contest w/ doler (present only) Martin Body parts and doler practice 1 Martin Me duele la espalda infografia **Summative** Vocab quiz 1 ccp&H- Body parts/doler/injuries		

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 an ailment and symptoms		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Describe a variety of ailments including details using the vocabulary and	**Real-world connected -** ● Students can communicate medical issues and the need for assistance if they find	**Students can:** ● Use unit vocabulary and previously learned adjectives

grammar concepts from the unit.	themselves in a situation where they need to communicate with Spanish speakers.	• Use present tense with ser and estar and noun adjective agreement • Use the present tense appropriately to describe an illness and symptoms.

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

Formative:
Actividad interpersonal-Persona A , Actividad interpersonal Persona B
Summative:
¿Qué te pasa? speaking activity

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.

Comprehensible input-Authentic resources

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret authentic resources related to health • Make comparisons between modern medical practices and traditional medicine.	**Global relevance:** • Students must interpret and process visual information	**Students can:** • Identify main ideas, key vocab related to health • List similarities and differences between modern medicine and traditional medicine

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

Formative:
Dr. Juan dolor de cabeza
Martin Dr. Juan como prevenir la gripe
Summative:
25 - 26 - SPA 3 Unit 2 PBA

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

Giving health advice		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Offer advice for various health related issues • Students will recognize appropriate advice for certain health related issues.	**Real-world connected:** • If a student travels, they may need to seek medical care	**Students can:** • Use affirmative tú commands to give advice • Use negative tú commands to give advice (ACC full control/ACA partial control) • Use should/must/have to expressions to give advice

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

Formative:
Matching health problem with best advice
Lab interpersonal activity
Vocab/Advice quiz

Summative:
25 - 26 - SPA 3 Unit 2 PBA

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

IPA:

Interpersonal task: Conversation in pairs: Students discuss how they are feeling, each has symptoms of an illness they need to describe to their partners, discuss possible treatments and decide the best approach to improving their health outcomes.

Presentational task: Writing- How do you take care of yourself when you're sick / compare modern medicine with traditional medicine

Interpretive task: Read an article about a huesero in the Bronx and the family practices he uses that have been passed down through generations.

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

Students will:	Real-world connected / global relevance:	Students can:
• Read and interpret a text about a “huesero”. • Discuss how they are feeling and describe symptoms. • Ask how their partner is feeling and offer advice. • Write a 2 paragraph summary of how they take care of themselves when sick and comparing modern and traditional medicine.	• Students understand that they have different options from which to choose to manage their healthcare • Students identify different illnesses by their symptoms and form treatment plans to improve their health	• Identify main ideas, key vocab related to health from an authentic text. • Describe how they take care of themselves. • List differences in types of medicine. • Give advice/suggestions related to health concerns.

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

Summative:
ACA IPA

ACC IPA

PBA

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

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

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

Slides
- 3.2 Desafios Globales Salud Health
- 25-26 Unidad 2 ACC Hrndz

IPA
Linked in stage 3 task

PBA
Linked in stage 3 task

Unit 3 Overview	
Unit Title:	Science & Technology
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Spanish 3
Length/Dates:	12-13, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students communicate about technology, how they use it to communicate and how it impacts social relationships. Students undertake a self-study on their own cell phone usage, write about their habits in the present and how they used their phones in the preterite tense. Students complete several challenges to modify their cell phone use and reflect on these changes through the PBA activity.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How the target culture understands and addresses access to technology. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their access and use of technology, types of technology that are available ● that the process of sharing and reflecting enables one to better understand and appreciate cultural differences in the use of and access to technology.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How has technology changed the way we communicate over the years? ● What role does technology play in my life? ● What are the advantages and disadvantages of technology in our lives? ● What impact does technology have on my learning? ● What are positive and negative aspects of social media use? ● How do members of different generations and cultures access and utilize technology? How do they differ from the way we use technology? ● How does screen time impact our lives, health and relationships?

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 related technology: Cell phones, social media ● Regular preterite tense conjugations ● Some irregular preterite tense (hacer, ir, tener) ● the advantages and disadvantages of cell phones and social media	Students can… ● discuss their social media use in the present and past. ● compare their social media use with classmates' use. ● categorize and explain the advantages and disadvantages of technology. ● discuss the impact technology has on everyday life including education. ● talk about how technology impacts connections and relationships.

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 mode:</u> **<u>Goal:</u>** Students will write about their cell phone usage and then complete a variety of challenges to analyze and evaluate their usage and at the end have a discussion with classmates about what they learned. **<u>Role:</u>** yourself **<u>Audience:</u>** teacher and classmates **<u>Situation:</u>** Students choose 3 challenges to participate in. They make predictions about their own technology use, create goals and then reflect on their progress toward those goals. **<u>Product Performance and Purpose:</u>** Students complete reflection prompts about their technology usage in the target language and their progress toward their goals. They write about what changes they will make in the coming days to their technology use. **<u>Standards and Criteria for Success:</u>** Students will: ● Use the present tense to make predictions about their cell phone usage. ● Use the past tense to describe what they did during the challenge. ● Give their reactions or feelings about the challenge in the present tense. ● Make goals and give advice based on the results of the challenge. ● Write a reflection paper according to a set of prompts.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
SPA 3 PBA Y3 S&T Martin PBA Y3 S&T ACC

ACA PBA Y3 S&T

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics Communication rubric Intermediate low rubric Intermediate Mid rubric

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Introduction to the preterite tense		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • Chat about things they did recently • Recount past events from their lives • Tell a brief story from the past	• Students need to be able to use the preterite tense to discuss things that have already happened in their lives. This unit focuses on their technology use and requires them to keep track of it and reflect on it. This reflection requires the use of the preterite tense.	**Students can:** • Conjugate regular verbs in the preterite tense to complete a story in the past tense • Chat about what they did yesterday, over the weekend, etc. with classmates in the target language. • Recount a memory in the target language.

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

Regular Preterite conjugation Quiz

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

Vocabulary to describe technology usage

Learning Target:	Relevance:	Success Criteria:
Students will: • Share their technology habits • Discuss the reasons that they use technology in their lives • Analyze and discuss the impact that technology has on their lives	• Students are expected to use technology in all areas of their lives: at school, at their jobs, with their friends and family, etc. This segment of the unit encourages students to reflect on how heavy use of technology can impact their health and relationships with others.	**Students can:** • Use unit vocabulary to describe how technology is used in their daily life • Use unit vocabulary to categorize advantages and disadvantages of using technology

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

Prueba de Vocabulario- technologia

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 discuss disadvantages of using technology; including Nomofobia		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret authentic videos about experiences with nomofobia • Take a survey to reflect upon their own dependency on their cell phone.	**Real-world relevance** • Students reflect on their usage of technology in their own lives.	**Students can:** • Identify advantages and disadvantages of technology use and social media in their lives • Use the past tense to describe their experiences with technology
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Martin Prueba de nomofobia Nomofobia mini poster activity Situaciones- tecnología lab speaking		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA: Students will reflect on their daily technology usage.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe how they use technology in their daily life. • Use the preterite tense to complete a task related to a “technology detox”.	**Real-world relevance:** • Through the tracking of their own cell phone usage and the completion and reflection on “digital detox” challenges, students will be able to observe the effect that their cell phone use has on their health, interpersonal relationships, and productivity.	**Students can:** • Complete a writing task at the intermediate mid level to reflect on their daily cellphone usage based on daily tasks.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

SPA 3 PBA Y3 S&T

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: Students will read and interpret a text about cell phone dependency and treatment.

IPA Unit 3 SPA 3Interpretative - Nomofobia

Learning Target:	Relevance:	Success Criteria:
Students will: • Read and interpret a written text about cell phone addiction • Identify Vocabulary in context • Reflect on their personal cell phone use/dependency and habits	**Real-world relevance:** • Students learn about the rising dependence on cell phones especially amongst the adolescent population • Students reflect on their level of technology dependency • Student read about practical treatment options and habits that could minimize cell phone addiction	**Students can:** • Correctly identify key vocabulary in context • Identify main ideas and secondary details from the text • Support inferences with evidence from the text

Assessment

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

IPA Unit 3 SPA 3Interpretative - Nomofobia

Extension/Modification

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

Slides

3.3 Ciencia y Tecnologia

25-26 Unidad 3 ACC Hrndz

IPA

Linked in stage 3 task

IPA Unit 3 SPA 3Interpretative - Nomofobia

PBA

Linked in stage 2 task

May, 2024

Unit 4 Overview	
Unit Title:	Families and Communities: Childhood
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Spanish 3
Length/Dates:	12-13, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their childhood using the imperfect tense. Students will learn culture and language by sharing photo albums and playing childhood games.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* Personal Narratives Reflect Cultural Context: ● Students will understand that their individual experiences and memories of childhood are shaped by their cultural background. This project allows them to see how cultural values, traditions, and societal norms influence personal stories. ● By sharing and observing others' albums, they'll recognize both commonalities and differences in childhood experiences across cultures. Language is a Tool for Constructing and Sharing Identity: ● Students will recognize that language, specifically the Spanish language in this case, allows them to express and share their personal history and identity. ● They'll learn how to use specific vocabulary, grammatical structures (time and frequency expressions), and descriptive language to effectively communicate their past experiences. ● The process of translating personal memories into another language fosters deeper understanding of both the language and the self. Visuals and Text Work Together to Convey Meaning: ● Students will understand how combining images and written descriptions enhances communication. ● They'll learn to curate and select images that effectively represent their childhood memories and to craft captions that provide context and depth to those images. ● The project highlights the importance of thoughtful design in creating a cohesive and engaging presentation. Reflection and Sharing Builds Empathy and Understanding: ● By reflecting on their own childhood and sharing it with their classmates, students will develop a greater sense of self-awareness. ● Listening to and reading about others' childhood experiences fosters empathy and understanding of diverse perspectives. ● The project encourages a sense of community and connection through shared personal narratives. Language Learning is a Process of Personal Connection: ● By using the Spanish language to talk about their own personal past, the students create a personal connection to the language. This connection will help to reinforce vocabulary and grammatical concepts. ● Students will understand that language learning is not just about memorizing rules, but also about using language to connect with others and share meaningful experiences.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What language can I use to describe what my childhood was like? ● What were the childhoods of my peers like? And of kids in other cultures? ● How can I narrate and describe events and habitual actions in the past? ● How does someone's culture and where they come from influence their childhood?

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 to talk about their childhood. ● How to describe past events with details ● The difference in childhood between their own culture and that in the target culture	Students can… ● conjugate verbs in the imperfect tense ● describe what they were like as a child and what their childhood was like ● Describe how to play childhood games

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational writing mode:

Goal: Make a photo album that highlights and describes your childhood

Role: Yourself

Audience: Your Spanish class

Situation: You have been asked to share information and photos from your childhood with your Spanish class

Product Performance and Purpose: Students will use the imperfect tense to share about their childhood. Students will also gain a better understanding of their classmates' childhoods.

Standards and Criteria for Success:

- Must include **8 pictures** from their childhood, along with a detailed caption for each photo
- Captions should be **several sentences** in length and include:
  - a variety of **verbs** in the imperfect tense.
  - a variety of **time and frequency expressions** used with the imperfect tense.
  - a variety of childhood unit **vocabulary.**
- Must demonstrate creativity and purposeful design.

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

PBA
Peer Editing

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

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

Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Intermediate Low Level (ACA) / Intermediate Mid Level (ACC) CBAs IPA: Integrated Performance assessment: Copy of Interpretive IPA Unit 5 ACC

Stage 3: Instructional Design

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Vocabulary for childhood activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe their childhood using unit vocabulary	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Use the imperfect tense to talk about their childhood activities.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Unit 5 Year 3 Circumlocution Informational Gap Activity ACA Summative: Childhood Prueba de vocabulario		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Students will learn the use of the imperfect tense to describe their childhood

Learning Target:	Relevance:	Success Criteria:
Students will: • Conjugate into the imperfect tense • Use the imperfect tense to describe their personality as a child and compare to their personality now	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Interpret narratives about childhood that were written or recorded using imperfect and past tense vocabulary • Write and speak about their childhood using the imperfect tense

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

Formative: Imperfect notes and practice | Describiendo una foto con el imperfecto | Imperfect listening 1 | Speaking - starting el imperfecto | Verb warm up unit 5 ACA | Verb warm up unit 5 ACC
Summative: imperfect conjugations/time and frequency expressions quiz.docx

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.

PBA See stage 2

Learning Target:	Relevance:	Success Criteria:
Students will: • describe photos of their childhood using the imperfect tense	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Use the imperfect tense to describe their childhood.

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

intro imperfecto describe photos
Martin PBA Childhood Photo Album

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 interpret videos explaining how to play childhood games in the target culture

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret an authentic video in the target language that explains the rules of a popular childhood game.	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Share the rules of a childhood game with other classmates in a jigsaw activity. • Students compare games in their own culture to the target culture games.

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

Chapas presentation
Payaya presentation Actividad: Juegos tradicionales

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 complete the Integrated Performance assessment about childhood.

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret a video of someone describing their childhood in a Hispanic country. • Have a conversation in Spanish comparing their own childhood to the video. • Write about the cultural differences they observed between their childhood and the childhood of someone who grew up in a Hispanic country.	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Discuss the similarities and differences between their childhood and that of the subject of the video. • Use the imperfect tense to discuss their childhood activities.

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

Slides

- 3.4 Familia y Comunidades
- 25-26 Unidad 4 ACC Hrndz
- Interpersonal IPA Unit 5 ACC & ACA
- 2025 IPA Unit 5 ACC & ACA - Interpretive and presentational

Unit 5 Overview	
Unit Title:	Beauty and Aesthetics year 3
Grade Level/Course:	INTERMEDIATE LOW/MID Spanish 3
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about a variety of artists from target culture countries. They will describe works of art and discuss the themes and styles of diverse artists.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● that artists use art to communicate visually and elicit a response from the viewer. ● that art reflects and is a response to the artist's environment (the time period, culture, identities, geography, values, perspectives). ● that the process of sharing and reflecting enables one to better understand and appreciate art. ● that it is important to study art from a diversity of perspectives because it provides a window into other cultures and experiences. ● that art can be found in many forms and a variety of elements work together to create works of art which can be used to transform a community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does art communicate its message? ● How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)? ● Why is it important to study art from multiple perspectives? ● How do I better understand art? ● How can art reflect society? ● How does art transform a 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…	Students can…
● vocabulary associated with art. ● various artists from target culture. ● characteristics/elements of particular artistic movements/styles. ● the meaning or significance of pieces of art and how it communicates a message and/or reflects the artist's environment. ● how art can be used to transform a community. ● how to describe and compare art and artists using the subject/verb agreement in the present tense and present progressive tense; ser/estar; adjective/noun agreement; and comparatives/superlatives.	● communicate about various forms of art and its meaning and impact on the community. ● communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives ● give examples of how art transforms a community. ● communicate in present tense, present progressive tense ● use and have control of ser/estar, adjective/noun agreement, and comparatives/superlatives. ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning
Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing and Speaking Mode: **Goal:** To create a selfie that represents your unique identity and personality, present it in small groups, and compare your selfie with one of the artist's self portraits. **Role:** Yourself **Audience:** Classmates/teacher **Situation:** Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality **Product Performance and Purpose:** You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format. **Standards and Criteria for Success:** Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity: ● objects in the background ● location of selfie ● clothing ● if you choose to wear makeup or not ● your facial expression ● the filters that help best express who you are as a person.

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

PBA Present Selfie Project

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric
Selfie PBA

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; categorizing
Cooperative/collaborative activities

Other Evidence

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

Interpretive vocab quizzes
Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)
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.

Describe a painting - speaking activity

Learning Target:	Relevance:	Success Criteria:
Students will: Describe a variety of paintings including details using the vocabulary and grammar concepts from the unit.	**Real-world relevance:** interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** • use unit vocabulary and previously learned adjectives • use present tense with ser and estar and noun adjective agreement • use the present progressive tense appropriately to interpret and describe a painting. • express their opinions about paintings
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative **Observando una obra de arte** Vocab drawing activity semana 1.docx **Summative** Vocab Quiz		

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.		
Investigate and discuss Frida Kahlo		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • interpret and analyze key details on the life and art of Frida Kahlo • compare the lives and art of various target language artists • analyze that work through several authentic resources to answer the essential question • express their opinions about art	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** • Identify and list key aspects of Frida's style and life • Use comparatives and superlatives to compare the lives of artists • Use appropriate vocabulary to describe the paintings

Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Formative **Martin Biografía de Frida Kahlo** **Compara la foto de Frida con un autorretrato** **Frida Analysis practice** **Summative** **Frida Vocab quiz/comparitives quiz** **PBA** Present Selfie Project

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.		
Give opinions on art/street art		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Give their opinions on street art and graffiti • Students will agree and disagree with the opinions of others • Interpret and respond to opinion questions about street art.	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture. • Analyzing the impact art can have in a community.	**Students can:** • Use superlatives to give their opinion / express preferences on street art • Include a variety of opinion expressions in their speaking/writing (pienso que, creo que, para mí, en mi opinión) • can debate graffiti as art or vandalism. • can discuss how graffiti is used as an agent for social change. • can use comparatives and superlatives. • can give their opinions in a variety of ways.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative **Mini debates-Graffiti**		

Mural walk

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.		
IPA Interpersonal task: (Conversation in pairs) Make plans to either go to a museum or a graffiti tour in Granada, Spain. Presentational task: Southington Talks opinion post on graffiti mural on the library Interpretive task: Reading or viewing discussing the role of graffiti in a community		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Debate graffiti/street art as art or vandalism • Interpret an authentic resource (text or video) discussing the role of graffiti/street art in a community • Write an opinion about the role of graffiti/street art in a community	**Real-world relevance:** interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes. **Student interest** - graffiti and the process of creating graffiti is relevant to adolescents, the age group that most often creates graffiti in a community	**Students can:** • express, react, and respond to others in conversations in the target language • use comparatives and superlatives with emerging control to give an opinion. • use the present tense and stem changing verbs with emerging control to give an opinion. • give their opinions using a variety of vocabulary and expressions from the unit
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative **Beauty and Aesthetics IPA**		

Extension/Modification Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
Various Tier 1 strategies employed in the teaching of this unit **Flip grids are possible for presentations instead of live presentations**

Use of close captions, tiered reading tasks

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

Unit vocabulary
Vocabulario

Slides
3.5 Belleza y Aesteticas el Arte
25 -26 Unidad 5 ACC Hrndz
Arte en el mundo hispano wks 1&2
Frida Kahlo
Street art

IPA
Linked in stage 3 task

PBA
Linked in stage 3 task

Unit 6 Overview	
Unit Title:	Personal and Public Identities: Cultural Legends
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Spanish 3
Length/Dates:	
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students review the difference between the past tenses in Spanish: preterite and imperfect. Students interpret cultural legends to identify parts of a story and retell events in the past tense. Students do an in-depth study of the Mexican legend, La Llorona.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● **Cultural Significance** – Legends and myths reflect the values, fears, and beliefs of the societies that create and pass them down. ● **Oral Tradition and Storytelling** – Many myths and legends originate from oral traditions, evolving over time to adapt to different audiences and historical contexts. ● **Common Themes** – Legends and myths across cultures often share universal themes such as love, betrayal, justice, morality, and the supernatural. ● **Language as a Cultural Connector** – Exploring legends in Spanish deepens linguistic understanding and enhances appreciation for the language as a carrier of cultural identity. ● **Historical and Regional Influence** – Legends and myths are often shaped by historical events, geography, and regional beliefs, influencing the way they are told and interpreted. ● **Symbolism and Metaphor** – Myths and legends use symbolism to convey deeper meanings, moral lessons, and cultural values. ● **Personal and Social Impact** – Legends and myths continue to influence modern society, literature, and popular culture, shaping perspectives on history and identity. ● **Perspective-Taking** – Legends and myths encourage students to analyze different cultural perspectives and consider how storytelling reflects diverse worldviews.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What role do legends and myths play in shaping a culture's identity and values? ● How do Spanish-speaking cultures use storytelling to explain the unexplainable? ● What common themes and morals can be found in myths and legends across different cultures? ● How do historical events and geography influence the development of myths and legends? ● How does the story of *La Llorona* (or other legends) reflect cultural beliefs

	and societal norms? ● In what ways do myths and legends continue to influence modern literature, film, and popular culture? ● How does language shape the way a story is told and understood across different regions? ● How do myths and legends reflect human fears, hopes, and moral lessons? ● How can we use storytelling to preserve and adapt cultural traditions for future generations?

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 related to the legend of La llorona ● How to identify the different parts of a story (character, setting, plot, etc.) ● How to conjugate verbs in the past tense and how to use the preterite and imperfect to narrate a story ● How cultural beliefs influence storytelling and legends	Students can… ● Read and interpret legends in the target language ● Use preterite and imperfect (past tenses) together to write an original legend/story ● maintain communication in the target language 95% or more of the time. ● Connect and compare legends from their own culture to those in the target culture

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational writing mode:

Goal: Students will write an original **ghost story** about the time that they saw La Llorona. Students show understanding of the cultural legend, storytelling elements and using past tenses in Spanish.

Audience: classmates

Situation: Students share an extension of the cultural legend, La Llorona by writing in the past tense about a fictional time they saw the ghost La Llorona.

Product Performance and Purpose:
Students demonstrate the ability to **tell a story in the past** as well as incorporate information from the reading of *La Leyenda de La Llorona.* Students read their story to the class.

Standards and Criteria for Success:
Students will:
→ Write a story between **150 and 200 words**.
→ Write a story with **accurate** information about La Llorona - her appearance, her behaviors, her cries, etc.
→ Include vocabulary from the unit including vocabulary related to La Llorona and sequencing and time expressions from **preterite and imperfect lessons.**
→ demonstrate a high degree of accuracy of **narration in the past tense** (accurate preterite and imperfect conjugations and accurate usage of both tenses).
→ When reading the story, be **engaging** and **entertaining**. Including sound effects, props, and audience interaction.

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

La Llorona PBA 2024

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

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

Identifying similarities & differences; categorizing Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Storytelling vocab, Preterite vs imperfect tenses to interpret authentic legends		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Understand the differences between the preterite and imperfect past tenses and in which instances they should use each tense. ● Interpret short films and identify uses of both past tenses in context.	● Students will need a mastery of both past tenses to be able to accurately narrate a story, either fictional or anecdotal. Interpreting the variety of verbs and vocabulary used in the context of narrating short films gives the repetition of target structures (preterite and imperfect verbs and target vocabulary) while providing comprehensible input.	**Students Can:** ● Identify sequencing vocabulary in story telling ● Interpret a story or fable in the target language. ● Identify the different elements of a story ● Use the imperfect tense to describe the characters and setting of a story. ● Use the preterite tense to retell the events of a story.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

short film Hola Llamigo preterite/imperfect version ACA & ACC
Cajas de monstruos preterite/imperfect version ACA & ACC

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.		
Storytelling vocab, vocabulary in context of La Llorona; Preterite vs imperfect tenses to interpret authentic legends		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand the differences between the preterite and imperfect past tenses and in which instances they should use each tense. • Narrate a story in the target language in both past tenses. • Summarize the main events of the *La Llorona* legend.	• Students will need a mastery of both past tenses to be able to accurately narrate a story, either fictional or anecdotal.	**Students can:** • Conjugate all regular verbs and some irregular verbs in the preterite and imperfect tenses. • Interpret a story or fable in the target language. • Use the imperfect tense to describe the characters and setting of a story. • Use the preterite tense to retell the events of a story.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Martin Leyenda de la Llorona retelling comic strip La Llorona Versión 2 reading 2024 La Llorona PBA 2024		

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: Target culture legend		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • Interpret an authentic legend in the target language • Identify elements of a story and uses of the past tense to tell a story.	• Every culture has myths or legends that are passed down from generation to generation. Learning how to interpret a well-known legend in the target language will give students a newfound appreciation of another culture as well as the skills to share legends from their own culture to speakers of the target language.	**Students can:** • Identify the main idea of the legend • Interpret target vocabulary in context • Identify important details • Make inferences • Compare and contrast the legend of the Sayona with the unit legend: La Llorona.

Assessment

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

Slides

- 3.6 Daily Slides for Class Las leyendas
- 24-25 Unidad 6 ACA Hrndz
- *Span 3 Unit 6 learning cards*
- Spanish 3 Final exam speaking
- Final IPA 2025 La Sayona
- La Llorona Presentational IPA

French Year 3: Unité 1-Contemporary Life (Education)

Unit 1 Overview	
Unit Title:	Contemporary Life
Grade Level/Course:	INTERMEDIATE Mid/Low ACC/ACA French 3
Length/Dates:	5-6 weeks
Unit Summary:	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in French speaking countries (Algeria).

Stage 1: Desired Results

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

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

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

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

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Creativity Transdisciplinary Goal: Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How the last 2 years of high school function in French Speaking countries. ● How the school day is structured in French schools ● How does the process for getting into college work in French speaking countries vs USA (end of high school exam and the SAT exams in the USA) ● Learn how to give advice on how to be a successful student in French

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does someone's learning habits impact their educational success? ● How do your academic successes and failures affect your future? ● How do different school systems prepare their students for life after college? ● What challenges do students face when applying for college here and in the Francophone world? Which aspects of each process should change and why?

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 to talk about good and bad habits of students ● Vocabulary to compare school systems/ admissions processes. ● Structures for giving advice about being better student ● "Je" and "tu" form verbs in present tense ● Expressions and grammatical structures for giving advice (tu devrais , il faut) ● What the selection process is ● The present tense ● Differences and similarities between US and French and francophone schools and their college admissions process. (end of high school exams in French speaking countries and the SAT in the US)	Students can… ● communicate about their good and bad habits as a student in the present tense ● communicate about their good and bad habits as a student in the preterite tense (limited control) ● give advice to a friend on how to be a better student using affirmative tu commands, and expressions of obligation/recommendation/suggestion ● explain how to prepare for exams ● compare US and French and francophone schools and their college admissions process. ● evaluate the effectiveness of the college admissions process in US and French schools. ● maintain communication in the target language 95% or more of the time

Stage 2: Evidence of Student Learning
Performance Tasks

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

Interpersonal Speaking Mode:
Goal: To compare and evaluate the University admissions process in the United States and French Speaking countries. .
Role: Yourself
Audience: Classmates/teacher
Situation: Using your knowledge of the college admissions process in the United States and French Speaking countries, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process.
Product Performance and Purpose: In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and French Speaking countries.. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the French admissions process to include.
Standards and Criteria for Success:

- ☐ Classify descriptions of the admissions process in US and French Speaking countries
- ☐ Learn about similarities and differences between the end of high school exam in French speaking countries and the SAT in the US
- ☐ Identify pros and cons of each process
- ☐ Have a discussion and come to an agreement on the ideal admissions process

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

Zina- IPA (interpretive)

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

C Rubrics
Communication rubric
Novice High Rubric (ACA)
Intermediate low rubric
Intermediate Mid rubric

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

Instructional Strategies
Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Gaming practice (quizlet, gimkit, blooket, duolingo etc)
Conferencing & setting goals - journal entries

Summarizing and notetaking Identifying similarities & differences; categorizing Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) CBAs Education - Presentation Writing IPA IPA - l'éducation - Conseils pratiques pour réussir son baccalauréat Education- IPA

Stage 3: Instructional Design

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Be able to use the present tense. • Talk about their daily activities at school. • Discuss their good and bad habits. • Talk about what they should/ should not do • Talk about their future plans.	**Student interest** • Students reflect on their current study/school related habits.	**Students Can:** • Use present tense in complete sentences to talk about school habits. • Use future simple to express future actions. • Use school related vocabulary to discuss their habits
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
• Brulotte - activité de vocabulaire sur les points cardinaux • Français III - Podcast - l'école primaire en France • Français III - C'est quoi, le bac • Interpretive reading		

Activity/Task #2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students use a variety of expressions to give advice to friends about how to improve their habits related to school.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Give advice to friends about how to improve their school habits. • Categorize good and bad habits. • Match bad habits to the appropriate advice.	**Real-world relevance:** • **Real-world connections** - giving advice is an important skill • **Student interest** - they have to share and reflect on their personal habits as students	**Students can:** • Give advice for specified bad habits using a variety of advice expressions. • Ask questions and respond to direct questions about their school habits. • Use the vocab unit to talk about their own school habits and ask about someone else's habits.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Activité - Listening Activity - Unit 2 Circumlocution Activity Copy of Contemporary Life- Education Vocab Quiz		

Activity/Task #3 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students will interpret a variety of authentic texts to analyze the process of getting into university in the target language culture.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Compare school schedules in the US and French culture • Categorize steps in the admissions process between French Speaking countries and the US	**Global relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to a student's current status in high school.	**Students can:** • Interpret a text about school days in French speaking countries. • Use details from a text to make comparisons

Assessment List any formative or summative assessments that should be administered within this learning sequence.
Français III - Pourquoi est-ce que le bac est important

Activity/Task #4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: - Be able to use the present tense - Talk about their daily activities at school - Discuss their good and bad school/study habits - Talk about their future plans	**Student interest:** ● Students talk about their daily habits and activities and how those habits will help them reach their goals	**Students can:** - Use present tense in complete sentences to talk about school habits. - Use school related vocabulary to discuss their habits
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
French III Education IPA (PBA) - oral Infographie - le bac en chiffres		

Activity/Task #5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA/IPA: Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: ● Write a plan to prepare for Midterms at SHS using what they've learned from the unit.	**Student interest** ● Students reflect on their personal habits and make suggestions for improvements	**Students can:** ● Use should/must/have/to expressions ● Use expressions of agreement and disagreement ● Use the present tense ● Use unit related vocabulary

		• Draw connections between ways to prepare for a big assessment in the US and in France.

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

IPA: Education - Presentation Writing IPA

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

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

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

Vocab List Quiz- vocabulaire education unit

Quel genre d'étudiant je suis ?

Le BAC- Year 3 Year 3 - Unité 2- Education- Zina 23-24

French Year 3: Unité 2-Global Challenges (La santé)

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	Sadji
Grade Level/Course:	INTERMEDIATE LOW/MID French 3
Length/Dates:	16-18, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn to express physical pain using the verb “avoir mal à”. They will give advice using negative commands. They will learn to communicate their symptoms and ailments and have basic interactions at a doctor’s office. They will compare modern medicine practices with traditional medicine practices from a target language culture. They will give advice on remedies and demonstrate an understanding of natural and homeopathic remedies from the target language culture.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How the target culture understands and addresses health issues. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their health and habits. ● that the process of sharing and reflecting enables one to better understand and appreciate healthcare practices. ● that it is important to study healthcare from a diversity of perspectives because it provides a window into other cultures and experiences.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does art communicate its message? ● How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)? ● Why is it important to study health care from multiple perspectives? ● How do I better understand health care? ● How can healthcare practices reflect society? ● How does art transform a 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 body parts ● Vocabulary associated with symptoms ● Vocabulary associated with ailments, and remedies. ● Traditional medicine practices from target culture. ● Natural remedies from target language culture ● How to use the verb avoir mal à ● The uses of etre to express condition and emotion ● How to form negative commands ● How to form affirmative commands ● Differences and similarities between modern medicine and traditional medicine.	Students can… ● Use health related vocabulary to have a short conversation about health issues they may have. ● Use health related vocabulary to ask other people about their health. ● Communicate in the present tense. ● Give health related advice using affirmative and negative commands. ● Make cultural comparisons between modern medicine and traditional practices. ● Describe and recommend natural remedies for specific ailments. ● maintain communication in the target language 95% or more of the time. ●

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational speaking Mode:</u> **<u>Goal:</u>** Students will record a commercial promoting a medication from the target language culture. **<u>Role:</u>** Writer/director/producer/actor for a commercial about a target language medicine **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** You are working for a pharmaceutical company and must create an advertisement to promote the sale of the new medication. **<u>Product Performance and Purpose:</u>** You will write a script and then film a short video commercial. **<u>Standards and Criteria for Success:</u>** Students will use: ● the verb doler to express pain. ● At least 3 affirmative tú commands ● At least 3 body parts ● At least 3 symptoms ● At least 3 possible side effects ● At least 2 advantages of the medicine ● At least 2 reactions

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Copy of PBA - une publicité pour un médicamment

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Intermediate low rubric** **Intermediate Mid rubric**

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Identifying and describing body parts and accompanying pain/injuries		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • The body parts • Vocabulary for pain and injuries • The verb “blesser”	**Real-world connected:** • Students can express pain and the need for assistance if they find themselves in an emergency situation where they need to communicate with French speakers.	**Students Can:** • Identify and describe the body parts and what they are used for. • Students can express different types of pain • Students can use the verb “blesser”to say what hurts them and ask others about what hurts them.

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

Formative:
Cody Body parts Vocab Practice
Dialogue chez le medecin (podcast)
Summative
Body parts- Quiz

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

Describe an ailment and symptoms

Learning Target:	Relevance:	Success Criteria:
Students will: • Describe a variety of ailments including details using the vocabulary and grammar concepts from the unit.	**Real-world connected -** • Students can communicate medical issues and the need for assistance if they find themselves in a situation where they need to communicate with French speakers.	**Students can:** • Use unit vocabulary and previously learned adjectives • Use present tense with “etre” and noun adjective agreement • Use the present tense appropriately to describe an illness and symptoms.

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

Formative
La foire internationale de la médecine tradionelle - Year 3
Midtern- Speaking practice
Copy of Infographie - la medecine traditionnelle

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.

Comprehensible input-Authentic resources

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret authentic resources related to health • Make comparisons between modern medical practices and traditional medicine.	**Global relevance:** • Students must interpret and process visual information	**Students can:** • Identify main ideas, key vocab related to health • List similarities and differences between modern medicine and traditional medicine

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

Formative
https://edpuzzle.com/media/60509c88e4f74442910d27cb + Ezpuzzle- activity
J'ai mal à ...Peardeck
Recette grand-mère
Summative
Copy of PBA - une publicité pour un médicamment

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.

Giving health advice

Learning Target:	Relevance:	Success Criteria:
Students will: • Offer advice for various health related issues • Students will recognize appropriate advice for certain health related issues.	**Real-world connected:** • If a student travels, they may need to seek medical care	**Students can:** • Use affirmative tu commands to give advice • Use negative tu commands to give advice (ACC full control/ACA partial control) • Use should/must/have to expressions to give advice

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

Formative
donner des conseils
Summative
Copy of PBA - une publicité pour un médicamment

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:

Interpersonal task: Conversation in pairs: Students discuss how they are feeling, each has symptoms of an illness they need to describe to their partners, discuss possible treatments and decide the best approach to improving their health outcomes.

Presentational task: Writing- How do you take care of yourself when you're sick / compare modern medicine with traditional medicine

Interpretive task: watch a video about traditional medicine in Senegal and learn about the family practices they use that have been passed down through generations.

Learning Target:	Relevance:	Success Criteria:
Students will: ● Watch and interpret a video about traditional medicine in Senegal . ● Discuss how they are feeling and describe symptoms. ● Ask how their partner is feeling and offer advice. ● Write a 2 paragraph summary of how they take care of themselves when sick and comparing modern and traditional medicine.	**Real-world connected / global relevance:** ● Students understand that they have different options from which to choose to manage their healthcare ● Students identify different illnesses by their symptoms and form treatment plans to improve their health	**Students can:** ● Identify main ideas, key vocab related to health from an authentic resource. ● Describe how they take care of themselves. ● List differences in types of medicine. ● Give advice/suggestions related to health concerns.

Assessment

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

IPA midterm - ACC Version
Copy of PBA - une publicité pour un médicamment

Extension/Modification

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

IPA
Linked in stage 3 task

PBA
Linked in stage 3 task

ZS. Unité 3 Health

French Year 3: Unité 3-Science and Technology

Unit 3 Overview	
Unit Title:	Science & Technology
Teacher:	Sadji
Grade Level/Course:	INTERMEDIATE LOW/MID French 3
Length/Dates:	16-18, 88 minute lessons (February- April)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students communicate about technology, how they use it to communicate and how it impacts social relationships. Students undertake a self-study on their own cell phone usage, write about their habits in the present and how they used their phones in the preterite tense. Students complete several challenges to modify their cell phone use and reflect on these changes through the PBA activity.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How the target culture understands and addresses access to technology. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their access and use of technology, types of technology that are available ● that the process of sharing and reflecting enables one to better understand and appreciate cultural differences in the use of and access to technology.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How has technology changed the way we communicate over the years? ● What role does technology play in my life? ● What are the advantages and disadvantages of technology in our lives? ● What impact does technology have on my learning? ● What are positive and negative aspects of social media use? ● How do members of different generations and cultures access and utilize technology? How do they differ from the way we use technology? ● How does time impact our lives, health and relationships ?

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 related to technology: Cell phones, social media ● Regular preterite tense conjugations ● Some irregular preterite tense (faire, partir, tenir) ● the advantages and disadvantages of cell phones and social media	Students can… ● discuss my social media use in the present and past tenses ● compare my social media use with my classmates'use. ● categorize and explain the advantages and disadvantages of technology. ● discuss the impact technology has on everyday life including education. ● talk about how technology impacts connections and relationships.

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 mode:</u> **<u>Goal:</u>** Students will write about their cell phone usage and then complete a variety of challenges to analyze and evaluate their usage and at the end have a discussion with classmates about what they learned. **<u>Role:</u>** yourself **<u>Audience:</u>** teacher and classmates **<u>Situation:</u>** Students choose 3 challenges to participate in. They make predictions about their own technology use, create goals and then reflect on their progress toward those goals. **<u>Product Performance and Purpose:</u>** Students complete reflection prompts about their technology usage in the target language and their progress toward their goals. They write about what changes they will make in the coming days to their technology use. **<u>Standards and Criteria for Success:</u>** Students will: ● Use the present tense to make predictions about their cell phone usage. ● Use the past tense to describe what they did during the challenge. ● Give their reactions or feelings about the challenge in the present tense. ● Make goals and give advice based on the results of the challenge. ● Write a reflection paper according to a set of prompts.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
ZS copy French III - PBA - la technologie

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Novice High Rubric (ACA)** **Intermediate low rubric** **Intermediate Mid rubric**

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Introduction to the preterite tense		
Learning Target:	**Relevance:**	**Success Criteria:**
• Chat about things they did recently • Recount past events from their lives	• Students need to be able to use the preterite tense to discuss things that have already happened in their lives. This unit focuses on	• Conjugate regular verbs in the preterite tense to complete a story in the past tense

• Tell a brief story from the past	their technology use and requires them to keep track of it and reflect on it. This reflection requires the use of the preterite tense.	• Chat about what they did yesterday, over the weekend, etc. with classmates in the target language. • Recount a memory in the target language.

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

Formative:
Vocab quiz

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

Describe an ailment and symptoms - speaking activity

Learning Target:	Relevance:	Success Criteria:
Students will: • Share their technology habits • Discuss the reasons that they use technology in their lives • Analyze and discuss the impact that technology has on their lives	• Students are expected to use technology in all areas of their lives: at school, at their jobs, with their friends and family, etc. This segment of the unit encourages students to reflect on how heavy use of technology can impact their health and relationships with others.	**Students can:** • Use unit vocabulary to describe how technology is used in their daily life • Use unit vocabulary to categorize advantages and disadvantages of using technology

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

Y3 - Science & tech- vocab Quiz
Science & tech- vocab practice

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 discuss disadvantages of using technology; including Nomofobia

Learning Target:	Relevance:	Success Criteria:

Students will: • Interpret authentic videos about experiences with nomofobia • Take a survey to reflect upon their own dependency on their cell phone.	• Students reflect on their usage of technology in their own lives.	**Students can:** • Identify advantages and disadvantages of technology use and social media in their lives • Use the past tense to describe their experiences with technology

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

Interpretive listening Nomophobia Copy of Français III - Vidéo sur le nomophobie
Comparison activities La nomophobie Nomofobia mini poster activity
Edpuzzle- Avantages & désavantages S&T

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.

Nomophobia

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret authentic videos about experiences with nomofobia • Take a survey to reflect upon their own dependency on their cell phone.	**Real-world relevance** • Students reflect on their usage of technology in their own lives.	**Students can:** • Identify advantages and disadvantages of technology use and social media in their lives • Use the past tense to describe their experiences with technology

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

nomophobiaIntro to la nomophobia Pear-Deck**activité**
Avantages & désavantages S&T Nomophobie- libérez vous
Enseigner l'informatique sans Internet

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: students investigate the internet shutdown in Algeria during the end of high school exam.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret authentic texts about Internet shutdown in Algeria during the end of high school Exam "Baccalaureat"	• This segment of the unit requires students to consider an alternate lifestyle of their own, where limited use of technology and the Internet is the norm. Students have to imagine what they would do if they were in the shoes of the Cuban people.	**Students can:** • Respond to comprehension questions in a Peardeck (or similar) • Make connections to their own technology use with unit vocabulary and preterite tense.

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

ZS- IPA digital Divide (Interpretive)

IPA- interpersonal speaking & Présentational (Sience and technology)

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

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

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

ZS- IPA digital Divide (Interpretive)

IPA- interpersonal speaking & Présentational (Sience and technology)

Linked in stage 3 task

PBAIntro to the PBA
Linked in stage 3 task

ZS Science and technology - Year 3 - Unit 4

French Year 3: Unité 4-Childhood

Unit 4 Overview	
Unit Title:	Families and Communities: Childhood
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID French 3
Length/Dates:	12-13, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their childhood using the imperfect tense. Students will learn culture and language by sharing photo albums and playing childhood games.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… Personal Narratives Reflect Cultural Context: ● Students will understand that their individual experiences and memories of childhood are shaped by their cultural background. This project allows them to see how cultural values, traditions, and societal norms influence personal stories. ● By sharing and observing others' albums, they'll recognize both commonalities and differences in childhood experiences across cultures. Language is a Tool for Constructing and Sharing Identity: ● Students will recognize that language, specifically the French language in this case, allows them to express and share their personal history and identity. ● They'll learn how to use specific vocabulary, grammatical structures (time and frequency expressions), and descriptive language to effectively communicate their past experiences. ● The process of translating personal memories into another language fosters deeper understanding of both the language and the self. Visuals and Text Work Together to Convey Meaning: ● Students will understand how combining images and written descriptions enhances communication. ● They'll learn to curate and select images that effectively represent their childhood memories and to craft captions that provide context and depth to those images. ● The project highlights the importance of thoughtful design in creating a cohesive and engaging presentation. Reflection and Sharing Builds Empathy and Understanding: ● By reflecting on their own childhood and sharing it with their classmates, students will develop a greater sense of self-awareness. ● Listening to and reading about others' childhood experiences fosters empathy and understanding of diverse perspectives. ● The project encourages a sense of community and connection through shared personal narratives. Language Learning is a Process of Personal Connection: ● By using the French language to talk about their own personal past, the students create a personal connection to the language. This connection will help to reinforce vocabulary and grammatical concepts. ● Students will understand that language learning is not just about memorizing rules, but also about using language to connect with others and share meaningful experiences.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What language can I use to describe what my childhood was like? ● What were the childhoods of my peers like? And of kids in other cultures? ● How can I narrate and describe events and habitual actions in the past? ● How does someone's culture and where they come from influence their childhood?

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 to talk about their childhood. ● How to describe past events with details ● The difference in childhood between their own culture and that in the target culture	Students can… ● conjugate verbs in the imperfect tense ● describe what they were like as a child and what their childhood was like ● Describe how to play childhood games

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational writing mode:

Goal: Make a photo album that highlights and describes your childhood

Role: Yourself

Audience: Your French class

Situation: You have been asked to share information and photos from your childhood with your French class

Product Performance and Purpose: Students will use the imperfect tense to share about their childhood. Students will also gain a better understanding of their classmates' childhoods.

Standards and Criteria for Success:

- Must include **8 pictures** from their childhood, along with a detailed caption for each photo
- Captions should be **several sentences** in length and include:
  - a variety of **verbs** in the imperfect tense.
  - a variety of **time and frequency expressions** used with the imperfect tense.
  - a variety of childhood unit **vocabulary.**
- Must demonstrate creativity and purposeful design.

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

Copy of PBA- French III - Unit 5 - Mon enfance (picturebook)

Copy of Graphic organiser - Livret de mon enfance

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

Instructional Strategies
Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Gaming practice (quizlet, gimkit, blooket, duolingo etc)
Conferencing & setting goals - journal entries

Summarizing and notetaking Identifying similarities & differences; categorizing Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) CBAs IPA: Integrated Performance assessment: Interpretive - French III - souvenir de 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.

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.		
Vocabulary for childhood activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe their childhood using unit vocabulary	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Use the imperfect tense to talk about their childhood activities.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

Legends- vocabulaire (teacher & studenrs copy)
Circumlocution Informational Gap Activity ACC

Quiz de vocabulaire: Quiz- Childhood Inerogation de vocabulaire ACA
Quiz- Imparfait + 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.

Students will learn the use of the imperfect tense to describe their childhood

Learning Target:	Relevance:	Success Criteria:
Students will: • Conjugate into the imperfect tense • Use the imperfect tense to describe their personality as a child and compare to their personality now	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Interpret narratives about childhood that were written or recorded using imperfect and past tense vocabulary • Write and speak about their childhood using the imperfect tense

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

Formative: Exercice - L'imparfait
Summative: Quiz- Imparfait + Vocab

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.

PBA See stage 2

Learning Target:	Relevance:	Success Criteria:
Students will: • Describe photos of their childhood using the imperfect tense	**Student interest:** • Students talk about their own lives and experiences.	**Students Can:** • Use the imperfect tense to describe their childhood.

Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Copy of Guess Who games- Period 7 Copy of PBA- French III - Unit 5 - Mon enfance (picturebook)

Activity/Task 4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
La journée mondial de l enfant		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Learn about the rights of children around the world • Learn about social issues facing children around the world	**Student interest:** • Students talk about their own lives and experiences.	**Students Can:** • Read and understand a video concerning the rights of children around the world • Students compare games in their own culture to the target culture games.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Interpretive listening - Copy of Vidéo - les droits de l'enfant		

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 interpret authentic texts explaining how to play childhood games in the target culture		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will:	Student interest:	Students Can:
• Interpret authentic readings in the target language that explain the rules of a popular childhood French game.	• Students talk about their own lives and experiences.	• Read and understand the rules of different games played in Francophone countries • Play the games after learning the rules • Students compare games in their own culture to the target culture games.

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

Interpretive reading & presentational writing **Year 3- Games**

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 the Integrated Performance assessment about childhood.

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret a video of someone describing their childhood in a Francophone country. • Have a conversation in French comparing their own childhood to the video. • Write about the cultural differences they observed between their childhood and the childhood of someone who grew up in a Francophone country.	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Discuss the similarities and differences between their childhood and that of the subject of the video. • Use the imperfect tense to discuss their childhood activities.

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

IPA - all parts

- **IPA- interpretive and Présentational Writing**
- **Interpersonal IPA Childhood Unit- ACC & ACA**

SZ- U4 Childhood

French Year 3: Unité 5-Beauty and Aesthetics

Unit 5 Overview	
Unit Title:	Beauty and Aesthetics
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID French 3
Length/Dates:	8 weeks
Unit Summary:	Students will learn about a variety of artists from target culture countries. They will describe works of art and discuss the themes and styles of diverse artists.

Stage 1: Desired Results

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

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

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

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

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Creativity Transdisciplinary Goal:

Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… ● that artists use art to communicate visually and elicit a response from the viewer. ● that art reflects and is a response to the artist's environment (the time period, culture, identities, geography, values, perspectives). ● that the process of sharing and reflecting enables one to better understand and appreciate art. ● that it is important to study art from a diversity of perspectives because it provides a window into other cultures and experiences. ● that art can be found in many forms and a variety of elements work together to create works of art which can be used to transform a community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does art communicate its message? ● How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)? ● Why is it important to study art from multiple perspectives? ● How do I better understand art? ● How does art transform a 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 art. ● various artists from target culture. ● characteristics/elements of particular artistic movements/styles. ● the meaning or significance of pieces of art and how it communicates a message and reflects the artist's environment. ● how art can be used to transform a community. ● how to describe and compare art and artists using subject/verb agreement in the present tense and present progressive tense; adjective/noun agreement; and comparatives/superlatives.	Students can… ● communicate about various forms of art and its meaning and impact on the community. ● communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives ● give examples of how art transforms a community. ● communicate in present tense, present progressive tense ● use and have control of adjective/noun agreement, and comparatives/superlatives ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

May, 2024

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

Presentational Writing and Speaking Mode:
Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.
Role: Yourself
Audience: Classmates/teacher
Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality
Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.
Standards and Criteria for Success:
Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity:

- ☐ objects in the background
- ☐ location of selfie
- ☐ clothing
- ☐ if you choose to wear makeup or not
- ☐ your facial expression
- ☐ the filters that help best express who you are as a person.

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

Selphie PBA present

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric
Selphie PBA

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 language/Provide visuals
Sentence starters

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice - Duolingo Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level / Intermediate Low Level CBAs

Stage 3: Instructional Design

1. Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Describe a painting - speaking activity		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe a variety of paintings including details using the vocabulary and grammar concepts from the unit.	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** • Use unit vocabulary and previously learned adjectives • Use present tense(regular and irregular verbs) and noun adjective agreement • Use the present tense appropriately to interpret and describe a painting. • Include their opinions about a painting
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: **ACC French 3 Unit 1 Sadji' 204-25** **Van Gogh- Biographie** **Copy of Observer L'art interpretive questions # 2** **Summative:** **Vocab quiz - ACC & ACA**		

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 Van Gogh - France		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret and analyze key details on the life and art of Van Gogh • Compare the lives and art of various target language artists • Analyze that work through several authentic resources to answer the essential question • Express their opinions about art	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture	**Students can:** • Identify and list key aspects of Van Gogh style and life • Use comparatives and superlatives to compare the lives of artists • Use appropriate vocabulary to describe the paintings
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Summative: **PBA** **Formative:** Van Gogh article **Van Gogh- Biographie** **Van Gogh Vocab Vocab** **Van Gogh- Biographie** **Gallery walk (superlatif & Comparatif)** **https://edpuzzle.com/media/6355924d9dceb340fe3de95d/edit**		

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.		
Graffiti - art, vandalism, and/or agent for social change **Blek le Rat** - "Father of stencil graffiti". France		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Give their opinions on street art and graffiti • Students will agree and disagree with the opinions of others	**Real-world relevance** • Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** • Use superlatives to give their opinion / express preferences on street art • Include a variety of opinion expressions in their speaking/writing (pienso que,

• Interpret and respond to opinion questions about street art.	• Analyzing the impact art can have in a community.	creo que, para mí, en mi opinión) • Can debate graffiti as art or vandalism. • Can discuss how graffiti is used as an agent for social change. • Can use comparatives and superlatives. • Can give their opinions in a variety of ways.

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

Formative:
Autobiography Brek la Rat
Video Brek la Rat
Graffiti - Interpretive reading- Banksy Artist - Banksy
Comparisons - notes and check ins
Copie de Visite aux Fresque murales SHS

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.

IPA
Interpersonal task: (Conversation in pairs) Make plans to either go to a museum or a graffiti tour in Paris, France.
Presentational task: Southington Talks opinion post on graffiti mural on the library
Interpretive task: Reading or viewing discussing the role of graffiti in a community

Learning Target:	Relevance:	Success Criteria:
Students understand • that artists use art to communicate visually and elicit a response from the viewer. • that art reflects and is a response to the artist's environment (the time period, culture, geography, values, identities, perspectives). • that the process of sharing and reflecting enables one to better understand and appreciate art.	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes. **Global relevance:** • Current social issues being represented in art. **Student interest:** • Students can choose the piece of art they	**Students can:** • Interpret texts about art and artists. • Engage in conversations and discussions about art and its meaning and value to convince their friend to participate in an art event/visit. • Write their opinion supporting or against painting graffiti on a town building. • Use the present tense.

• that it is important to study art from a diversity of perspectives because it provides a window into other cultures and experiences. • that art can be found in many forms and a variety of elements work together to create works of art which can be used to transform a community.	like by these artists and express their opinions.	• can make comparisons and superlatives. • can use art vocabulary.

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

Summative:
IPA
Year 3 IPA (interpretive). l'art urbain
IPA (presentational) L'Art Urbain
French III- IPA (interpersonal). L'art Urbain 2023

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.

Unit 5 - la beauté et l'esthétique slides - Zina

French Year 3: Unité 6-Personal and Public Identities: Cultural Legends

Unit 6 Overview	
Unit Title:	Personal and Public Identities: Cultural Legends
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID French 3
Length/Dates:	
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students review the difference between the past tenses in French : passe compose et imparfait. Students interpret cultural legends to identify parts of a story and retell events in the past tense. Students do an in-depth study of the french legend.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● **Cultural Significance** – Legends and myths reflect the values, fears, and beliefs of the societies that create and pass them down. ● **Oral Tradition and Storytelling** – Many myths and legends originate from oral traditions, evolving over time to adapt to different audiences and historical contexts. ● **Common Themes** – Legends and myths across cultures often share universal themes such as love, betrayal, justice, morality, and the supernatural. ● **Language as a Cultural Connector** – Exploring legends in French deepens linguistic understanding and enhances appreciation for the language as a carrier of cultural identity. ● **Historical and Regional Influence** – Legends and myths are often shaped by historical events, geography, and regional beliefs, influencing the way they are told and interpreted. ● **Symbolism and Metaphor** – Myths and legends use symbolism to convey deeper meanings, moral lessons, and cultural values. ● **Personal and Social Impact** – Legends and myths continue to influence modern society, literature, and popular culture, shaping perspectives on history and identity. ● **Perspective-Taking** – Legends and myths encourage students to analyze different cultural perspectives and consider how storytelling reflects diverse worldviews.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What role do legends and myths play in shaping a culture's identity and values? ● How do French-speaking cultures use storytelling to explain the unexplainable? ● What common themes and morals can be found in myths and legends across different cultures? ● How do historical events and geography influence the development of myths and legends? ● How does the story "le lievre et la torture " and other stories reflect

	cultural beliefs and societal norms? ● In what ways do myths and legends continue to influence modern literature, film, and popular culture? ● How does language shape the way a story is told and understood across different regions? ● How do myths and legends reflect human fears, hopes, and moral lessons? ● How can we use storytelling to preserve and adapt cultural traditions for future generations?

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 related to the legend ● How to identify the different parts of a story (character, setting, plot, etc.) ● How to conjugate verbs in the past tense and how to use the preterite and imperfect to narrate a story ● How cultural beliefs influence storytelling and legends	Students can… ● Read and interpret legends in the target language ● Use preterite and imperfect (past tenses) together to write an original legend/story ● maintain communication in the target language 95% or more of the time. ● Connect and compare legends from their own culture to those in the target culture

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 mode:</u> **<u>Goal:</u>** Students will write a fable that tells a lesson inspiring from stories read/saw in class such as le lievre et la tortue. Students show understanding of the cultural legend, storytelling elements and using past tenses in French. **<u>Audience:</u>** classmates **<u>Situation:</u>** Students share an extension and understanding of the cultural legend/ fable. Inspired from "le lievre et la tortue" students will write in the past tenses their own story. **<u>Product Performance and Purpose:</u>** Students demonstrate the ability to **tell a story in the past** as well as incorporate information from the reading */ listening.* **<u>Standards and Criteria for Success:</u>** Students will: → Write a story between **150 and 200 words**. → Write a story with **accurate** information including all the requirements information.

→ Include vocabulary from the unit and sequencing and time expressions from **preterite and imperfect lessons.**
→ demonstrate a high degree of accuracy of **narration in the past tense** (accurate preterite and imperfect conjugations and accurate usage of both tenses).
→ When reading the story, be **engaging** and **entertaining**. Including sound effects, props, and audience interaction.

Resources

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

- **PBA**

Evaluative Criteria

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

Comments

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

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quizzes
Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)
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.

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.		
Storytelling vocab, vocabulary; Preterite vs imperfect tenses to interpret authentic legends		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand the differences between the preterite and imperfect past tenses and in which instances they should use each tense. • Narrate a story in the target language in both past tenses. • Summarize the main events of different stories and fables such as “le lievre et la tortue”.	• Students will need a mastery of both past tenses to be able to accurately narrate a story, either fictional or anecdotal.	**Students Can:** • Conjugate all regular verbs and some irregular verbs in the preterite and imperfect tenses. • Interpret a story or fable in the target language. • Use the imperfect tense to describe the characters and setting of a story. • Use the preterite tense to retell the events of a story.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
1. ***Activité-*** 2. **Le lièvre et la Tortue** 3. ***Who are les Griots - interpretive listening Activity*** 4. ***Vocab practice Circumlocution Activity*** 5. ***Unit 6- Legends Vocab Quiz***		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Integrated performance assessment: Target culture legend		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • Interpret an authentic legend in the target language • Identify elements of a story and uses of the past tense to tell a story.	• Every culture has myths or legends that are passed down from generation to generation. Learning how to interpret a well-known legend in the target language will give students a newfound appreciation of another culture as well as the skills to share legends from their own culture to speakers of the target language.	**Students can:** • Identify the main idea of the legend • Interpret target vocabulary in context • Identify important details • Make inferences • Compare and contrast the legend different stories/ legends read/ learned in class " le lièvre et la tortue" "le corbeau et le renard" la "boite magique"
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
IPA **Finals** *Legends Unit 6 - Year 3*		

Italian Year 3: Unit 1-Contemporary Life

Unit 1 Overview	
Unit Title:	Contemporary Life
Grade Level/Course:	INTERMEDIATE LOW/MID Italian 3
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in Italy.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● What someone can do to be successful in school ● How high school (*liceo*) functions in Italy ● How the school day is structured in Italian schools ● How the process for getting into college in Italy works ● How *la maturità* factors into the college admissions process ● How students prepare to take *la maturità*

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does someone's learning habits impact their educational success? ● How do your academic successes and failures affect your future? ● How do different school systems prepare their students for life after college? ● What challenges do students face when applying for college here and in Italy? Which aspects of each process should change and why?

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 to talk about good and bad habits of students ● Vocabulary to compare school systems/ admissions processes. ● Structures for giving advice about being better student ● Affirmative tu commands ● What *l'esame di maturità* is ● The present tense ● comparatives to discuss differences and similarities between US and Italian schools and their college admissions process.	Students can… ● communicate about their good and bad habits as a student in the present tense ● communicate about their good and bad habits as a student in the present tense ● give advice to a friend on how to be a better student using affirmative tu commands, and expressions of obligation/recommendation/suggestion ● explain how to prepare for *la maturità* ● compare US and Italian schools and their college admissions process. ● evaluate the effectiveness of the college admissions process in US and Italian schools. ● maintain communication in the target language 95% or more of the time

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing Mode:</u> **<u>Goal:</u>** To compare and evaluate the University admissions process in the United States and Italy. **<u>Role:</u>** Yourself **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** Using your knowledge of the college admissions process in the United States and Italy, you must organize aspects of the process under the appropriate country and then evaluate which aspects from each country you would like to see in an ideal college admissions process. **<u>Product Performance and Purpose:</u>** In groups of 4, students will participate in a discussion to compare and evaluate the University admissions process in the United States and Italy. Together they must collaborate to create an ideal process picking different aspects from both the American admissions process and the Italian admissions process to include. **<u>Standards and Criteria for Success:</u>** ☐ Classify descriptors of the admissions process in US and Italy ☐ Identify pros and cons of each country's process ☐ Have a discussion and come to an agreement on the ideal admissions process

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

Unit vocabulary

il lessico unit 1 educazione

Unit 2 PBA preparation

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

C Rubrics
Communication rubric
Novice High Rubric (ACA)
Intermediate low rubric
Intermediate Mid rubric

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

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

Other Evidence

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

Interpretive/Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Gaming practice– Gimkit, Blooket, Duolingo, etc.
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)
CBAs
IPA

Stage 3: Instructional Design

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students can use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Be able to use the present tense. ● Talk about their daily activities at school. ● Discuss their good and bad school/study habits. ● Talk about their future plans	**Student interest:** ● Students communicate information and get to know each other. ● Students reflect on their current study/school related habits.	**Students Can:** ● Use present tense in complete sentences to talk about school habits. ● Use school related vocabulary to discuss their habits
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: prova del lessico ACA prova del lessico **Formative:** **"Test" that assesses what type of student they are:** **ACC sondaggio Che tipo di studente sei?**		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students use a variety of expressions to give advice to friends about how to improve their habits related to school.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Give advice to friends about how to improve their school habits.	**Real-world relevance:** ● Real-world connections ● Student interest ● Real advice on how to improve as a student	**Students can:** ● Give advice for specified bad habits using a variety of advice expressions. ● Ask questions and respond

• Categorize good and bad habits • Match bad habits to the appropriate advice		to direct questions about their school habits. • Use unit vocab to discuss their own school habits and ask about someone else's habits. • Use expressions of obligation, recommendation to give advice (*devi, puoi*, ecc.)

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

Formative:
infografiche - Read & choose best habits in their opinion and explain why
libro di foto aca
Language lab speaking activity giving advice to a partner: ACA lab consigli studenti
Section of vocabulary quiz where students must give advice for specified bad habits.

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

Students interpret a variety of authentic texts related to the last two years of high school and college admissions process in Italy

Learning Target:	Relevance:	Success Criteria:
Students will: • Compare a typical school day in the US and Italy.	**Real-world relevance:** **Global relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to student's current status in high school	**Students can:** • Interpret a text/audio about a school day in Italy • Use details from a text to make comparisons between their school day and a school day in Italy.

Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Formative: **ACA confronto orario scolastico** **aca speaking orario scolastico partner D & R**

Activity/Task 4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students analyze the process of getting into university in the target culture.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand the different parts of *esame di maturità* and compare it to exams they have to take in the U.S. • Categorize steps in the admissions process between Italy and the US	**Real-world relevance:** • Students reflect on how they are preparing for life after high school	**Students can:** • Compare the *esame di maturità* to exams they take in the U.S. (The SAT, etc.) • Accurately categorize the steps in the admissions process on the PBA organizer for Italy and the USA.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: ACA esame di maturità Debate: Pros and cons of going to university (Read article + take stance and debate with peers)		

Activity/Task 5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA/IPA: Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in Italy. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Be able to use the present tense • Talk about their daily activities at school	**Student interest:** • Students communicate information and get to know each other.	**Students can:** • Use should/must/have/to expressions

• Discuss their good and bad school/study habits • Talk about their future plans	• Students reflect on their current study/school related habits.	• Use expressions of agreement and disagreement • Use present tense in complete sentences to talk about school habits. • Use school related vocabulary to discuss their habits • Draw connections between ways to prepare for a big assessment in the US and in Italy.

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

Summative:
Interpretive and presentational IPA tasks
Unit 2 PBA preparation
U2 IPA Presentational YEAR3
ACA: IPA Interpretive

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

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

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

Unità 2: L'educazione
5 Vita Contemporanea-l'istruzione -acc
5- L'istruzione -aca
Unit 2: Education
ITA 3 ACA Unit 1 education slides

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Italian 3
Length/Dates:	16-18, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn to express physical pain using the expressions *sentirsi* and *fare male*. They will give advice using *tu* commands. They will learn to communicate their symptoms and ailments and have basic interactions at a doctor's office. They will compare modern medicine practices with traditional medicine practices from a target language culture. They will give advice on remedies and demonstrate an understanding of natural and homeopathic remedies from the target language culture.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● how the target culture understands and addresses health issues. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their health and habits. ● that the process of sharing and reflecting enables one to better understand and appreciate healthcare practices. ● that it is important to study healthcare from a diversity of perspectives because it provides a window into other cultures and experiences.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does one's access to healthcare and treatments reflect their environment (time period, culture, geography, identities, values, perspectives)? ● Why is it important to study health care from multiple perspectives? ● How do I better understand health care? ● How can healthcare practices reflect society? ● How do traditional healthcare practices from target culture compare to modern medicine approaches?

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 body parts (*irregular plurals) ● Vocabulary associated with symptoms ● Vocabulary associated with ailments, and remedies. ● Traditional medicine practices from target culture. ● Natural remedies from target language culture ● How to use the expression *fare male* ● The uses of estar to express condition and emotion ● How to form negative tu commands ● How to form affirmative tu commands ● Differences and similarities between modern medicine and traditional medicine.	Students can… ● Use health related vocabulary to have a short conversation about health issues they may have. ● Use health related vocabulary to ask other people about their health. ● Communicate in the present tense. ● Give health related advice using affirmative and negative tu commands. ● Make cultural comparisons between modern medicine and traditional practices. ● Describe and recommend natural remedies for specific ailments. ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational speaking Mode:</u> **<u>Goal:</u>** Students will record a commercial promoting a medication from the target language culture. **<u>Role:</u>** Writer/director/producer/actor for a commercial about a target language medicine **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** You are working for a pharmaceutical company and must create an advertisement to promote the sale of the new medication. **<u>Product Performance and Purpose:</u>** You will write a script and then film a short video commercial. **<u>Standards and Criteria for Success:</u>** Students will use: ● the expression *fare male* to express pain. ● At least 3 affirmative tu commands ● At least 3 body parts ● At least 3 symptoms ● At least 3 possible side effects ● At least 2 advantages of the medication ● At least 2 reactions Italian 3 Unit 3 PBA

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

Year 3 Unita 3: Global Challenges Resource Packet

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

C Rubrics
Communication rubric
Novice High Rubric (ACA)
Intermediate low rubric
Intermediate Mid rubric

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

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

Other Evidence

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

Interpretive vocab quizzes
Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Gaming practice– Gimkit, Blooket, Duolingo, etc.
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)
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.

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.

Identifying and describing body parts and accompanying pain/injuries		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • The body parts • Vocabulary for pain and injuries • The verb *sentirsi* • The expression *fare male*	**Real-world relevance** • Students can express pain and the need for assistance if they find themselves in an emergency situation where they need to communicate with Italian speakers.	**Students Can:** • Identify and describe the body parts and what they are used for. • Students can express different types of pain • Students can use the expression *sentirsi* and *fare male* to say what hurts them and ask others about what hurts them.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Italian stations Body Parts** **Summative:** **prova del corpo ACC** **prova del corpo ACA**		

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 an ailment and symptoms - speaking activity		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe a variety of ailments including details using the vocabulary and grammar concepts from the unit.	**Real-world relevance:** • Students can communicate medical issues and the need for assistance if they find themselves in a situation where they need to communicate with Spanish speakers.	**Students can:** • Use unit vocabulary and previously learned adjectives • Use present tense with *essere* and *stare* and noun adjective agreement • Use the present tense appropriately to describe an illness and symptoms.
Assessment List any formative or summative assessments that should be administered within this learning sequence.		

(They can be listed/linked below)
Formative: **lettura "Maria è malata" ACA** **Copy of che c'e'?speaking activity/lab ACA** **convrsazioni fare male**

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.		
Comprehensible input-Authentic resources		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret authentic resources related to health • Make comparisons between modern medical practices and traditional medicine.	**Real-world relevance:** • Interpreting and using visual information	**Students can:** • Identify main ideas, key vocab related to health • List similarities and differences between modern medicine and traditional medicine
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
ACA Video: L'emicrania aca il mio medico rimedi naturali		

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.		
Giving health advice		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Offer advice for various health related issues • Students will recognize appropriate advice for certain health related issues.	**Real-world relevance:** • If a student travels, they may need to seek medical care	**Students can:** • Use affirmative tu commands to give advice • Use negative tu commands to give advice • Use should/must/have to expressions to give advice

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

Formative:
+ e - command practice aca
ACA imperativo covid

Summative:
prova comandi e malattie

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:

Interpersonal task: Conversation in pairs: Students discuss how they are feeling, each has symptoms of an illness they need to describe to their partners, discuss possible treatments and decide the best approach to improving their health outcomes.

Presentational task: Writing- How do you take care of yourself when you're sick / compare modern medicine with traditional medicine

Interpretive task: Read an article about "Nonna's Remedies" and the traditional practices used in Italy that have been passed down through generations.

Learning Target:	Relevance:	Success Criteria:
Students will: • Read and interpret a text about *rimedi della nonna*. • Discuss how they are feeling and describe symptoms. • Ask how their partner is feeling and offer advice. • Write a 2 paragraph summary of how they take care of themselves when sick and comparing modern and traditional medicine.	**Real-world relevance:** • Students can understand that they have different options from which to choose to manage their healthcare • Students can identify different illnesses by their symptoms and form treatment plans to improve their health	**Students can:** • Identify main ideas, key vocab related to health from an authentic text. • Describe how they take care of themselves. • List differences in types of medicine. • Give advice/suggestions related to health concerns.

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

Summative:

MIDTERM: HEALTH UNIT YEAR 3 ACC
MIDTERM: HEALTH UNIT YEAR 3 ACA

Extension/Modification

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

Unità 3: La salute
ITA 3 ACA Unit 2 health agenda slides

Unit 3 Overview	
Unit Title:	Science & Technology
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Italian 3
Length/Dates:	12-13, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students communicate about technology, how they use it to communicate and how it impacts social relationships. Students undertake a self-study on their own cell phone usage, write about their habits in the present and how they used their phones in the preterite tense. Students complete several challenges to modify their cell phone use and reflect on these changes through the PBA activity.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● how the target culture understands and addresses access to technology. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their access and use of technology, types of technology that are available ● that the process of sharing and reflecting enables one to better understand and appreciate cultural differences in the use of and access to technology.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How has technology changed the way we communicate over the years? ● What role does technology play in my life? ● What are the advantages and disadvantages of technology in our lives? ● What impact does technology have on my learning? ● What are positive and negative aspects of social media use? ● How do members of different generations and cultures access and utilize technology? How do they differ from the way we use technology? ● How does screen time impact our lives, health and relationships?

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 related to technology: Cell phones, social media ● Regular passato prossimo (past) tense conjugations ● Some irregular past tense (*dire, essere, scrivere, etc.*) ● the advantages and disadvantages of cell phones and social media	Students can… ● discuss their social media use in the present and past. ● compare their social media use with classmates' use. ● categorize and explain the advantages and disadvantages of technology. ● discuss the impact technology has on everyday life including education. ● talk about how technology impacts connections and relationships.

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 mode:</u> **<u>Goal:</u>** Students will write about their cell phone usage and then complete a variety of challenges to analyze and evaluate their usage and at the end have a discussion with classmates about what they learned. **<u>Role:</u>** yourself **<u>Audience:</u>** teacher and classmates **<u>Situation:</u>** Students choose 3 challenges to participate in. They make predictions about their own technology use, create goals and then reflect on their progress toward those goals. **<u>Product Performance and Purpose:</u>** Students complete reflection prompts about their technology usage in the target language and their progress toward their goals. They write about what changes they will make in the coming days to their technology use. **<u>Standards and Criteria for Success:</u>** Students will: ● Use the present tense to make predictions about their cell phone usage. ● Use the past tense to describe what they did during the challenge. ● Give their reactions or feelings about the challenge in the present tense. ● Make goals and give advice based on the results of the challenge. ● Write a reflection paper according to a set of prompts.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
ITA 3 PBA Y3 S&T

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Intermediate low rubric** **Intermediate Mid rubric**

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Gaming practice– Gimkit, Blooket, Duolingo, etc. Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Introduction to the past tense (il passato prossimo)		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • chat about things they did recently • recount past events from their lives • tell a brief story from the past	Students need to be able to use the preterite tense to discuss things that have already happened in their lives. This unit focuses on their technology use and requires them to keep track of it and reflect on it. This reflection requires the use of the preterite tense.	**Students Can:** • conjugate regular verbs in the preterite tense to complete a story in the past tense • chat about what they did yesterday, over the weekend, etc. with classmates in the target language. • recount a memory in the target language.

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

pratica vocab e passato prossimo

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.

Vocabulary to describe technology usage

Learning Target:	Relevance:	Success Criteria:
Students will: • Share their technology habits • Discuss the reasons that they use technology in their lives • Analyze and discuss the impact that technology has on their lives	Students are expected to use technology in all areas of their lives: at school, at their jobs, with their friends and family, etc. This segment of the unit encourages students to reflect on how heavy use of technology can impact their health and relationships with others.	**Students can:** • use unit vocabulary to describe how technology is used in their daily life • Use unit vocabulary to categorize advantages and disadvantages of using technology

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

ita 3 unit 4 vocab quiz

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

Students discuss disadvantages of using technology; including Nomofobia

Learning Target:	Relevance:	Success Criteria:

Students will: • Interpret authentic videos about experiences with nomofobia • Take a survey to reflect upon their own dependency on their cell phone.	**Real-world relevance**	**Students can:** • Identify advantages and disadvantages of technology use and social media in their lives • Use the past tense to describe their experiences with technology

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

Italian Nomofobia mini poster activity
lettura nomofobia
test dipendenza dal cellulare

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

PBA: Students will reflect on their daily technology usage.

Learning Target:	Relevance:	Success Criteria:
Students will: • Describe how they use technology in their daily life. • Use the preterite tense to complete a task related to a "technology detox".	**Real-world relevance -** Through the tracking of their own cell phone usage and the completion and reflection on "digital detox" challenges, students will be able to observe the effect that their cell phone use has on their health, interpersonal relationships, and productivity.	**Students can:** • Complete a writing task at the intermediate mid level to reflect on their daily cellphone usage based on daily tasks.

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

See Stage 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.

Students discuss the decision of some schools in Italy to keep all students' phones in magnetic pouches for the entire school day.

Learning Target:	Relevance:	Success Criteria:

Students will: • Interpret authentic texts about cell phone use in schools in Italy • Express their opinion on the decision of the school to take students' phones away. • Debate the issue of banning cell phones in schools.	This segment of the unit requires students to consider an alternate lifestyle from their own, where students do not have any access whatsoever to their cell phone for 6+ hours a day. It requires them to consider the advantages and disadvantages of this policy for schools.	**Students can:** • Respond to comprehension questions in an Edpuzzle. • Express their opinion on the decision in written form in response to an article. • Make connections to their own technology use with unit vocabulary and past tense.

Assessment

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

- ACA: IPA - interpretive
- Copy of IPA presentazione - dibattito
- ACA - IPA interpersonale

Extension/Modification

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

- **ITA 3 ACA Unit 3 technology slides**

Unit 4 Overview	
Unit Title:	Families and Communities: Childhood
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Italian 3
Length/Dates:	12-13, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their childhood using the imperfect tense. Students will learn culture and language by sharing photo albums and playing childhood games.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… Personal Narratives Reflect Cultural Context: ● Students will understand that their individual experiences and memories of childhood are shaped by their cultural background. This project allows them to see how cultural values, traditions, and societal norms influence personal stories. ● By sharing and observing others' albums, they'll recognize both commonalities and differences in childhood experiences across cultures. Language is a Tool for Constructing and Sharing Identity: ● Students will recognize that language, specifically the Italian language in this case, allows them to express and share their personal history and identity. ● They'll learn how to use specific vocabulary, grammatical structures (time and frequency expressions), and descriptive language to effectively communicate their past experiences. ● The process of translating personal memories into another language fosters deeper understanding of both the language and the self. Visuals and Text Work Together to Convey Meaning: ● Students will understand how combining images and written descriptions enhances communication. ● They'll learn to curate and select images that effectively represent their childhood memories and to craft captions that provide context and depth to those images. ● The project highlights the importance of thoughtful design in creating a cohesive and engaging presentation. Reflection and Sharing Builds Empathy and Understanding: ● By reflecting on their own childhood and sharing it with their classmates, students will develop a greater sense of self-awareness. ● Listening to and reading about others' childhood experiences fosters empathy and understanding of diverse perspectives. ● The project encourages a sense of community and connection through shared personal narratives. Language Learning is a Process of Personal Connection: ● By using the Italian language to talk about their own personal past, the students create a personal connection to the language. This connection will help to reinforce vocabulary and grammatical concepts. ● Students will understand that language learning is not just about memorizing rules, but also about using language to connect with others and share meaningful experiences. .

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What language can I use to describe what my childhood was like? ● What were the childhoods of my peers like? And of kids in other cultures? ● How can I narrate and describe events and habitual actions in the past? ● How does someone's culture and where they come from influence their childhood?

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 to talk about their childhood. ● How to describe past events with details ● The difference in childhood between their own culture and that in the target culture	Students can… ● conjugate verbs in the imperfect tense ● describe what they were like as a child and what their childhood was like ● describe how to play childhood games

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational writing mode:

Goal: Make a photo album that highlights and describes your childhood

Role: Yourself

Audience: Your classmates

Situation: You have been asked to share information and photos from your childhood with your Italian class

Product Performance and Purpose: Students will use the imperfect tense to share about their childhood. Students will also gain a better understanding of their classmates' childhoods.

Standards and Criteria for Success:

- Must include **8 pictures** from their childhood, along with a detailed caption for each photo
- Captions should be **several sentences** in length and include:
  - a variety of **verbs** in the imperfect tense.
  - a variety of **time and frequency expressions** used with the imperfect tense.
  - a variety of childhood unit **vocabulary.**
- Must demonstrate creativity and purposeful design.

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

PBA
organizer during presentations unit 5 pba

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Gaming practice– Gimkit, Blooket, Duolingo, etc. Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Intermediate Low Level (ACA) / Intermediate Mid Level (ACC) CBAs IPA: Integrated Performance assessment: Unit 5 IPA (Childhood)

Stage 3: Instructional Design

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Vocabulary for childhood activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe their childhood using unit vocabulary	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Use the imperfect tense to talk about their childhood activities.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: attivita di disegnare infanzia Summative: Unit 5 prova del lessico		

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

Students will learn the use of the imperfect tense to describe their childhood		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Conjugate into the imperfect tense • Use the imperfect tense to describe their personality as a child and compare to their personality now	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Interpret narratives about childhood that were written or recorded using imperfect and past tense vocabulary • Write and speak about their childhood using the imperfect tense
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Quiz: prova imperfetto		

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.		
PBA See stage 2		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • describe photos of their childhood using the imperfect tense	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Use the imperfect tense to describe their childhood.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
intro imperfetto describe photos ITALIAN PBA Childhood Photo Album ACA		

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 interpret videos explaining how to play childhood games in the target culture		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • Interpret an authentic video in the target language that explains the rules of a popular childhood game.	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Share the rules of a childhood game with other classmates in a jigsaw activity. • Students compare games in their own culture to the target culture games.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Giochi tradizionali americani ed italiani		

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 the Integrated Performance assessment about childhood.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret a video of someone describing their childhood • Have a conversation in Italian comparing their own childhood to the video. • Write about the cultural differences they observed between their childhood and the childhood of someone who grew up in Italy.	**Student interest:** • Students talk about their own lives and experiences.	**Students can:** • Discuss the similarities and differences between their childhood and that of the subject of the video. • Use the imperfect tense to discuss their childhood activities.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Unit 5 IPA (Childhood) unit 5 ipa video infanzia		

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

ITA 3 ACA unit 4 childhood agenda slides

Unit 5 Overview	
Unit Title:	Beauty and Aesthetics
Grade Level/Course:	INTERMEDIATE LOW/MID Italian 3
Length/Dates:	8 weeks
Unit Summary:	Students will learn about a variety of artists from target culture countries. They will describe works of art and discuss the themes and styles of diverse artists.

Stage 1: Desired Results

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

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

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

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

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Creativity Transdisciplinary Goal:

Students effectively shape original ideas into a product which include evidence of flexibility, originality, or elaboration.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● that artists use art to communicate visually and elicit a response from the viewer. ● that art reflects and is a response to the artist's environment (the time period, culture, identities, geography, values, perspectives). ● that the process of sharing and reflecting enables one to better understand and appreciate art. ● that it is important to study art from a diversity of perspectives because it provides a window into other cultures and experiences. ● that art can be found in many forms and a variety of elements work together to create works of art which can be used to transform a community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does art communicate its message? ● How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)? ● Why is it important to study art from multiple perspectives? ● How do I better understand art? ● How does art transform a 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 art. ● various artists from target culture. ● characteristics/elements of particular artistic movements/styles. ● the meaning or significance of pieces of art and how it communicates a message and/or reflects the artist's environment. ● how art can be used to transform a community. ● how to describe and compare art and artists using the subject/verb agreement in the present tense and present progressive tense; essere/stare; adjective/noun agreement; and comparatives/superlatives.	Students can… ● communicate about various forms of art and its meaning and impact on the community. ● communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives ● give examples of how art transforms a community. ● communicate in present tense, present progressive tense ● use and have control of essere/stare, adjective/noun agreement, and comparatives/superlatives. ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing and Speaking Mode: **Goal:** To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits. **Role:** Yourself **Audience:** Classmates/teacher **Situation:** Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality **Product Performance and Purpose:** You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format. **Standards and Criteria for Success:** Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity: ☐ objects in the background ☐ location of selfie ☐ clothing ☐ if you choose to wear makeup or not ☐ your facial expression ☐ the filters that help best express who you are as a person.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Introduce Vocab Creating the Perfect Sentence

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Novice High Rubric** **(ACA)** **Intermediate low rubric** **(ACC)** **Intermediate Mid rubric** **Selfie PBA**

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
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; categorizing Cooperative/collaborative activities

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Gaming practice– Gimkit, Blooket, Duolingo, etc. Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level / Intermediate Low Level CBAs

Stage 3: Instructional Design

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.		
Describe a painting- speaking activity **Introduction to Art and Vocab** - *review of essere/stare*		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Describe a variety of paintings including details using vocabulary and grammar concepts from the unit.	**Real-world relevance:** ● Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** ● Use unit vocabulary and previously learned adjectives ● Use present tense with ser and estar and noun adjective agreement. ● Use the present progressive tense appropriately to interpret and describe a painting.

		• Include their opinions about a painting.

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

Formative:
Attivita' delle preposizioni

Summative:
Unit 3 Prova- ACC
Copy of Prova ACA w/ preps

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.

Review Renaissance Style art and artists and have conversation about the artists' lives and their work

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret and analyze key details on the Renaissance style of art • Compare the lives and art of various Renaissance artists • Analyze that work through several authentic resources to answer the essential question • Express their opinions about art	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** • Identify and list key aspects of the Renaissance style. • Use appropriate vocabulary to describe the paintings • Use vocabulary and expressions to respond and react to the opinions of others. • Use comparatives and superlatives to compare the lives of artists • Compare and contrast Renaissance artists

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

Formative:
Gallery Walk Note Sheet
exit ticket
Gallery Walk Articles- ACA

Gallery Walk Articles- ACC
Language Lab Activities
CCP- Rinascimentale v Barocco- before appunti

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.

Review Baroque Style art and artists and have conversation about the artists' lives and their work

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret and analyze key details on the Baroque style of art • Compare the lives and art of various Renaissance artists • Analyze that work through several authentic resources to answer the essential question • Express their opinions about art	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** • Identify and list key aspects of the Baroque style. • Use appropriate vocabulary to describe the paintings • Use vocabulary and expressions to respond and react to the opinions of others. • Compare and contrast Baroque artists • Use comparatives and superlatives to compare the lives of artists • Compare and contrast the Renaissance and Baroque styles

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

Formative:
Gallery Walk Note Sheet
exit ticket
Gallery Walk Articles- ACA
Gallery Walk Articles- ACC
Language Lab Activities
CCP- Rinascimentale v Barocco- before appunti

Activity/Task 5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA: Investigate and discuss Caraviaggio		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Interpret and analyze key details on the life and art of Caraviaggio ● Compare the lives and art of various target language artists ● Analyze that work through several authentic resources to answer the essential question ● Express their opinions about art	**Real-world relevance:** ● Interpreting and using visual information; art provides a visual representation of the target culture.	**Students can:** ● Identify and list key aspects of Caraviaggio's style and life ● Use comparatives and superlatives to compare the lives of artists ● Use appropriate vocabulary to describe the paintings
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: **PBA**		

Activity/Task 6 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Investigation of Italian Street art & artists		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Give their opinions on street art and graffiti ● Students will agree and disagree with the opinions of others ● Interpret and respond to opinion questions about street art.	**Real-world relevance:** ● Interpreting and using visual information; art provides a visual representation of the target culture. ● Analyzing the impact art can have in a community.	**Students can** ● Use superlatives to give their opinion / express preferences on street art ● Include a variety of opinion expressions in their speaking/writing (Penso che, secondo me, etc.)

		• Debate graffiti as art or vandalism. • Discuss how graffiti is used as an agent for social change. • Use comparatives and superlatives. • Give their opinions in a variety of ways.

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

Summative:
Copy of Prova- lessico dei graffiti e street art

Formative
ACC Copy of "Gita Scolastica"- Murali
Mini debates

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.

IPA

Interpretive task: reading or viewing discussing the role of graffiti in a community

Presentational task: Southington Talks response

Interpersonal task: debate

Learning Target:	Relevance:	Success Criteria:
Students will: • Debate graffiti/street art as art or vandalism • Interpret an authentic resource discussing the role of graffiti/street art in a community • Write an opinion about the role of graffiti/street art in a community.	**Real-world relevance:** • Interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes. **Global relevance:** • Current social issues being represented in art. **Student interest:** • Students can choose the piece of art they like by	**Students can:** • Debate graffiti as art or vandalism supported with several reasons from authentic resources for their opinion. • Discuss how graffiti is used as an agent for social change with several reasons from authentic resources for their opinion. • Use comparatives and superlatives with

	these artists and express their opinions.	emerging control to give an opinion. • Use the present tense and stem changing verbs with emerging control to give an opinion. • Give their opinions using a variety of vocabulary and expressions from the unit • Complete IPA at target proficiency level for course level

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

Summative:
ACA IPA
ACC 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.

Linked in Stage 3 tasks above
Unit 1: Beauty and Aesthetics
1- L'arte -ACA
1 Bellezza ed Estetica- L'arte -ACC
Unità 1: L'arte
ITA 3 ACA unit 5 art agenda slides

Unit 6 Overview	
Unit Title:	Personal and Public Identities: Cultural Legends
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Italian 3
Length/Dates:	12-13, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students review the difference between the past tenses in Italian: passato prossimo and imperfect. Students interpret culturally significant legends and fables to identify parts of a story and retell events in the past tense. Students do an in-depth study of the famous Italian children's book, *Pinocchio*.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● **Cultural Significance** – Legends and myths reflect the values, fears, and beliefs of the societies that create and pass them down. ● **Oral Tradition and Storytelling** – Many myths and legends originate from oral traditions, evolving over time to adapt to different audiences and historical contexts. ● **Common Themes** – Legends and myths across cultures often share universal themes such as love, betrayal, justice, morality, and the supernatural. ● **Language as a Cultural Connector** – Exploring legends in Italian deepens linguistic understanding and enhances appreciation for the language as a carrier of cultural identity. ● **Historical and Regional Influence** – Legends and myths are often shaped by historical events, geography, and regional beliefs, influencing the way they are told and interpreted. ● **Symbolism and Metaphor** – Myths and legends use symbolism to convey deeper meanings, moral lessons, and cultural values. ● **Personal and Social Impact** – Legends and myths continue to influence modern society, literature, and popular culture, shaping perspectives on history and identity. ● **Perspective-Taking** – Legends and myths encourage students to analyze different cultural perspectives and consider how storytelling reflects diverse worldviews.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What role do legends and myths play in shaping a culture's identity and values? ● How do Italians use storytelling to explain the unexplainable? ● What common themes and morals can be found in myths and legends across different cultures? ● How do historical events and geography influence the development of myths and legends? ● How does the story of *Pinocchio* (or other legends) reflect cultural beliefs and societal norms?

	● In what ways do myths and legends continue to influence modern literature, film, and popular culture? ● How does language shape the way a story is told and understood across different regions? ● How do myths and legends reflect human fears, hopes, and moral lessons? ● How can we use storytelling to preserve and adapt cultural traditions for future generations?

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 related to the famous Italian story of Pinocchio. ● How to use a mix of different tenses (*presente, passato prossimo, imperfetto*) to tell a story. ● The different parts of a story in Italian (*character & setting description, plot/conflict, and resolution*) ● How to narrate a story in the past. ● How cultural beliefs are taught and passed down through storytelling.	Students can… ● Identify the different parts of a story in Italian (*character & setting description, plot/conflict, and resolution*) ● Read and interpret a famous Italian story central to Italian history and culture. ● Maintain communication in the target language 95% or more of the time. ● Use the *passato prossimo* and *imperfetto* tenses together to create an original story. ● Compare and contrast legends and stories from their own culture to legends from Italian culture.

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational writing mode:

Goal: Students will write an original **ending** to the Pinocchio story. Students show understanding of the cultural legend, storytelling elements and using past tenses in Italian.

Audience: classmates

Situation: Students share an extension of the cultural legend, Pinocchio by writing in the past tense to extend the story beyond the "official" ending of the chapter.

Product Performance and Purpose:
Students demonstrate the ability to **tell a story in the past** as well as incorporate information from the reading of *Pinocchio.* Students read their story to the class.

Standards and Criteria for Success:
Students will:
→ Write a story between **150 and 200 words**.
→ Write a story with **accurate** information about Pinocchio and the other characters as well as background information from the previously read chapters
→ Include vocabulary from the unit including vocabulary related to *Pinocchio* and sequencing and time expressions from **passato prossimo and imperfect lessons.**
→ demonstrate a high degree of accuracy of **narration in the past tense** (accurate passato prossimo and imperfect conjugations and accurate usage of both tenses).
→ When reading the story, be **engaging** and **entertaining**. Including sound effects, props, and audience interaction.

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

PBA: Fine di Pinocchio- 2023

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Gaming practice– Gimkit, Blooket, Duolingo, etc. Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
Passato prossimo vs imperfect tenses to interpret authentic legends		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand the differences between the passato prossimo and imperfect past tenses and in which instances they should use each tense. • Narrate a story in the target language in both past tenses. • Summarize the main events of the *Pinocchio* fable.	• Students will need a mastery of both past tenses to be able to accurately narrate a story, either fictional or anecdotal.	**Students Can:** • Conjugate all regular verbs and some irregular verbs in the passato prossimo and imperfect tenses. • Interpret a story or fable in the target language. • Use the imperfect tense to describe the characters and setting of a story. • Use the passato prossimo tense to retell the events of a story.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
cortometraggio la luna Chiacchierata racconta una storia La Prova- PP/IMP/L'imp Prevista di Pinocchio pinocchio jigsaw		

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: Target culture legend		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret an authentic legend in the target language • Identify elements of a story and uses of the past tense to tell a story.	• Every culture has myths or legends that are passed down from generation to generation. Learning how to interpret a well-known legend in the target language will give students a newfound appreciation of another culture as well as the skills to share legends from their own culture to speakers of the target language.	**Students can:** • Identify the main idea of the legend • Interpret target vocabulary in context • Identify important details • Make inferences • Compare and contrast the movie version of *Pinocchio* with the original story.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
ACC Pinocchio- Final - Interpretive Reading		

Extension/Modification Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
Various Tier 1 strategies employed in the teaching of this unit **Flip grids are possible for presentations instead of live presentations** **Use of close captions, tiered reading tasks**

Resources Any materials and resources related to Stage 3 learning activities.
ITA 3 ACA unit 6 legends slides

Mandarin Year 3: Unit 1

Unit 1 Overview	
Unit Title:	Contemporary Life, Year 3
Grade Level/Course:	INTERMEDIATE LOW/MID Mandarin 3
Length/Dates:	5-6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will discuss their good and bad school/study habits in the present tense. Students will compare the university admissions process in the United States to the process in Chinese.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… ● What someone can do to be successful in school ● How high school functions in China ● How the school day is structured in Chinese schools ● How the process for getting into college in China works ● How 高考 factors into the college admissions process ● How students prepare to take 高考

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What type of student are you? ● How does someone's learning habits impact their educational success? ● How do your academic successes and failures affect your future? ● How do different school systems prepare their students for life after college? ● What challenges do students face when applying for college here and in China? Which aspects of each process should change and why?

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 to talk about good and bad habits of students • Vocabulary to compare school systems/ admissions processes. • Structures for giving advice about being better student • Giving commands in different ways • What gaokao is • To tell events in the past and at present • Differences and similarities between US and Chinese schools and their college admissions process.	Students can… • communicate about their good and bad habits as a student • communicate about their good and bad habits as a student • give advice to a friend on how to be a better student using commands, and expressions of obligation/recommendation/suggestion • explain how to prepare for gaokao • compare US and Chinese schools and their college admissions process. • evaluate the effectiveness of the college admissions process in US and Chinese schools. • maintain communication in the target language 95% or more of the time

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Situation:</u> Using your knowledge of the school systems in the United States and China, explain the differences and give suggestions and advice on how to succeed to a foreign student coming to study in the US. **<u>Product Performance and Purpose:</u>** Individually, students will create a brochure, slide show, or infographic that explains the differences between the school systems and offers suggestions and advice for success. **<u>Standards and Criteria for Success:</u>** ☐ Include important information about the school systems ☐ Create a visual = brochure, slide show, infographic ☐ Give suggestions and advice for success using expressions taught in class ☐ Use a **variety of educational vocabulary** from this current unit

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
中文三 Unit 2 Education 教育 单词表 PBA ACC/ACA 教育

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
C Rubrics **Communication rubric** **Novice High Rubric (ACA)** **Intermediate low rubric** **Intermediate Mid rubric**

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)

Stage 3: Instructional Design

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

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

Students use new vocabulary to discuss their school experience. They can talk about habitual activities regarding school.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Be able to describe present events. • Talk about their daily activities at school • Discuss their good and bad school/study habits • Talk about their future plans	**Student interest:** • Students communicate information and get to know each other. • Students reflect on their current study/school related habits.	**Students can:** • use unit vocabulary and previously learned actions words • Identify unit terms and use them in sentences • Use sentences to describe pictures or videos about school behavior
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Formative: 教育 **intro slides** 单词学习：https://www.gimkit.com/join/636a9298655b690021f7a769 你是好学生调研：你是好学生吗？ 中文三 **11/7--11/11（22-23）** 你和她一样吗：行为 **Flipgrid recording behaviors:** https://flip.com/bb0c18d2 **Summative:** **Vocab Quiz:** 教育		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Use unit terms in sentences to inquire information and Give suggestions or commands to others' behaviors.		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • Give advice to friends about how to improve their school habits. • Categorize good and bad habits. • Match bad habits to the appropriate advice.	• **Real-world connections** - giving advice is an important skill • **Student interest** - they have to share and reflect on their personal habits as students	**Students can:** • Give advice for specified bad habits using a variety of advice expressions. • Ask questions and respond to direct questions about their school habits. • Use unit vocab to discuss their own school habits and ask about someone else's habits.

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

Formative:
Copy of 中文三 时间.docx
pop up translation
Tic Tac Toe 句子练习
我们应该
中文三 zigsaw 建议
中文三 tic tok 中文课的建议

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.

Understand the differences in educational path between China and the US that lead to college

Learning Target:	Relevance:	Success Criteria:
Students will: • Compare how students get to colleges in the target culture with that in the US	**Real-world relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to	**Students can:** • Interpret videos or authentic texts about college entrance exams in China. • Discuss what they need to do to get further education • Compare and contrast the different requirements in China and in the US to get to college.

	student's current status in high school	

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

Formative:
中文三 上大学 比较
少年派：中文三 看 视频KWL
《少年派》高考"硬核"倒计时 同一个世界同一个妈 Growing Pain【芒果TV独播剧场】
中国高考：https://edpuzzle.com/media/6385133bbe880e415171e7e6
高考和SAT比较：高考 from 中文三 11/28--12/2（22-23） 什么是高考
中国和美国的学生比较：https://edpuzzle.com/media/6385139c889610414033e8fd
我的大学路
聊聊将来的计划
毕业后打算做什么？ survey

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

Students learn about using comparison to compare the 2 educational systems

Learning Target:	Relevance:	Success Criteria:
Students will: • Compare how students get to colleges in the target culture with that in the US by using the comparison structure	**Real-world relevance:** • Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. **Student interest:** • Discussion of the path and preparation to college is relevant to student's current status in high school	**Students can:** • Interpret videos or authentic texts about college entrance exams in China. • Discuss what they need to do to get further education • Compare and contrast the different requirements in China and in the US to get to college.

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

Formative:

中文三 上大学 比较
少年
Copy of 中文三 比较练习**-direction** 我觉得
中文三 比较翻译
中文三 画对比**.docx**

Activity/Task 5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA: Individually, students will create a brochure, slide show, or infographic that explains the differences between the school systems and offers suggestions and advice for success.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Create a visual to explain the differences between the 2 school systems • Give advice and suggestions for the student to be successful	**Global relevance -** • Students will learn about school system and education in China - then be able to use their understanding to make comparisons between School life in China and the United States **Real-world connections -** • Students will be able to give advice to a foreign exchange student who is coming to the U.S. for school based on their understanding of differences between the two systems of education	**Students can:** • Use should/must/have/to expressions • Use expressions of agreement and disagreement • Use the present tense • Use unit related vocabulary • Expression of comparisons • Draw connections between ways to prepare for a big assessment in the US and in China.
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
PBA ACC/ACA 教育		

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.

Discuss and explain “How different behaviors and choices may lead to different educational paths”		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Incorporate their understanding of the unit to interpret and explain their opinion of school behavior and colleague entrance requirements. ● Categorize steps in the admissions process between China and the US.	● **Global relevance:** Understanding different options to go to college in the target culture and in the US will inform students of various choices they have for further education. ● **Student interest:** Discussion of the path and preparation to college is relevant to a student's current status in high school.	**Students can:** ● Accurately categorize the steps in the admissions process on the PBA organizer for China and the USA. ● Defend their opinion about certain ways to college
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Formative: **Mini practice debates** **PBA:discussion** **Unit 2 教育 PBA preparation chart**		

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.		
IPA/PBA: Students discuss and evaluate the benefits and downsides to the college admission process here in the United States and in the target language culture. Students draw connections between ways to prepare for high-stakes assessments in the target language culture and the United States.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Have a small group discussion to collaborate on the ideal University admissions process ● Write a plan to prepare for Midterms at SHS	**Global relevance** ● Students will be familiar with university admissions processes outside of the United States ● **Real-world connections** Students will be applying to	**Students can:** ● Use should/must/have/to expressions ● Use expressions of agreement and disagreement ● Use unit related vocabulary ● Draw connections between ways to

	college soon and preparing to take high stakes assessments such as AP tests and SATs.	prepare for a big assessment in the US and in China.

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

Summative:
IPA: interpretive and writing 中文三 **Unit 2**教育 **IPA 22-23**

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

Various Tier 1 strategies employed in the teaching of this unit
Differentiated materials for ACA and ACC

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

中文三 12/4--12/8 23-24 , 中文三 11/27 23-24 , 中文三 11/20 23-24 ,
中文三 11/6--11/10 23-24 , 中文三 10/30-11/3 23-24

Unit 2 Overview	
Unit Title:	Global Challenges, Year 3
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Mandarin 3
Length/Dates:	16-18, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn to express physical pain using various body part terms. They will give advice using negative commands to improve health conditions. They will learn to communicate their symptoms and ailments and have basic interactions at a doctor's office. They will compare modern medicine practices with traditional medicine practices from a target language culture. They will give advice on remedies and demonstrate an understanding of natural and homeopathic remedies from the target language culture.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How Chinese understands and addresses health issues. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their health and habits. ● that the process of sharing and reflecting enables one to better understand and appreciate healthcare practices. ● that it is important to study healthcare from a diversity of perspectives because it provides a window into other cultures and experiences.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Why is it important to study health care from multiple perspectives? ● How do I better understand health care? ● How can healthcare practices reflect society?

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 body parts ● Vocabulary associated with symptoms ● Vocabulary associated with ailments, and remedies. ● Traditional medicine practices from target culture. ● Natural remedies from target language culture ● How to use the verb 疼/不疼 to express symptoms ● How to form commands using 需要，应该，必须 ● Differences and similarities between modern medicine and traditional medicine.	Students can… ● Use health related vocabulary to have a short conversation about health issues they may have. ● Use health related vocabulary to ask other people about their health. ● Communicate to describe current condition ● Give health related advice using affirmative and negative commands with 需要 应该和 必须 ● Make cultural comparisons between modern medicine and traditional practices. ● Describe and recommend natural remedies for specific ailments. ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

Presentational speaking Mode:
Goal: Students will record a commercial promoting a medication from the target language culture.
Role: Writer/director/producer/actor for a commercial about a target language medicine
Audience: Classmates/teacher
Situation: You are working for a pharmaceutical company and must create an advertisement to promote the sale of the new medication.
Product Performance and Purpose: You will write a script and then film a short video commercial.
Standards and Criteria for Success:
Students will use:

- the verb 疼 to express pain.
- At least 3 affirmative tú commands
- At least 3 body parts
- At least 3 symptoms
- At least 3 possible side effects
- At least 2 advantages of the
- At least 2 reactions

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

单词表 Copy of 中文三 第三单元 健康 vocab 词汇1

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

C Rubrics
Communication rubric
Novice High Rubric
Intermediate low rubric
Intermediate Mid rubric

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

Instructional Strategies
Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Conferencing & setting goals - journal entries
Summarizing and notetaking
Identifying similarities & differences; categorizing
Cooperative/collaborative activities
Interpretive vocab quiz

Exit tickets Edpuzzle Gaming practice - quizlet, blooket, duolingo Language lab activities and conversations

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

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.		
1. Students use new vocabulary to discuss their body ailments.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Identify body parts ● Identify the radical for body parts ● Describe the body ailment	**Real-world relevance?** ● Students can express pain and the need for assistance if they find themselves in an emergency situation where they need to communicate with Chinese speakers.	**Students can:** ● Identify and describe the body parts and what they are used for. ● Students can express different types of pain ● Students can use the verb 疼 to say what hurts them and ask others about what hurts them.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

Formative:
https://quizizz.com/admin/quiz/61bf87ea013511001de0db46
Battleship 中文三.docx
身体部位 练习
Copy of 我疼，因为..
中文三　测验练习
急诊室

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.		
2. Describe an ailment and symptoms -		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use the vocabulary to describe a variety of symptoms.	**Real-world relevance** • Students can express pain and the need for assistance if they find themselves in an emergency situation where they need to communicate with Chinese speakers.	**Students can:** • Identify unit terms in questions and statements using appropriate time phrases. • Can employ, in speech and writing, a variety of vocabulary to answer questions about sickness • Can use unit terms to discuss present and past events • Create questions to ask others about their health problems
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Copy of** 生病啦.docx 小猪佩奇生病了 https://edpuzzle.com/media/63b0911b11482d40e67429ef https://edpuzzle.com/media/633aefded44936412cfe8ba8 https://docs.google.com/document/d/1Z5blGj9B5We1BV9BP54-GylKOEQ_fAU7xkwgDabjub0/edit 中文三 对话 和病症 中文三 口语练习-你怎么了		

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.		
3. Students will engage in conversations about sickness and give health advice		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Converse about sickness and use various ways to ask about the health conditions of each other • Offer advice for various health related issues • Students will recognize appropriate advice for certain health related issues.	**Real-world relevance - interpreting and using visual information:** • if a student travels, they may need to seek medical care	**Students can:** • Use different sentence structures to ask about health problems. • Use should/must/have to expressions to give advice
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Copy of Copy of 中文三 健康测验 1-5** **Copy of 生病啦.docx** 中文三 对话 和病症 中文三 口语练习-你怎么了 **Summative:** 听力：**https://www.liveworksheets.com/w/zh/world-language/400060**		

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.		
4. Students will learn how to see traditional medicine doctors in China.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • interpret authentic resources related to health • Make comparisons between modern medical practices and traditional medicine.	**Real-world relevance** • interpreting and using visual information	**Students can:** • Identify main ideas, key vocab related to health • List similarities and differences between modern medicine and traditional medicine •

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

Formative:
郭杰瑞看中医：
https://edpuzzle.com/media/63bed981d84a6540d9e9ca4d
马大卫看中医：**https://edpuzzle.com/media/6582e9ade8bc2f58b965a463**
偏方 interpretive ppt

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.

5. IPA and PBA

IPA:

Interpersonal task: Conversation in pairs: Students discuss how they are feeling, each has symptoms of an illness they need to describe to their partners, discuss possible treatments and decide the best approach to improving their health outcomes.

Presentational task: Writing- How do you take care of yourself when you're sick and the symptoms you had in an email to a tele doctor.

Interpretive task: Read an article about having a cold and the suggested methods to get better.

PBA:

Students make a medicine commercial that includes the symptoms and methods to take.

Learning Target:	Relevance:	Success Criteria:
Students will: ● Read and interpret a text about a "being sick and giving advice". ● Discuss how they are feeling and describe symptoms. ● Ask how their partner is feeling and offer advice. ● Write an email to a tele doctor about being sick, , how they take care of themselves when sick, and what traditional and	**Real-world relevance:** ● Students can understand that they have different options from which to choose to manage their healthcare ● Students can identify different illnesses by their symptoms and form treatment plans to improve their health	**Students can:** ● Identify main ideas, key vocab related to health from an authentic text. ● Describe how they take care of themselves. ● List differences in types of medicine. ● Give advice/suggestions related to health concerns.

modern methods they used to make them feel better.		

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

Summative:
中文三 **22-23 Unit 3** 健康 **IPA midterm.docx**
中文三 **Unit 3 PBA** 广告看广告

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

Various Tier 1 strategies employed in the teaching of this unit
Differentiated materials for ACA and ACC

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

中文三 1/8（23-24）, 中文三 1/22（23-24）, 2324 偏方 中文三 1/2 (23-24) , 中文三 12/11 (23-24)

Unit 3 Overview	
Unit Title:	Science & Technology, Year 3
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Chinese 3
Length/Dates:	16-18, 88 minute lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students communicate about technology, how they use it to communicate and how it impacts social relationships. Students undertake a self-study on their own cell phone usage, write about their habits in the present and how they used their phones in the preterite tense. Students complete several challenges to modify their cell phone use and reflect on these changes through the PBA activity.

Stage 1: Desired Results

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● How the target culture understands and addresses access to technology. ● that one's environment (the time period, culture, identities, geography, values, perspectives) influences their access and use of technology, types of technology that are available ● that the process of sharing and reflecting enables one to better understand and appreciate cultural differences in the use of and access to technology.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How has technology changed the way we communicate over the years? ● What role does technology play in my life? ● What are the advantages and disadvantages of technology in our lives? ● What impact does technology have on my learning, health and relationships? ● What are positive and negative aspects of social media use? ● How do members of different generations and cultures access and utilize technology? How do they differ from the way we use technology?

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 related technology: Cell phones, social media ● Frequency expressions ● the advantages and disadvantages of cell phones and social media	Students can… ● I can discuss my social media use in the present and past. ● I can compare my social media use with my classmates' use. ● I can categorize and explain the advantages and disadvantages of technology. ● I can discuss the impact technology has on everyday life including education. ● I can talk about how technology impacts connections and relationships.

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 mode:</u> **<u>Goal:</u>** Students will write about their cell phone usage and then complete a variety of challenges to analyze and evaluate their usage and at the end have a discussion with classmates about what they learned. **<u>Role:</u>** yourself **<u>Audience:</u>** teacher and classmates **<u>Situation:</u>** Students choose 3 challenges to participate in. They predict about own technology use, create a goal and then reflect on the progress toward the goal. **<u>Product Performance and Purpose:</u>** students self reflect in journal writing on their technology/social media use in target language **<u>Standards and Criteria for Success:</u>** Students will: ● Use full sentences to make predictions about their cell phone usage. ● Use full sentence with 了 to describe what they did during the challenge. ● Give their reactions or feelings about the challenge in the present tense by using 我觉得 ● Make goals and give advice based on the results of the challenge with 应该，必须 ● Write a reflection and share with partners

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
23-24 中文 Unit 4-social media PBA **中文三 PBA 听众.docx**

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

C Rubrics **Communication rubric** **Novice High Rubric (ACA)** **Intermediate low rubric** **Intermediate Mid rubric**

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quizzes Presentational grammar and vocab quizzes Practice Interpretive reading assignments Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Proficiency Self Assessments Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC) 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.

Activity/Task What is the actual instructional task thatt supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students create their own vocabulary list that contains terms pertinent to daily technology change.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will • Use create a technology vocabulary list.	• Students use technology in their daily lives. Therefore, their own	Students can

	vocabulary list will contain the terms they are mostly interested in.	- Categorize the technology related terms. - Use resources to find the corresponding Chinese for the terms in English.

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

Formative:
中文三 **2-17** 我们的单词表**.docx**

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 describe their daily life.

Learning Target:	Relevance:	Success Criteria:
Students will: ● chat about things they did recently ● recount past events from their lives ● tell a brief story from the past ● Compare their experience with the person in the story	● Students talk about their daily life and schedule.	**Students Can:** ● Use routine terms to complete a story in the past tense ● Chat about what they did yesterday, over the weekend, etc. with classmates in the target language. ● Recount a memory in the target language. ● Compare and contrast their daily schedule with another person

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

Copy of Copy of 故事 填空
Copy of 中文三 你周末做了什么？ pick and write time
做一个 比较的演讲-prensentational SPEAKING

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 use vocabulary to describe technology usage.

Learning Target:	Relevance:	Success Criteria:

Students will: • Share their technology habits • Discuss the reasons that they use technology in their lives • Analyze and discuss the impact that technology has on their lives	Students are expected to use technology in all areas of their lives: at school, at their jobs, with their friends and family, etc. This segment of the unit encourages students to reflect on how heavy use of technology can impact their health and relationships with others.	**Students can:** • use unit vocabulary to describe how technology is used in their daily life • Use unit vocabulary to categorize advantages and disadvantages of using technology • Identify advantages and disadvantages of technology use and social media in their lives

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

中文三 Unit 4 第四单元 单词表 vocab packet 23-24
Copy of 中文三-含义对应.docx
Copy of 科技 Scavenger Hunt
Copy of 中文三 看照片 写话题 留言.docx
Copy of 中文三 测验 quiz 姓名 22-23.docx

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 discuss disadvantages of using technology; including nomophobia

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret authentic materials about experiences with excessive use of phones • Take a survey to reflect upon their own dependency on their cell phone.	**Real-world relevance** • Students technology everyday. They are interested in documenting their own usage and describing their usage.	**Students can:** • Identify advantages and disadvantages of technology use and social media in their lives • Use the sentences to describe their past experiences with technology

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

Copy of Copy of 你是手机依赖症患者吗 (1).docx
社交媒体好处和坏处
https://edpuzzle.com/media/63f4fa9579d0fa40fc6808c7
Copy of Copy of 社交媒体的好处和坏处

Copy of 看手机依赖症视频
Jigsaw 看视频

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA: Students will reflect on their daily technology usage.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe how they use technology in daily life. • Share their experience and compare their own experience with other classmates. • Use sentences to describe past events	Students can use the same method to monitor their own technology/social media usage. Students will be able to observe the effect on their health, interpersonal relationship and productivity.	**Students can:** • Complete a writing task at the intermediate mid level or intermediate low level to reflect their daily cellphone usage based on daily challenges.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
PBA: 23-24 中文 Unit 4-social media PBA 中文三 PBA 听众.docx		

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: students will read authentic materials about nomophobia to seek deeper understanding of the topic.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Describe how they use technology in daily life. • Share their experience and compare their own experience with other classmates. • Use sentences to describe past events	Students can use the same method to monitor their own technology/social media usage. Students will be able to observe the effect on their health, interpersonal relationship and productivity.	**Students can:** • Complete a writing task at the intermediate mid level or intermediate low level to reflect their daily cellphone usage based on daily challenges.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

IPA:
中文三 Unit 4 IPA 22-23 科技 手机依赖症 IPA
Debate or discussion ➕ 23-24 中文三 Unit 4 IPA debate and reflection
22-23 中文三 Unit 4 IPA debate and reflection

Extension/Modification

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

IPA
Linked in stage 3 task

PBA
Linked in stage 3 task

Google slides:
Copy of 中文三 3/20 -3/24（22-23）
Copy of 中文三 3/13--3/17（22-23）
Copy of 中文三 3/6--3/10（22-23）
Copy of 中文三 2/22-3/3（22-23）
Copy of 中文三 2/13-2/17（22-23）
Copy of 中文三 2/6--2/10 (22-23)

Unit 4 Overview	
Unit Title:	Families and Communities: Childhood, Year 3
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Chinese 3
Length/Dates:	5-6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their childhood using the imperfect tense. Students will learn culture and language by sharing photo albums and playing childhood games.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● Students will understand that their individual experiences and memories of childhood are shaped by their cultural background. This project allows them to see how cultural values, traditions, and societal norms influence personal stories. ● By sharing and observing others' albums, they'll recognize both commonalities and differences in childhood experiences across cultures. ● They'll learn how to use specific vocabulary, grammatical structures (time and frequency expressions), and descriptive language to effectively communicate their past experiences. ● The process of translating personal memories into another language fosters deeper understanding of both the language and the self. ● Students will understand how combining images and written descriptions enhances communication. ● They'll learn to curate and select images that effectively represent their childhood memories and to craft captions that provide context and depth to those images. ● The project highlights the importance of thoughtful design in creating a cohesive and engaging presentation. ● By reflecting on their own childhood and sharing it with their classmates, students will develop a greater sense of self-awareness. ● Listening to and reading about others' childhood experiences fosters empathy and understanding of diverse perspectives. ● The project encourages a sense of community and connection through shared personal narratives.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What language can I use to describe what my childhood was like? ● What were the childhoods of my peers like? And of kids in other cultures? ● How can I narrate and describe events and habitual actions in the past? ● How does someone's culture and where they come from influence their childhood?

What will students <u>know...</u>	**What will students <u>be able to do…</u>**

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know… ● Vocabulary about childhood items and experiences ● How to describe past events with details ● The difference in childhood between their own culture and that in China	Students can… ● Discuss their childhood experiences ● Compare their experience with other people ● Explain games that Chinese children like to play in Chinese

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.

23-24 中文三 PBA Childhood Photo Album
Childhood PBA peer editing doc
Presentational writing mode:

Goal: Students will work individually to create a short photo album and describe some of the defining characteristics of their childhood.

Role: Yourself

Audience: Your Chinese class

Situation: You have been asked to share information and photos from your childhood with your Chinese class classmates

Product Performance and Purpose:
The project aims to help students have a better understanding of their own and other people's childhood from a cultural perspective

Standards and Criteria for Success:
- Must include **8 pictures** from their childhood, along with a detailed caption for each photo
- Captions should be **several sentences** in length and include:
  - a variety of **actions and items** about past experience.
  - a variety of **time and frequency expressions** used to show past events
  - a variety of childhood unit **vocabulary.**
- Must demonstrate creativity and purposeful design.

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

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

Instructional Strategies
Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Conferencing & setting goals - journal entries
Summarizing and notetaking
Identifying similarities & differences; categorizing
Cooperative/collaborative activities
Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice - quizlet, blooket, duolingo
Language lab activities and conversations

Other Evidence

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

Interpretive vocab quizzes
Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)
CBAs

IPA: 中文三 Unit 5 童年 IPA

Stage 3: Instructional Design

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

Activity/Task
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.

Vocabulary for childhood activities

Learning Target:	Relevance:	Success Criteria:

Students will: • Describe their childhood using unit vocabulary • Use 小时候, 时候to tell the time for past events.	Real world connection: Students talk about their own lives and experiences	**Students Can:** • Use 小时候,。。。的 时候 to start their description of childhood events.

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

23-24 中文三 创造 我们的单词表 童年.docx
Copy of Copy of 你的童年 survey.docx
单词练习 1.docx
https://create.kahoot.it/details/fc2b3f44-4e0d-4729-a8d3-389550b60096

https://www.gimkit.com/view/64248fcf757af90036870fb5

https://quizizz.com/admin/quiz/643e9e200a5630001dd427f1?sourc

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.

Student interpret the childhood of a Chinese person

Learning Target:	Relevance:	Success Criteria:
Students will: • Listen and identify key information about a person's childhood • Find details in the person's childhood stories.	Student interest: Students talk about their own lives and experiences.They can also compare their experience with the people in the target culture.	**Students Can:** • List key information about a person's childhood • Tell details in the person's childhood stories.

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

Copy of 22-23 ACA 中文三 王嘉尔 小时候- 听力练习
Copy of Copy of 你的童年 survey.docx
Put a finger game

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.

PBA See stage 2

Learning Target:	Relevance:	Success Criteria:
Students will: • describe photos of their childhood using the imperfect tense	Student interest: Students talk about their own lives and experiences.	**Students Can:** • Use sentences and transitions properly to describe students' childhood.

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

23-24 中文三 PBA Childhood Photo Album

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 interpret videos explaining how to play childhood games in the target culture

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret an authentic video in the target language that explains the rules of a popular childhood game.	Student interest: Students talk about their own lives and experiences.	**Students Can:** • Share the rules of a childhood game with other classmates in a jigsaw activity. • Students compare games in their own culture to the target culture games.

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

学习中国的游戏
老鹰抓小鸡
石子儿
拍洋画
Worksheet

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 complete the Integrated Performance assessment about childhood.

Learning Target:	Relevance:	Success Criteria:

Students will: ● Interpret a video of someone describing Chinese children's games ● Have a conversation in Chinese comparing their own childhood to the video.	Student interest: Students talk about their own lives and experiences.	**Students Can:** ●

Assessment

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

中文三 PBA Childhood Photo Album+ IPA speaking + writing , 中文三 Unit 5 童年 IPA

Unit 5 Overview	
Unit Title:	Beauty and Aesthetics, Year 3
Grade Level/Course:	INTERMEDIATE LOW/MID Mandarin 3
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about a variety of artists from target culture countries. They will describe works of art and discuss the themes and styles of diverse artists.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand… ● that artists use art to communicate visually and elicit a response from the viewer. ● that art reflects and is a response to the artist's environment (the time period, culture, identities, geography, values, perspectives). ● that the process of sharing and reflecting enables one to better understand and appreciate art. ● that it is important to study art from a diversity of perspectives because it provides a window into other cultures and experiences. ● that art can be found in many forms and a variety of elements work together to create works of art which can be used to transform a community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does art communicate its message? ● How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)? ● Why is it important to study art from multiple perspectives? ● How do I better understand art? ● How does art transform a 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 art. ● various artists from target culture. ● characteristics/elements of particular artistic movements/styles. ● the meaning or significance of pieces of art and how it communicates a message and/or reflects the artist's environment. ● how art can be used to transform a community. ● how to describe and compare art and artists using comparatives/superlatives.	Students can… ● communicate about various forms of art and its meaning and impact on the community. ● communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives ● give examples of how art transforms a community. ● communicate to describe present events, adjective/noun agreement, and comparatives/superlatives. ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing and Speaking Mode:</u> **<u>Goal:</u>** To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits. **<u>Role:</u>** Yourself **<u>Audience:</u>** Classmates/teacher **<u>Situation:</u>** Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality **<u>Product Performance and Purpose:</u>** You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format. **<u>Standards and Criteria for Success:</u>** Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity: ☐ objects in the background ☐ location of selfie ☐ clothing ☐ if you choose to wear makeup or not ☐ your facial expression ☐ the filters that help best express who you are as a person.

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

艺术 单元 词汇 vocab sheet 22-23
中文三 量词

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric
中文三 unit 1 PBA.docx

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)
Conferencing & setting goals - journal entries
Summarizing and notetaking
Identifying similarities & differences; categorizing
Cooperative/collaborative activities
Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice - quizlet, blooket, duolingo
Language lab activities and conversations

Other Evidence

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

Interpretive vocab quizzes
Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level / Intermediate Low Level
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.

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.		
Get to know you - introduction to art		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Exchange information about their understanding of art ● Review learned vocabulary about description	Real-world relevance Students communicate information and get to know each other about their understanding of art and artists.	**Students Can:** ● Introduce themselves, exchange information and express interests/likes/dislikes. ● Use interrogatives in Chinese (Who/What/Where, etc.) to learn about art ● circumlocute a variety of words
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: Circumlocution activities		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Describe a Chinese traditional painting in the language lab **Qi Biashi Task - edpuzzle, presentational speaking…** **Investigate Qi baishi and his art (vocab review 是，有, 在)** **Introduction to art and unit vocabulary - review of 是 to describe the origin and occupations / 有，在 with positions, emotions and actions** ● How does art communicate its message? ● How do I better understand art?

Learning Target:	Relevance:	Success Criteria:
Students will: Describe a variety of paintings including details using the vocabulary and grammar concepts from the unit.	**Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.**	**Students can:** • use unit vocabulary and previously learned adjectives • use present tense with是 有，在 and noun adjective agreement • interpret and describe a Chinese traditional art/ painting. • Include their opinions about a painting • Can communicate in 95%+ Chinese

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

Formative:
Copy of 艺术Unit Intro peardeck
艺术调查.docx
中文三 画句子 猜句子.pdf
中文三 描述艺术品
Measure words **中文三 Measure word量词 测验** **中文三 量词练习.docx**

speaking activity in the lab:
中文三 照片挑战1

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.

Learning about the life of artist

PBA: Representing the life and art style of 齐白石

Learning Target:	Relevance:	Success Criteria:
Students can • analyze an artist's work through several authentic resources to	**Real-world relevance - interpreting and using visual information; art provides a**	**Students can** 1. Interpretive the text about the artist's life and art style.

answer the essential question: How does art reflect the artist's environment? • Creating a manga to describe in small groups on the artist and his work	**visual representation of the target culture.**	1. Answer questions about the life and art style of 齐白石 . 2. Use sentences and pictures to describe the moment in the artist's life.

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

Summative:

Copy of 中文三 画家齐白石文章 worksheet **Copy of 中文三 画家齐白石文章 worksheet**

PBA 22-23 中文三 unit 1 art PBA.docx

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.

Comparison between different artists and art forms

Learning Target:	Relevance:	Success Criteria:
• Compare different art forms and analyze different emphasis on arts	**Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.**	**Students can** 1. Identify and discuss the differences and similarities between art forms.

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

Summative:
Copy of 中文三 比较练习-direction 我觉得
中文三 比较翻译
中文三 画对比**.docx**

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.

Tattoo - art and misinterpretation of Chinese characters.

Learning Target:	Relevance:	Success Criteria:
Students will ● Give their opinions on tattoo ● Students will agree and disagree with the opinions of others ● Interpret and respond to questions in tattoo	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes.	**Students** ● can debate tattoo as art or not ● can tell how tattoo is used as a way of self-expression ● can use comparatives and superlatives. ● can give their opinions in a variety of ways. ● Identify how Chinese characters are interpreted and misinterpreted through tattoos.

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

Formative:
中文三 文身/纹身 和水墨画 对比 **(22-23) .docx**
Comparisons - notes and check ins

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

IPA

Interpretive task: reading or viewing article about the relationship between tattoo and art

Presentational task: understanding of Chinese art

Interpersonal task: debate

Learning Target:	Relevance:	Success Criteria:
Students will: ● Discuss why they choose certain art related activities in city tours ● Interpret a reading or viewing discussing the role of tattoo as art	Real-world relevance- interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes. Global relevance - current social issues being represented in art.	**Students can:** ● Debate tattoo as art or not with several reasons from authentic resources for their opinion. ● discuss how tattoo is used as an agent for self expression ● use comparatives and superlatives with

• Write an opinion about their understanding of tattoos and Chinese art.	Student interest - Students can choose the piece of art they like by these artists and express their opinions.	emerging control to give an opinion. • give their opinions using a variety of vocabulary and expressions from the unit • Complete IPA at target proficiency level for course level

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

Summative:
22-23 中文三 Unit 1 ACC 艺术 IPA interpretive.docx
Copy of 中文三 ACA interpretive.docx
22-23 中文三 第一单元 艺术 IPA Speaking 和 writing.docx

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.

中文三 get to know you bingo
量词练习：量词 艺术里的量词 书写练习
我说你画，我画你说 量词 艺术里的量词 书写练习
Jigsaw 艺术品欣赏
中文三 比较 造句
中文三 10/23 10/27 23-24 , 中文三 10/16--10/20 23-24 , 中文三 10/9-13 23-24 ,
中文三 10/2 23-24 中文三 9/25 23-24 , 中文三9/18 23-24 , 中文三 9/11-9/15 23-24 ,
中文三 9/5 23-24

Unit 6 Overview	
Unit Title:	Personal and Public Identities: Cultural Legends, Year 3
Teacher:	
Grade Level/Course:	INTERMEDIATE LOW/MID Chinese 3
Length/Dates:	
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students review famous stories in Chinese. Students interpret cultural legends/fables to identify parts of a story and retell events. Students do an in-depth study of animal stories and how they connect to Chinese cultural beliefs.

Stage 1: Desired Results

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

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

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

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

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● **Cultural Significance** – Legends and myths reflect the values, fears, and beliefs of the societies that create and pass them down. ● **Oral Tradition and Storytelling** – Many myths and legends originate from oral traditions, evolving over time to adapt to different audiences and historical contexts. ● **Common Themes** – Legends and myths across cultures often share universal themes such as love, betrayal, justice, morality, and the supernatural. ● **Language as a Cultural Connector** – Exploring legends in Chinese deepens linguistic understanding and enhances appreciation for the language as a carrier of cultural identity. ● **Historical and Regional Influence** – Legends and myths are often shaped by historical events, geography, and regional beliefs, influencing the way they are told and interpreted. ● **Symbolism and Metaphor** – Myths and legends use symbolism to convey deeper meanings, moral lessons, and cultural values. ● **Personal and Social Impact** – Legends and myths continue to influence modern society, literature, and popular culture, shaping perspectives on history and identity. ● **Perspective-Taking** – Legends and myths encourage students to analyze different cultural perspectives and consider how storytelling reflects diverse worldviews.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What role do legends and myths play in shaping a culture's identity and values? ● How do Chinese cultures use storytelling to explain morals and lessons? ● What common themes and morals can be found in myths and legends across different cultures?

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 famous stories in ancient China. ● Different parts in a story during story telling(*character & setting description, plot/conflict, and resolution*) ● How to narrate events in the past, the present and in the future. ● the meaning or significance of animals in Chinese stories and how stories with animals communicate and reflect Chinese philosophy.	Students can… ● Identify different parts of a story in Chinese (*character & setting description, plot/conflict, and resolution*) ● Read and interpret famous stories with animals that are important in Chinese history. ● maintain communication in the target language 95% or more of the time. ● Describe events in the past, at present and in the future. ● Compare and contrast legends and stories from their own culture to stories from China.

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 mode:</u> **<u>Goal:</u>** Students will write an original **story** with morals. Students show understanding of the cultural legend, storytelling elements etc to describe the setting, characters and plots in the story. **<u>Audience:</u>** classmates **<u>Situation:</u>** Students are sharing an extension of the cultural legend in China by writing a fictional time with fictional characters. **<u>Product Performance and Purpose:</u>** Students demonstrate the ability to **tell a story in the past** as well as incorporate information from the reading of 东郭先生。Students read their story to the class. **<u>Standards and Criteria for Success:</u>** Students will: → Write a story between **150 and 200 words**. → Write a story with **accurate** information about Chinese culture - with character appearance, behaviors, etc → Include vocabulary from the unit including vocabulary related to story telling and sequencing and time expressions. → demonstrate a high degree of accuracy of **narration in the past tense** → When reading the story, be **engaging** and **entertaining**. Including sound effects, props, and audience interaction.

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

22-23 vocab 单词表 故事元素 中文三.docx
23-24 中文三 pba 故事

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

C Rubrics
Communication rubric
Intermediate low rubric
Intermediate Mid rubric

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

Instructional Strategies
Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Conferencing & setting goals - journal entries
Summarizing and notetaking
Identifying similarities & differences; categorizing
Cooperative/collaborative activities
Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice - quizlet, blooket, duolingo
Language lab activities and conversations

Other Evidence

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

Interpretive vocab quizzes
Presentational grammar and vocab quizzes
Practice Interpretive reading assignments
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Proficiency Self Assessments
Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)
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.

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.

Student learn about the vocabulary in stories and story telling		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Identify terms common in story telling	Students will need to understand how stories unfold in a target language so as to appreciate the fables and legends in the target culture	**Students Can:** • Recognize the commonly used terms in story telling
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
22-23 vocab 单词表 故事元素 中文三.docx Copy of Copy of 看年的故事-worksheet.docx		

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.		
Student learns how to use 把字句 to show what happened to the object in some detail.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand the differences between a common action statement and *ba* construction to tell more about the action itself. • Narrate a story in the target language in both sentence structures	Students will need a mastery of both sentence structures to be able to accurately narrate a story, either fictional or anecdotal.	**Students Can:** • Identify action words or verbs in both normal and *ba* structure. • Interpret a story or fable in the target language. • Use the ba structure to describe what happened to the characters in the story.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
中文三- Closet space 故事 把字句.docx Closet Space -Short Film		

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.		
Interpreting animal stories in the target culture		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will: • Interpret an authentic legend in the target language	Every culture has myths or legends that are passed down from generation to generation. Learning how to interpret a well-known legend in the target language will give students a newfound appreciation of another culture as well as the skills to share legends from their own culture to speakers of the target language.	**Students Can:** • Identify the main idea of the legend • Interpret target vocabulary in context • Identify important details • Make inferences

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

东郭先生和狼的故事 **Copy of 东郭先生和狼**

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

PBA: writing an animal story in Chinese

Learning Target:	Relevance:	Success Criteria:
Students will: • Utilize elements of a story and use of the past events to tell a story.	Every culture has myths or legends that are passed down from generation to generation. Learning how to interpret a well-known legend in the target language will give students a newfound appreciation of another culture as well as the skills to share legends from their own culture to speakers of the target language.	**Students Can:** • Include the main idea of the legend • Use target vocabulary in context • Write with important details

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

PBA prep: Copy of 22-23 Flippity.net MadLibs Template
23-24 中文三 pba 故事

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: Target culture legend		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Identify elements of a story and uses of the past tense to tell a story.	Every culture has myths or legends that are passed down from generation to generation. Learning how to interpret a well-known legend in the target language will give students a newfound appreciation of another culture as well as the skills to share legends from their own culture to speakers of the target language.	**Students Can:** ● Identify the main idea of the legend ● Interpret target vocabulary in context ● Identify important details ● Make inferences
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
23-24 final 守株待兔 IPA		

Unit 1 Overview	
Unit Title:	Private and Public Leisure
Grade Level/Course:	Intermediate Low Latin 3ACA / Intermediate Mid Latin 3ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the leisure activities (both public and private) of ancient Romans. They will also explore the importance of the Trojan War saga (and how mythology/mythological readings were a component of many leisure activities).

Stage 1: Desired Results

Grade Level/Subject Standard(s)* List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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

Students will use their learning from this unit as a basis for the skills learned in the next unit. Students will use their learning from their Latin 3 course as a background for the skills learned in Latin 4. Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Enduring Understanding(s):
What are the big picture understandings that are transferable across contexts, places, and times?
	Students will understand…
	● how Romans spent their leisure time, in both public and private.
	● the importance of the Trojan War saga in the ancient Greek & Roman world.
	● the causes of the Trojan War.
	● what a participle is and how participles are used in Latin for:
	  ○ participial phrases
	  ○ ablative absolutes

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What leisure activities were common for Romans? ● How/Why was the Trojan War saga a significant myth for the Romans? ● Why did the Trojan War happen? ● How do you identify participles in Latin? ● How are participles used in Latin? ● How do you translate participles into English?

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
In addition to the language learned Latin 1 and 2, students will know… **Grammar** ● present active participles ● perfect passive participles ● participial phrases ● ablative absolutes **Mythology** ● importance/relevance of Trojan War saga to ancient Greek/Roman world ● causes of Trojan War ● how the Greeks traveled to Troy **Culture** ● elements of Roman public bathhouse ● Roman bathing practices (public & private) ● other Roman leisure activities (theater, games, etc.)	*Students will be able to…* **Grammar** ● identify participles in Latin texts ● translate Latin passages involving participles (all uses) **Mythology** ● Discuss and explain the importance of the Trojan War saga in the Greek/Roman world ● Discuss and explain the causes of the Trojan War ● Identify who's who in the Trojan War **Culture** ● Discuss and explain Roman bathing practices (public & private) ● Discuss and explain other Roman leisure activities ● Compare Roman leisure practices to own/modern leisure practices

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
PBA: Formal Translation ● Goal: Students can compose a grammatically accurate English translation of the Latin stories "Stop, Thief!" and "Bathing At Home" ● Role: Student ● Audience: Teacher ● Situation: Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts. ● Product/Performance/Purpose:A rough draft and a final draft of a story translation. ● Standards and Criteria for Success: Students will accurately translate participles and participle phrases/ablative absolutes

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
"Stop, Thief!/Bathing At Home" Translation PBA [Created from Ecce Romani II textbook]

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Translation Grading Rubric [Based on *Creativity: Openness and Willingness to Explore* rubric]

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Full Latin 3 folder of all activities/assessments/materials linked here for archive purposes

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Mythology Study Guides/Quizizz/Peardecks/PPTs Vocab Study Guides/Quizizz/Quizlets/Assessments (ACA / ACC) Proficiency Activities Integrated Performance Assessment/Skill Quest 1

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Participles, Participle Phrases, and Ablative Absolutes *Participles, Participle Phrases, and Ablative Absolutes* ☐ Participles PPT/Notes (pt 1) ☐ Participle ID Practice ☐ Participles PPT/Notes (pt 2) ☐ Guided Translation 1: Participl-Noun Pairs vs Participle Phrases ☐ Participles PPT/Notes (pt 3) ☐ Guided Translation 2: Ablative Absolutes ☐ Guided Translation 3: All Participles ☐ Sentence Practice 1: Participles ☐ Composition Practice 1: Participles (ACC only) ☐ “Dinner Party & Comissatio” Mini-Translation		
Learning Target:	**Relevance:**	**Success Criteria:**

• Students can identify participle-noun pairs in Latin sentences • Students can identify and translate participle phrases in Latin sentences • Students can identify and translate ablative absolutes in Latin sentences	**Necessary for large scale processes, plans or concepts:** • Identifying and translating participle-noun pairs, participle phrases, and ablative absolutes is necessary for translation of authentic sentences and paragraphs from Latin texts into English	• Students will parse Latin participles • Students will identify participle-noun pairs in Latin sentences • Students will identify and translate participle phrases in Latin sentences • Students will identify and translate ablative absolutes in Latin sentences

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

Formative:
Composition Practice 1: Participles (ACC only)
"Dinner Party & Comissatio" Mini-Translation

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

Unit 1/Quarter 1 Mythology: Causes of the Trojan War & The Journey to Troy

Learning Target:	Relevance:	Success Criteria:
• Identify the major characters of the Trojan War • Understand the interplay of the causes of the Trojan War	**Student Interest:** • This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	• Students will list the pertinent characteristic of their chosen character • Students will reflect/defend their choice of hollywood actor for their chosen character • Students will create a Hollywood movie poster for their chosen cast

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

Formative assessments:
Mythology Peardecks/Reflections/Quizizz

Summative Assessment:
Trojan War Cast of Characters Project (Rubric)

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: At the Baths		
Learning Target:	**Relevance:**	**Success Criteria:**
• Students can define and translate common Latin Vocabulary within the context of a Latin text • Students can identify and translate participle-noun pairs, participle phrases, and ablative absolutes	**Real-world connection:** • Students are translating short unabridged Latin texts **Student interest:** • Fulfills the objective of the course	• Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation)
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: Unit Skill Quest / IPA "At the Baths"		

Extension/Modification

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

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

Resources

Any materials and resources related to Stage 3 learning activities.

Full Latin 3 folder of all activities/assessments/materials linked here for archive purposes

Agenda Slides/Learning Cards for Latin 3 ACC Linked here:
Latin 3 ACC Agenda Hodie 2025-2026
Agenda Slides/Learning Cards for Latin 3 ACA Linked here:
Latin 3 ACA ADAY Agenda Hodie 2025-2026

Unit 2 Overview	
Unit Title:	Patrician and Plebeian Games: Entertainment in Ancient Rome
Grade Level/Course:	Intermediate Low Latin 3ACA / Intermediate Mid Latin 3ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the public games and social outings of Ancient Rome. They will also continue their exploration of the events of the Trojan War and how that shaped the Roman identity.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address
Students will use their learning from this unit as a basis for the skills learned in the next unit. Students will use their learning from their Latin 3 course as a background for the skills learned in Latin 4. Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Enduring Understanding(s):
What are the big picture understandings that are transferable across contexts, places, and times?
	Students will understand…
	● how Romans attended the public games (coliseum, circus maximus)
	● the importance of social outings (to see and to be seen) in Patrician life
	● the events of the Iliad and the fall of Troy
	● what an infinitive is and how infinitives are used in Latin for:
	  ○ subjective infinitives
	  ○ objective infinitives
	  ○ complementary infinitives
	  ○ indirect statement

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What sort of activities were put on for Patricians and Plebeians at the public games? ● How/Why was the Trojan War saga a significant myth for the Romans? ● How did the Greeks defeat the Trojans? ● How do you identify infinitives in Latin? ● How are infinitives used in Latin? ● How do you translate *oratio obliqua*?

What will students <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
In addition to the language learned Latin 1 and 2, and in addition to the language learned in Latin 3 Unit 1 students will know… **Grammar** ● Infinitives ● Indirect Statement **Mythology** ● importance/relevance of Trojan War saga to ancient Greek/Roman world ● the events of the Trojan war ● how the Trojan war was ended with the Trojan Horse **Culture** ● the games at the Coliseum ● piracy in ancient Rome	*In addition to the language skills learned in Unit 1, students will be able to:* **Grammar** ● identify infinitives in Latin texts ● translate Latin sentences involving indirect statements **Mythology** ● Discuss and explain the importance of the Trojan War saga in the Greek/Roman world ● Discuss and explain the events that lead to the end of the Trojan war **Culture** ● Compare Roman "sporting" competitions to modern sporting competitions ● Discuss and explain the sub-culture of piracy and ransom in the ancient world

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
PBA: Formal Translation ● Goal: Students can compose a grammatically accurate English translation of the Latin stories "A Rainy Day" and "A Reminder for Cornelius" ● Role: Student ● Audience: Teacher ● Situation: Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts. ● Product/Performance/Purpose:A rough draft and a final draft of a story translation. ● Standards and Criteria for Success: Students will accurately translate participles and participle phrases/ablative absolutes

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
"A Rainy Day/A Reminder for Cornelius" Translation PBA [Created from Ecce Romani II textbook]

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Translation Grading Rubric [Based on *Creativity: Openness and Willingness to Explore* rubric]

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Full Latin 3 folder of all activities/assessments/materials linked here for archive purposes

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Mythology Study Guides/Quizizz/Peardecks/PPTs Vocab Study Guides/Quizizz/Quizlets/Assessments (ACA / ACC) Proficiency Activities Integrated Performance Assessment/Skill Quest 2

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Infinitive Forms and Uses *Infintives - Full Forms and Uses* ☐ Infinitive PPT ☐ Conjugation Reading Practice ☐ Guided Translation Practice: Basic Infinitive Uses ☐ "A Slave to the Rescue" Mini-Translation		
Learning Target:	**Relevance:**	**Success Criteria:**
• Students can identify infinitives in Latin sentences • Students can identify the grammatical use of solo infinitives in Latin sentences • Students can translate infinitives according to their use in Latin sentences	**Necessary for large scale processes, plans or concepts:** • Identifying and translating infinitives is necessary for translation of authentic sentences and paragraphs from Latin texts into English	• Students will parse Latin infinitives • Students will identify infinitives in Latin sentences • Students will translate infinitives according to their use in Latin sentences
Assessment		

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Formative: Guided Translation Practice: Basic Infinitive Uses Summative: "A Slave to the Rescue" Mini-Translation

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

Infinitives and Indirect Statements

Infinitives and Indirect Statement

- ☐ Indirect Statement PPT/Notes
- ☐ Indirect Statement Sequence of Tenses
- ☐ Guided Translation: Indirect Statement
- ☐ Sentence Practice (Infinitives and Indirect Statement)
- ☐ ACC only: Snake Sentences Indirect Statement

Learning Target:	Relevance:	Success Criteria:
• Students can identify infinitives in indirect statements within Latin sentences • Students can translate indirect statements in Latin sentences accurately according to the sequence of tenses	**Necessary for large scale processes, plans or concepts:** • Identifying and translating indirect statements is necessary for translation of authentic sentences and paragraphs from Latin texts into English	• Students will parse Latin infinitives • Students will identify infinitives in Latin sentences • Students will translate infinitives according to their use in Latin sentences

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

Formative:
Snake Sentences Indirect Statement (ACC only)
Guided Translation: Indirect Statement

Summative:
A Day at the Coliseum PBA

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

Unit 2/Quarter 2 Mythology: Causes of the Trojan War & The Journey to Troy

Learning Target:	Relevance:	Success Criteria:
• Identify the major characters of the Trojan War • Understand the interplay of the causes of the Trojan War	**Student Interest:** • This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	• Students will write reflections based off open-ended opinion prompts focusing on the major themes of the Trojan war

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

Formative assessments:
Mythology Peardecks/Reflections/Quizizz

Summative Assessment:
Trojan War Reflection Questions

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

Integrated Performance Assessment: Good Games and Bad

Learning Target:	Relevance:	Success Criteria:
• Students can define and translate common Latin Vocabulary within the context of a Latin text • Students can identify and translate solo infinitives and infinitives in indirect statements	**Real-world connection:** • Students are translating short unabridged Latin texts **Student interest:** • Fulfills the objective of the course	• Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation)

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

Summative:
Unit Skill Quest / IPA “Good Games and Bad”

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

- Various Practices: ACC has a composition component to practices, ACA does not have composition practice

    - Some practices (ex: Reading Practices) have student “challenge level” choice embedded in the practice scaffolding
- Vocabulary Quizzes: ACC has fill in the blank, ACA has matching
- PBA: ACC rough draft is done individually, ACA start in pairs/trios
- IPA:
    - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar
    - ACA grammar and translation sections are done with some relevant grammar aids

Resources

Any materials and resources related to Stage 3 learning activities.

Full Latin 3 folder of all activities/assessments/materials linked here for archive purposes

Agenda Slides/Learning Cards for Latin 3 ACC Linked here:

Latin 3 ACC Agenda Hodie 2025-2026

Agenda Slides/Learning Cards for Latin 3 ACA Linked here:

Latin 3 ACA ADAY Agenda Hodie 2025-2026

Unit 3 Overview	
Unit Title:	Personal and Public Identities: Coming of Age for Boys and Girls
Teacher:	
Grade Level/Course:	Intermediate Low Latin 3ACA / Intermediate Mid Latin 3ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the the coming of age ceremonies for boys and girls in Ancient Rome and the different Roman social roles of adult men and women. They will also continue their exploration of the events of the Trojan War and how that shaped the Roman identity.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Students will use their learning from this unit as a basis for the skills learned in the next unit. Students will use their learning from their Latin 3 course as a background for the skills learned in Latin 4. Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● what activities (public/private ceremonies and/or social constructs) marked the coming of age transition for Roman boys/girls to Roman men/women ● what expectations Roman society had for adult men/woman once they had come of age ● the events of the Trojan war saga which occurred after the end of the Trojan war (events of the Odyssey, events of the Aeneid, events of various tragedies which cover the minor Trojan war heroes) ● what a subjunctive verb is and how to translate them ● what dependent clauses use subjunctive verbs and how to best translate them (indirect commands/questions, relative clauses, purpose clauses, result clauses, etc.)

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What public and/or private ceremonies and social constructs marked the transition from a child to an adult for Roman boys/girls? ● How was life different for a Roman adult male/female once they had come of age and were considered an adult in Roman society? ● How/Why was the Trojan War saga a significant myth for the Romans? ● How/Why did those that survived the Trojan War return to Greece or make new homes in new places? ● How do you identify subjunctive mood verbs? ● How do you translate independent and dependent clauses that use subjunctive mood verbs (main verb subjuctives, indirect commands/questions, relative clauses, purpose clauses, result clauses, etc.)?

What will students <u>know...</u>	**What will students <u>be able to do…</u>**

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

In addition to the language learned Latin 1 and 2, and in addition to the language learned in Latin 3 Units 1&2 students will know…
 	
Grammar
● Subjunctive mood verbs
  ○ Subjunctive verbs as main verbs
  ○ Relative clauses
  ○ Cum clauses
  ○ Conditional Statements
  ○ Result Clauses
  ○ Purpose Clauses
  ○ Fear Clauses
  ○ Indirect Statements/Commands
 	
Mythology
● importance/relevance of Trojan War saga to ancient Greek/Roman world
● the events after the Trojan War
  ○ the events of the Odyssey
  ○ the events of the Aeneid
  ○ the afterlives of other Greek Trojan war heroes (Agamemnon, Menelaus, Diomedes, etc.)
 	
Culture
● the coming of age ceremony for Roman boys
● betrothal, marriage, and coming of age for Roman girls
	In addition to the language skills learned in Units 1&2, students will be able to:
	
	Grammar
	● identify and parse subjunctive mood verbs
	● identify and translate clauses and large grammatical elements in Latin sentences which use subjunctive verbs
	
	Mythology
	● Discuss and explain the importance of the Trojan War saga in the Greek/Roman world
	● Discuss and explain the events that occurred after the Trojan war
	  ○ State what “ending” to the Trojan War saga each Trojan War hero experienced
	
	Culture
	● Discuss and explain the different social expectations for Roman men and women once they had “come of age” and were considered adults in Roman society
	● Compare/contrast Roman weddings to modern marriage ceremonies

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
PBA: Formal Translation ● Goal: Students can compose a grammatically accurate English translation of the Latin story “Joy and Sadness” ● Role: Student ● Audience: Teacher ● Situation: Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts. ● Product/Performance/Purpose:A rough draft and a final draft of a story translation.

- Standards and Criteria for Success: Students will accurately translate sentences containing grammatical elements which use Subjunctive Mood verbs.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Joy and Sadness PBA Translation [Created from Ecce Romani II textbook]

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Translation Grading Rubric [Based on *Creativity: Openness and Willingness to Explore* rubric]

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Full Latin 3 folder of all activities/assessments/materials linked here for archive purposes

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Mythology Study Guides/Quizizz/Peardecks/PPTs Vocab Study Guides/Quizizz/Quizlets/Assessments (ACA / ACC) Proficiency Activities Integrated Performance Assessment/Skill Quest 3

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Subjunctive Verbs: ☐ Subjunctive Verbs Present Tense Overview & Practice ☐ Subjunctive Verbs Imperfect&Pluperfect Tenses Overview & Practice ☐ Subjunctive Verbs Perfect&Pluperfect Tenses Overview & Practice ☐ Subjunctive ID Practice		
Learning Target:	**Relevance:**	**Success Criteria:**

• Students can identify subjunctive mood verbs in Latin sentences • Students can translate subjunctive verbs as main verbs in in Latin sentences	**Necessary for large scale processes, plans or concepts:** • Identifying and translating subjunctive mood verbs is necessary for translation of authentic sentences and paragraphs from Latin texts into English	• Students will parse Latin verbs in all moods (subjunctive, indicative, infinitive, imperative) • Students will translate subjunctive mood main verbs in the context of Latin sentences

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

Summative:
Subjunctive ID Practice

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.

Subjunctive Verb Syntax:

- ☐ Various Verbs (w/ Verb Moods)
- ☐ Subjunctive Translations: Main Clause
- ☐ Subjunctive Translations: Relative Clauses
- ☐ Subjunctive Translations: Cum Clauses
- ☐ Subjunctive Translations: Conditional Statements
- ☐ Subjunctive Translations: Result Clauses
- ☐ Subjunctive Translations: Purpose Clauses
- ☐ Subjunctive Translations: Oratio Obliqua
- ☐ The Children Come of Age Sentence Practice/Translation

Learning Target:	Relevance:	Success Criteria:
• Students can identify subjunctive verbs within dependent clauses which use the subjunctive mood in Latin sentences • Students can identify the dependent clauses in Latin sentences in order to translate accurately according to grammar and context	**Necessary for large scale processes, plans or concepts:** • Many large grammatical constructions and dependent clauses use the subjunctive mood. Identifying and translating these clauses and verbs is necessary for translation of authentic sentences and paragraphs from Latin texts into English	• Students will find and identify dependent clauses within Latin sentences • Students will translate Latin sentences which use dependent clauses accurately according to grammar and context

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

Formative:

“The Children Come of Age” Sentence Practice/Translation

Summative:
Joy and Sadness PBA

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

Unit 3/Quarter 3 Mythology: The Battle for Troy & The Journey Home

Learning Target:	Relevance:	Success Criteria:
• Understand the interplay of events at the end of the Trojan War • Understand how the end of the Trojan War sets up for Roman history to begin	**Student Interest:** • This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	• Students will write reflections based off open-ended opinion prompts focusing on the major themes of the Trojan war

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

Formative assessments:
Mythology Peardecks/Reflections/Quizizz

Summative Assessment:
Trojan War Reflection Questions

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

Integrated Performance Assessment: Growing Up Roman

Learning Target:	Relevance:	Success Criteria:
• Students can define and translate common Latin Vocabulary within the context of a Latin text • Students can identify and translate subjunctive verbs both individually and in the context of Latin sentences	**Real-world connection:** • Students are translating short unabridged Latin texts **Student interest:** • Fulfills the objective of the course	• Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation)

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

Summative:
Unit Skill Quest / IPA “Growing Up Roman”

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

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

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

Full Latin 3 folder of all activities/assessments/materials linked here for archive purposes

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Latin 3 ACC Agenda Hodie 2025-2026
Agenda Slides/Learning Cards for Latin 3 ACA Linked here:
Latin 3 ACA ADAY Agenda Hodie 2025-2026

Unit 4 Overview	
Unit Title:	Private and Public Relationships: Roman Identity
Teacher:	
Grade Level/Course:	Intermediate Low Latin 3ACA / Intermediate Mid Latin 3ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will continue to learn about the different Roman social roles of adult men and women, as well as the Roman cultural identity held by all adult Romans. They will also finalize their exploration of the events of the Trojan War by connecting the journey of the displaced Trojans to the founding of Rome, the Roman Monarchy, and the birth of the Roman Republic.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Students will use their learning from this unit and the rest of their Latin 3 course as a background for the skills learned in Latin 4. Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● what expectations Roman society had for adult men/woman ● what expectations Romans had for themselves as a culture and a world power ● the events of early Roman folklore and foundation myth (the mythological genealogy of Romulus & Remus, the founding of Rome, the Roman Monarchy, the overthrow of the Roman kings) ● the events of early Roman history (the birth and foundation of the Roman Republic, the Early Republic) ● how to translate Latin text as a continuous narrative

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How was life different for a Roman adult male/female once they had come of age and were considered an adult in Roman society? ● How did the Romans view their culture and their country's place in the wider world? ● What did it mean to "be Roman"? ● How does Troy and the Trojan heroes of the Trojan War saga connect to Roman folklore/history? ● How/Why was the city of Rome founded? ● How/Why did the Roman Monarchy develop and how/why were the Roman Kings deposed? ● How did the Romans establish the Republic? ● How do you create a continuous narrative of English text from a literal translation of the Latin text?

What will students <u>know...</u>	**What will students <u>be able to do…</u>**

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

In addition to the language learned Latin 1 and 2, and in addition to the language learned in Latin 3 Units 1,2,&3 students will know…
 	
Grammar
● the difference between a literal and figurative translation and when to use each type of translation to create a long, cohesive narrative
 	
Mythology
● importance/relevance of Roman foundation myths and folklore to ancient Greek/Roman world
● the events of the Roman Monarchy
  ○ the events leading to and encompassing the founding of Rome
  ○ the reign of the Roman Kings
  ○ the deposition of Lucius Tarquinius Superbus and the fall of the Roman Monarchy
● the events of the early Roman Republic
  ○ the creation and expansion of the early Roman Republic
	In addition to the language skills learned in Units 1&2, students will be able to:
	
	Grammar
	● identify and translate clauses and large grammatical elements in Latin sentences
	● translate paragraphs of Latin text at a time within one Latin narrative (fiction or nonfiction)
	
	Mythology
	● Discuss and explain the importance of the founding of Rome in the Greek/Roman world
	● State, discuss, and explain the events that occurred surrounding the founding of Rome, the Roman Monarchy, and the early Roman Republic

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: Latin 3 Final Translation ● Goal: Students will translate a complete Latin story individually   ○ Either *The Wedding of Cato and Marcia* or *Pliny (the Younger)'s Letter to Marcellinus* ● Role: student ● Audience: teacher ● Situation: Students will translate a full Latin story (from start to finish) by themselves. Stories will be different/differentiated (with a component of student choice). ● Product/Performance/Purpose: A completed translation of a full Latin story. ● Standards and Criteria for Success: Students will accurately Latin sentences in a cohesive story narrative.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Final Translation PBA [Created from Ecce Romani II textbook and The Romans Speak for Themselves II textbook]

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Translation Grading Rubric [Based on *Creativity: Openness and Willingness to Explore* rubric]

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

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Mythology Study Guides/Quizizz/Peardecks/PPTs Vocab Study Guides/Quizizz/Quizlets/Assessments (ACA / ACC) Proficiency Activities Integrated Performance Assessment/Skill Quest 4

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
The Afterlives of the Corneliī Family		
Learning Target:	**Relevance:**	**Success Criteria:**
• Students can identify how the life of each character of the Corneliī clan was shaped by their place/status in Roman society.	**Global relevance/Real-world connections:** • A person's "place" in Roman society, as well as their opportunities, freedoms, and lifestyle was determined by their place in the social hierarchy of Rome, their citizenship status, their ethnicity, and their gender. While	• Students will answer questions/prompts to describe the various characters' lives and their place/status in Roman society. • Students will write reflections on the societal norms of the Roman people (both good and bad

	different from the modern world, students can see parallels to social norms still existing today. Discussing Roman social norms (both good and bad) provides a safe place to speak about citizenship, immigration, government, social hierarchy/opportunity, and gender norms/ideals that are still valid today, without casting blame or judgement on each other.	as evaluated by the student).

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

The Afterlives of the Cornelii Family Reading Comp & Reflections

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

Unit 4/Quarter 4 Mythology/History: The Founding of Rome and the Roman Monarchy & The Early Roman Empire

Learning Target:	Relevance:	Success Criteria:
• Understand how Rome was founded and the events of the reigns of the Roman Kings • Understand how the Roman Monarchy fell and how the early Roman Republic was both established and expanded	**Student Interest:** • This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	• Students will write reflections based off open-ended opinion prompts focusing on the major events/themes of the Roman Monarchy and early Roman Republic

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

Formative assessments:
Mythology Peardecks/Reflections/Quizizz

Summative Assessment:
Roman Monarchy Reflection Questions
Early Roman Republic Reflection Questions

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Integrated Performance Assessment: To Be a Roman		
Learning Target:	**Relevance:**	**Success Criteria:**
• Students can define and translate common Latin Vocabulary within the context of a Latin text • Students can identify and translate independent and dependent clauses in the context of Latin sentences	**Real-world connection:** • Students are translating short unabridged Latin texts **Student interest:** • Fulfills the objective of the course	• Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation)
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: Unit Skill Quest / IPA "To Be a Roman"		

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

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

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

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Curriculum

Units: 1-6

Year 3

All Languages

World Language

Southington High School

Chinese, French, Italian, Latin, 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

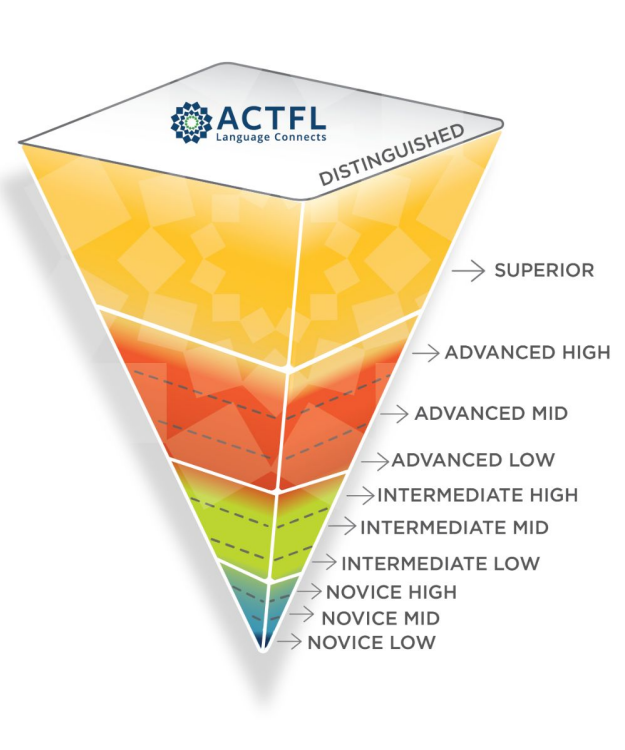
Intermediate Low =
year 2 ACC
Year 3 ACA

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- order change
Year 3-Unit 1:
Contemporary Life

Intermediate Low/Mid Proficiency Level

Students can communicate about their good and bad habits as a student in the present tense; give advice to a friend about how to be a better student using appropriate expressions; and express how to prepare for higher education and life beyond high school in the US and in the target language culture .

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Presentational Writing Mode:

Goal: To compare the school system in the United States and target culture.

Role: Yourself

Audience: Classmates/teacher

Situation: Using your knowledge of the school systems in the United States and target language culture, explain the differences and give suggestions and advice on how to succeed to a foreign student coming to study in the US.

Product Performance and Purpose: Individually, students will create a brochure, slide show, or infographic that explains the differences between the school systems and offers suggestions and advice for success.

Standards and Criteria for Success:

- Include important information about the school systems
- Create a visual = brochure, slide show, infographic
- Give suggestions and advice for success using expressions taught in class

PBA

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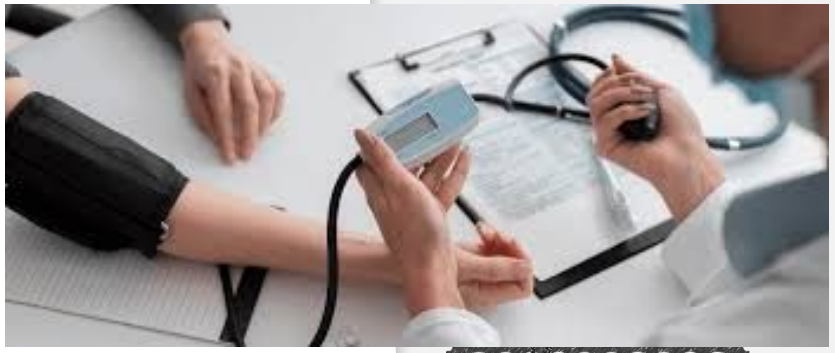
Year 3-Unit 2: Global Challenges



Intermediate Low/Mid Proficiency Level

Students can use health related vocabulary to have a conversation about health related issues; give health related advice; make cultural comparisons between medical practices in the US and target language culture.

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PBA

Presentational speaking Mode:
Goal: Students will record a commercial promoting a medication from the target language culture.
Role: Writer/director/producer/actor for a commercial about a target language medicine
Audience: television audience (classmates)
Situation: You are working for a pharmaceutical company and must create an advertisement to promote the sale of the new medication.
Product Performance and Purpose: You will write a script and then film a short video commercial.
Standards and Criteria for Success:
Students will use:

- the verb 'to hurt' to express pain.
- At least 3 affirmative commands
- At least 3 body parts
- At least 3 symptoms
- At least 3 possible side effects
- At least 2 advantages of the medicine
- At least 2 reactions

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Year 3-Unit 3:
Science & Technology

Intermediate Low/Mid Proficiency Level

Students can discuss social media use in a variety of tenses; explain the advantages and disadvantages of technology; discuss the impact of technology on everyday life.

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PBA

Presentational writing mode:
Goal: Students will write about their cell phone usage and then complete a variety of challenges to analyze and evaluate their usage and at the end have a discussion with classmates about what they learned.
Role: yourself
Audience: Teacher and classmates
Situation: Students choose 3 challenges to participate in. They make predictions about their own technology use, create goals and then reflect on their progress toward those goals.
Product Performance and Purpose: Students complete reflection prompts about their technology usage in the target language and their progress toward their goals. They write about what changes they will make in the coming days to their technology use.
Standards and Criteria for Success:
Students will:

- Use the present tense to make predictions about their cell phone usage.
- Use the past tense to describe what they did during the challenge.
- Give their reactions or feelings about the challenge in the present tense.
- Make goals and give advice based on the results of the challenge.
- Write a reflection paper according to a set of prompts.

Year 3-Unit 4:
Families & Communities

Intermediate Low/Mid Proficiency Level

Students can discuss what they were like as a child and what their childhood was like; describe childhood games and compare them to the target culture children's games.

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Presentational writing mode:

PBA

Goal: Make a photo album that highlights and describes your childhood

Role: Yourself

Audience: Your classmates

Situation: You have been asked to share information and photos from your childhood with your World Language class

Product Performance and Purpose: Students will use the imperfect tense to share about their childhood. Students will also gain a better understanding of their classmates' childhoods.

Standards and Criteria for Success:

- Must include **8 pictures** from their childhood, along with a detailed caption for each photo
- Captions should be **several sentences** in length and include:
  - a variety of **verbs** in the imperfect tense.
  - a variety of **time and frequency expressions** used with the imperfect tense.
  - a variety of childhood unit **vocabulary.**
- Must demonstrate creativity and purposeful design.

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Pre Approved- order changed
Year 3-Unit 5: Beauty & Aesthetics

Intermediate Low/Mid Proficiency Level

Students can communicate about various forms of art and its meaning and impact on the community; communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives; give examples of how art transforms a community.

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Presentational Writing and Speaking Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.

Standards and Criteria for Success:

Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity:

- objects in the background
- location of selfie
- clothing
- if you choose to wear makeup or not
- your facial expression
- the filters that help best express who you are as a person.

PBA

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Year 3 - Unit 6
Personal & Public Identities

Intermediate Low/Mid Proficiency Level

Students can interpret culturally significant legends and fables to identify parts of a story and retell events in the past tense. Students can identify the different parts of a story. Students can compare and contrast legends and stories from their own culture to legends from target culture.

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Goal: Students will write an original story or ending to a story connected to target language culture. Students show understanding of the cultural legend, storytelling elements and using past tenses.

Audience: classmates

Situation: Students share an extension of the cultural legend.

Product Performance and Purpose:

Students demonstrate the ability to **tell a story in the past** as well as incorporate information from the reading. Students read their story to the class.

Standards and Criteria for Success:

Students will:

→ Write a story between **150 and 200 words**.

→ Write a story with **accurate** information about characters as well as background information from the previously read chapters

→ Include vocabulary from the unit including vocabulary related to *target language story* and sequencing and time expressions

→ demonstrate a high degree of accuracy of **narration**

→ When reading the story, be **engaging** and **entertaining**. Including sound effects, props, and audience interaction.

PBA

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Year 3 - Unit 1 Latin
Global Challenges

Intermediate Low/Mid Proficiency Level

Students can identify participles in Latin text and translate Latin passages involving participles (all uses). They can discuss and explain the importance of the Trojan War saga. They can discuss and explain Roman leisure activities and compare them with their own modern leisure activities.

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PBA

PBA: Formal Translation

- **Goal:** Students can compose a grammatically accurate English translation of the Latin stories “Stop, Thief!” and “Bathing At Home”
- **Role:** Student
- **Audience:** Teacher
- **Situation:** Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts.
- **Product/Performance/Purpose:**A rough draft and a final draft of a story translation.
- **Standards and Criteria for Success:** Students will accurately translate participles and participle phrases/ablative absolutes

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Year 3 - Unit 2 Latin
Science & Technology

Intermediate Low/Mid Proficiency Level

Students can identify and translate Latin sentences and texts involving indirect statements. They can discuss and explain the importance of the Trojan War and the events that lead to the end of the war. They can discuss and explain the subculture of piracy and ransom in the ancient world. They can compare Roman sporting competitions to modern sporting competitions.

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PBA

PBA: Formal Translation

- **Goal:** Students can compose a grammatically accurate English translation of the Latin stories “A Rainy Day” and “A Reminder for Cornelius”
- **Role:** Student
- **Audience:** Teacher
- **Situation:** Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts.
- **Product/Performance/Purpose:** A rough draft and a final draft of a story translation.
- **Standards and Criteria for Success:** Students will accurately translate participles and participle phrases/ablative absolutes

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Year 3 - Unit 3 Latin

Families & Communities

Intermediate Low/Mid Proficiency Level

Students can identify and parse subjunctive mood verbs and identify and translate clauses with the subjunctive. They discuss and explain the Trojan War and the experiences of the heroes of the Trojan War. They can discuss the different social expectations for adult Roman men and women. They can compare and contrast Roman weddings to modern wedding ceremonies.

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PBA

PBA: Formal Translation

- **Goal:** Students can compose a grammatically accurate English translation of the Latin story “Joy and Sadness”
- **Role:** Student
- **Audience:** Teacher
- **Situation:** Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts.
- **Product/Performance/Purpose:** A rough draft and a final draft of a story translation.
- **Standards and Criteria for Success:** Students will accurately translate sentences containing grammatical elements which use Subjunctive Mood verbs.

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Year 3 - Unit 4 Latin
Ancient Life

Intermediate Low/Mid Proficiency Level

Students can identify and translate clauses, large grammatical elements, and paragraphs in Latin from fiction and non fiction texts. They can discuss and explain the importance of the founding of Rome as well as the circumstances around the founding of Rome, the Roman Monarchy, and the early Roman Republic.

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PBA

PBA: Latin 3 Final Translation

- **Goal:** Students will translate a complete Latin story individually
  - Either *The Wedding of Cato and Marcia* or *Pliny (the Younger)'s Letter to Marcellinus*
- **Role:** student
- **Audience:** teacher
- **Situation:** Students will translate a full Latin story (from start to finish) by themselves. Stories will be different/differentiated (with a component of student choice).
- **Product/Performance/Purpose:** A completed translation of a full Latin story.
- **Standards and Criteria for Success:** Students will accurately Latin sentences in a cohesive story narrative.

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 b.

AGENDA REPORTING FORM

Agenda Topic: SHS World Language Year 4 – REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) - First Reading.

Summary of Issue: SHS World Language Year 4 – REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS World Language Year 4 – REVISED Curriculum (Spanish, French, Italian, Chinese, Latin) – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit 1 Overview	
Unit Title:	Contemporary Life
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes **Cultures:** Interact with cultural competence and understanding **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence **Communities:** Communicate and interact with cultural competence in order to participate in

multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **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 that…* ● strengths and weaknesses can help dictate finding what job is right for you as well as how you work best ● bilingualism improves job marketability ● the job application process reflects a country's values about work ● other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture ● different cultures have different norms about formal communication

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Why is it important to know your strengths and weaknesses? How can this help in the workforce? ● How does knowing a second-language impact your job marketability? ● How does the job application process differ in target language countries? ● How do work practices compare in target language countries? ● What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture? ● How does formal communication differ among cultures?

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…	Students can…
● the strengths and weaknesses that contribute to a person's identity ● the similarities and differences between the workforce in different countries ● how to write a resume in the target culture format ● how to seek employment in target culture ● proper forms of etiquette for job interviewing in the target culture ● formal letter writing in the target culture ● vocabulary associated with jobs .	● express who they are and what are their strengths and weaknesses ● express ideas about what types of jobs interest / don't interest them ● interpret authentic articles and videos about the workforce and employment in Spanish speaking countries ● discuss the products, practices and perspectives about employment and applying for a job in a Spanish speaking country and the US ● use formal communication ● speak in present and past tenses. ● Speak in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning
Performance Tasks

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

Presentational Writing Mode: Writing
Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.
Role: A representative of a company
Audience: Applicant (a classmate)
Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.
Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA
Standards and Criteria for Success:
Include:
- Job
- Description and responsibilities
- Why should they work here
- Requirements- experience, degree, necessary skills
- Hours, salary, benefits
- At least three aspects of target culture
- Contact information

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

4ACC Anuncio de trabajo
4ACA Anuncio de trabajo

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?
Intermediate Mid Intermediate Low Communication 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.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Quizlet practice Language lab activities and conversations Weekly journal entries IPA: Interpretive task: article related to job interviews Interpersonal task: job fair (in class gallery walk) Presentational task: Personal statement to a company

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can • Understand their strengths and weaknesses can help	**Real-world connected:** • Students will choose jobs that interest them	**Students can:** • Describe their strengths and weaknesses and others

dictate finding what job is right for you as well as how you best work	based on their personality. **Student interest:** ● Students will be able to describe why specific jobs are better suited for them based on their results.	● Communicate their personality and how it connects with a job they may or may not be interested in ● Identify the importance of knowing this information

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

Formative:
Prueba de personalidad - parte de escribir
Prueba de personalidad- prep & prueba H
Prueba de personalidad - estaciones de escritura
Prueba de personalidad

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.

Investigate workplace practices and job announcements

Learning Target:	Relevance:	Success Criteria:
Students can: ● Understand that bilingualism improves job marketability ● Interpret job announcements in the target language ● Compare work practices and perspectives about work, leisure, and customs ● Understand the role culture plays on work practices and perspectives	**Real-world relevance:** ● Students will compare and contrast work practices in their culture to Spanish speaking countries. ● Students will engage in conversations about bilingualism and how it improves job marketability.	**Students can:** ● Identify the various parts of an authentic job announcement in a graphic organizer ● Compare and contrast the similarities and differences of workplace practices ● Create a job announcement that will be used later in the job fair

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

Formative:

Búsqueda: Puestos de trabajo
Ejemplos de anuncios

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.		
Create a CV for a job in a Spanish speaking country		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: • Present their related job and educational experiences in complete sentences • Communicate in the past tense about their experiences • Communicate with the appropriate vocabulary about job experiences • Use the culturally appropriate format to create a resume	**Real-world connected:** • Students interpret and use resumes and CVs to understand the country's workplace values. • Students create a CV that represents workplace values and their own personal strengths.	**Students can:** • Create a CV that represents workplace values / practices. • Identify what they might need to do / be able to do for a specific job • Use vocabulary, present and past tenses.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Overview CV comparison** **CV ejemplos hispanos** **4 review of YO form preterite to describe past experiences** **Summative:** Requerimientos - C.V. 4H Requerimientos - C.V. 4CCP		

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.		
Identify differences between formal and informal communication in the target language.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can:	**Real-world connected:**	**Students can:**

• Identify when to use the formal 'you' and conjugate correctly when communicating with it. • Use related vocabulary for formal communication • Understand how different cultures have different norms about formal communication	• When people communicate across cultures, formal and informal language is used differently in different situations.	• Classify phrases as formal or informal • Identify which interlocutors require formal language and which require informal language

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

Summative:
prueba lenguaje formal

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

IPA - Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret an authentic text about applying for a job in the target culture • Engage in conversations using formal and informal language correctly as well as other related vocabulary from the unit. • Present their opinion about the job opportunity based on the conversations.	**Real-world relevance:** • Students will participate in job interviews using tips they learned from their interpretive tasks.	**Students can:** • Identify a main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from context from the text and make inferences. • Ask and answer questions for personal information and related job experiences • Engage in conversations using the present and past tense to talk about their experiences • Write an email with formal language and

		related vocabulary from the unit.

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

Summative:
- **Interpretive task S4 U1 IPA 7 tips**
- **4H IPA Unit 1 Feria de empleo**
- **Article U1 IPA 7 tips**
- **la feria - resultados y evaluación durante.docx**
- **S4U1 IPA writing**
- **Feria de empleo Prep + checklist**

Rubrics:
- Intermediate Mid

Intermediate Low
Communication Rubric

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

- **U1 4ACC** / **U1 4ACA - Dow slides**
- **Learning cards Spanish 4 ACC Unit 1 = slides on dates 9/4- 10/23**

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	
Grade Level/Course:	Intermediate Mid and Intermediate Low Year 4
Length/Dates:	4-5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about conscious consumerism and reflect on their current buying habits as well as identify areas where they will improve their buying habits.

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 various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● Who produces our food and clothes ● That consumers are responsible for knowing how what they are buying impacts the world around them. ● How fair trade impacts workers and their community, environment, and the consumers. ● Environmental impact of buying local or from smaller brands vs. mass produced/commercial brands

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What do you consider when looking for food or clothes to buy? • What is your responsibility as a consumer? • How do your buying habits impact you as the consumer? the environment? The workers making your products?

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: • How their buying habits impact the consumer and the environment • The benefits of supporting local businesses, fair trade products and sustainable clothes shopping • Vocabulary related to conscious consumerism. • How to express and defend their opinions • How to express future actions related to their buying habits.	Students can: • Use the future tense • Recognize and identify word families ie. producir-producido-producto. • Incorporate new vocabulary into their speaking and writing related to being a conscious consumer. • Interpret authentic articles and videos about consumerism: supporting local business, fair trade, sustainable clothes shopping. • Speak and write in simple and complex phrases. • Maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing Task: **Goal**: While researching the destination for the upcoming school trip, you discovered an excursion

centered on ecotourism and/or responsible consumer practices that would meaningfully enhance the study abroad experience. You reached out to the department leader via email to request an extension of the trip by one day in order to include this additional activity. In response, she asked you to prepare a formal proposal that she can present to the Board of Education for approval.

Role: Students

Audience: Department Leader & BOE

Situation: Write your proposal to department leader/BOE. It must be paragraph length and at least 10 sentences.

Product/Performance/Purpose Include:

- A short description of the ecotourism or conscious consumerism excursion
  - What's it called, Where is it located, How much does it cost, Etc.
  - Examples: visiting local artisans, hands on conservation activities, tours of local eco conscious facilities (olive oil, coffee etc)
- A list of things you will do at the excursion
  - At least 5 Future tense verbs
- An explanation of how this excursion connects to the theme and other excursions on the itinerary
- An explanation of how this activity connects to what you learned about responsible consumerism this year.

Standards and Criteria for Success:

- Students' speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

Resources

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

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

IL Proficiency Rubric Intermediate Low ACA

Intermediate Mid (ACC)

Comments

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice: Quizlet, Gimkit, Duolingo, etc. Verb of the day practice with target vocabulary and tenses Language lab activities and conversations IPA: Interpretive task: Researching a sustainable brand Interpersonal task: Discussion about sustainable brands Presentational task: Explanation of their brand and comparison to another not sustainable brand

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Intro to unit vocab activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use target vocabulary to talk about their consumer habits, the impact of shopping locally and global trends in consumerism • Identify local businesses in our community	• Global relevance • Real-world connected	**Students can:** • Use verbs, adjectives, and nouns that are related word families correctly • Recognize and use basic fruits and vegetable vocabulary and clothing vocabulary
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Stations vocab activities Vocab quiz		

Activity/Task #2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Buying locally		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Talk about the benefits of buying locally. • Talk about the impact buy locally has on the community and the environment.	• Global relevance • Real-world connected	**Students can:** • Identify fruits and vegetables and their season • Use the future tense to talk about how buying locally will impact themselves and their community
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Language lab grade - presentation with pictures / worksheet with questions Interpretive activity with infographics Reading with social media post for día de comercio local		

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.		
Fairtrade		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Research Fair trade business in the target culture • Analyze the impact of their consumer habits on the environment and others	• Global relevance • Real-world connected	**Students can:** • Identify practices of Fair Trade businesses. • Write about how they will change their habits related to buying products.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative presentation with questions Follow up writing - how will you change your habits? (buying fair trade related)		

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.

Fast fashion vs. sustainable fashion		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Talk about their buying habits • Identify the pros and cons of fast fashion vs sustainable fashion • Analyze and explain the impact how FF and SF impact the environment, TL community, and the buyer.	• Global relevance • Real-world connected	**Students can:** • Use the future tense to talk about how they will improve their habits • Use the future tense to talk about future impacts of switching to sustainable practices.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Talk about their buying habits Infographic - identify the impacts of fast fashion/slow fashion How will you change your habits (clothing related) Listening Activity- El cementerio de ropa La ropa tradicional de Perú (moda sostenible)		

Activity/Task #5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
IPA- Researching a sustainable brand		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • research a sustainable brand • explain and defend their brand • Compare their brand with another not sustainable	• Global relevance • Real-world connected	**Students can:** • Identify main ideas of a sustainable brand • Present information about their brand • Respond to questions about their brand • Write about their brand
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
SPA4U2 IPA		

Resources Any materials and resources related to Stage 3 learning activities.
Megan's learning cards- slides for dates 10/23-12/5 U2 4ACC / U2 4ACA - Dow slides

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

Unit 3 Overview	
Unit Title:	Science and Technology
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

Stage 1: Desired Results

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

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

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Creativity Transdisciplinary Goal:** Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● the importance of learning from past innovations and improving upon them in order to meet relevant needs. ● That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment. ● That our actions and the way we innovate impacts other global and local community members, and ourselves.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does technology change over time? ● How can we best prepare for a changing future? ● What impact does/can inventions and innovation have on our local and global 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:	Students can:
● How inventions have adapted to meet global changes/needs. ● What the process of creating a new invention entails. ● Vocabulary related to technology and innovation ● About the various impacts that innovations have on the local and global communities around them. ● How to persuade and express opinions ● How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes	● Use past, present and future tenses in order to narrate and describe ● Use persuasive expressions in order to give their opinions and make an argument. ● Apply knowledge of innovation to create a product that addresses a current global challenge ● Anticipate the impact an innovation will have on a local or global community ● Incorporate vocabulary related to technology and innovation in speech and writing ● Interpret authentic articles and videos about innovation and technology ● Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries. ● Speak and write in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.
- **Role:** Innovator
- **Audience:** Investors (“sharks”) - class peers and teachers
- **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community (Spanish-speaking country).
- **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’
- **Standards and Criteria for Success:**
  - Students’ speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level
  - Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

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

2024-2025 Shark Tank PBA

Example of Shark Tank visual element.pdf

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

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Plan in advance with other Spanish speaking members of the language department/school community to serve as sharks during your class presentations.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice: Quizlet, Gimkit, Duolingo, etc. Language lab activities and conversations

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.
Explore innovation and inventions from pre-hispanic cultures in Meso-America

Learning Target:	**Relevance:**	**Success Criteria:**
Students can: ● Identify contributions of pre-hispanic cultures in Meso-America ● Interpret authentic resources about the Maya and Azteca. ● Describe the origin and evolution of chocolate, the creation of the game Pelota and compare the number and writing	**Global-relevance:** ● Students learn about the indigenous groups that populated Central America before the arrival of the conquistadores.	**Students can:** ● Use fue+fueron + past participles to describe to describe inventions/innovations from the past ● Use the preterite tense to say things that these cultures did related to innovations and inventions ● Use Vocab related to Pre-hispanic cultures

systems of the Aztecs and Maya.		

Assessment

Formative

Culturas Prehispánicas

Los mayas y Aztecas día 2

Historia del chocolate
El juego de la pelota
Jeopardy: civilizaciones prehispánicas

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.

Evolution of technology

Learning Target:	Relevance:	Success Criteria:
Students can: • Describe how different aspects of technology were/are/will be. • Share their opinions on older inventions versus newer inventions.	**Real World Connection:** • Students learn about how technologies differed in the past from the technologies they use and enjoy today.	**Students can:** • Use the past, present, and future tenses to talk about different aspects of technology over time. • Give their opinion on what technology they like better.

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

Formative:

Tecnologia del pasado, presente, y futuro (slides)

Tecnología del pasado, presente, y futuro (worksheets)

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.		
What is innovation?		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Learn how to define innovation and how to think innovatively to improve previous inventions and technologies in order to improve their function or to adapt them into solving complex problems in target cultures.	**Real World Connected:** • Students learn about some different innovations from target cultures through interpretive activities that innovators and inventors created to address real world problems.	**Students can:** • Discuss what innovation is and how it differs from creativity • Design an innovation to address a real world issue from the target culture • Discuss if they would buy certain innovations or inventions using the conditional tense
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: La innovaciór La innovación **https://edpuzzle.com/assignments/677fde708eea9db7055b65bb/watch** **Summative:** **U3 Quiz- vocabulario y gramática**		

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.		
Shark tank interpretive activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: • Interpret episodes of Shark Tank México and get the main ideas about what the product is.	**Real World Connection:** • Students learn about inventions coming out of a popular tv show that is broadcast globally.	**Students can:** • Identify unit vocabulary in reading and videos. • Listen and understand native speakers

• Describe cultural connections between the invention and the culture of the inventor • Identify questions and comments that the sharks may make		

Assessment
Shark tank Introduction activties Martin SharkTank 2025

Activity/Task #5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA - Shark Tank		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Create and pitch an innovation that satisfies a need in an identified field • Discuss and negotiate their product to sell their idea to mock investors	**Real World Connected:** • Students use imagination to create items/service relevant to their lives • Students choose a field of interest that is relevant to their personal interests and future areas of study/employment **Student Interest:** • Students will be able to choose their own field and area of need to create a new invention of their choosing.	**Students can:** • Use past and future time indicators to express past and future events • Describe items and their usage in complete and connected sentences. • Present and discuss their inventions to/with a panel in the target language
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative:		

2022-23 Shark Tank PBA

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.

Megan's learning cards- slides for dates 12/17-2/6
U3 4ACA / U3 4ACC - Dow slides

Unit 4 Overview	
Unit Title:	Families and Communities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	6-8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can discuss, compare, and contrast the similarities and differences of various target cultures as well as stories of people who have migrated. Students can understand the stories of immigrants on a personal level through readings, videos, and personal interviews. Students can identify ways that groups preserve their culture when living in a new country as well as the process of assimilation.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● The reasons behind cultural preservation/cultural assimilation ● Why large groups of immigrants create communities in their new country/home. ● The experience of moving to a new country and facing challenges as you adjust to a new culture, language, etc.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is cultural preservation? ● What is cultural assimilation? ● How are both of these concepts important to the immigrant experience? ● What does home mean? ● What do communities offer large groups of immigrants who come to a new country? ex.Little Havana, Washington Heights, Barrio Latino in New Britain?

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: ● Reasons why people migrate to different countries ● How to connect with other cultures through a personal interview ● Vocabulary related to the family, heritage, and cultural background ● Vocabulary related to the immigrant experience. ● The differences between preterite/imperfect tenses and their conjugations	Students can: ● Interpret and discuss various reasons people migrate to different countries ● Apply knowledge of their cultures in order to compare and contrast with other target language cultures around the world ● Interpret and discuss what it means to be a citizen in the US and target language cultures ● Conduct an interview with a person from another country and reflect on their new learning, connecting it with ideas from class ● Incorporate new vocabulary related to migration ● Interpret authentic articles and videos about innovation and technology ● Discuss the products, practices, and perspectives on migration topics in both the target and L1 countries, in present and past tenses ● Speak and write in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal:** Students will interview a person who migrated from a Spanish-speaking place to the United States (ACC) or any person who has migrated to the United States from another country (ACA).
- **Role:** Student
- **Audience:** Class and Teacher
- **Situation:** You and a partner are conducting an interview to broaden your knowledge of migration to the United States. You will conduct a video interview to gather information about how immigration affects daily life. You will present a post-interview profile with your partner to give the class an explanation of what the person in your interview talked about in their experience. You should also reflect and relate it back to what we have been talking about in class.
- **Product/Performance/Purpose:** Interview a person who migrated from a Spanish-speaking place to gain a better understanding about how migration affects daily life and present on their immigrant's experience, and reflect on their story and how it relates back to your own experiences as well as ideas we have discussed in class.
- **Standards and Criteria for Success:**
    - Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level
    - Students will create a presentation to present their reflection as well as maintain a conversation in response to questions about their interview.

Resources

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

Y4U4 PBA

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

Comments

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

For ACA the interview will be conducted in English with an immigrant from any country, but the post-interview reflection will be conducted in the target language.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice: Quizlet, Gimkit, Duolingo, etc. Language lab activities and conversations Immigration website investigations/jigsaw activities Citizenship website investigations/jigsaw activities IPA: Interpretive task: Article related to immigration (story of a migrant) Interpersonal task: Socratic seminar Presentational task: Reflection on one of the seminar topics that they did not participate in.

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduction, review of essential questions, reasons people migrate		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Brainstorm a list of what ten things they would put in their “suitcase” if they had to suddenly leave their home ● Answer discussion questions about immigration in the U.S. ● View infographics showing data on immigration and communities (diaspora) all over the world and write their takeaways	**Global relevance,** **Real-world connected:** ● Students have a chance to share their prior knowledge on the topic ● Data on immigration is current; students can connect this data to current and historical events, and make interdisciplinary connections ● Activities promote empathy by putting	**Students can:** ● Fill a “suitcase” by drawing and labeling 10 things they would bring with them if they had to migrate ● Express their opinion on immigration in the U.S. ● Make comparisons and inferences regarding immigration data in other countries around the world ● Explain the difference between “migration,”

(what they learned, questions they have, and what surprised them) ● Define the terms “migration,” “emigration,” and “immigration.”	students in the shoes of immigrants	“emigration,” and “immigration”

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

Formative: Interpretive: Voces sin fronter Copy of U4 vocab (sections 3+4) hoja
Summative: Vocabulary Quiz

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

Assimilation / challenges + benefits

Learning Target:	Relevance:	Success Criteria:
Students will: ● Interpret a text about assimilation and culture shock ● Discuss the norms in Southington, in Connecticut and in the United States ● Understand the difference between integration and assimilation ● Compare assimilating to another culture to their personal experiences	**Global relevance,** **Real-world connected,** **Student interest:** ● Students understand the process of assimilation and can compare to their own experience	**Students can:** ● Interpret a text about assimilation and culture shock ● Discuss the norms in Southington, in Connecticut and in the United States ● Understand the difference between integration and assimilation ● Compare assimilating to another culture to their personal experiences

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

Formative: La Historia de Ana La historia de Sofía - preterite or imperfect
Summative: Copy of SPA4U4 PBA- immigration interview

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.

Migration to/from Spanish speaking countries

Learning Target:	Relevance:	Success Criteria:
Students will: • Create questions to ask about the immigrant experience, including 'culture shock' in the new country • Read examples of cultural preservation and cultural assimilation and differentiate between the two	**Global relevance,** **Real-world connected,** **Student interest:** • Students understand the reasons why people immigrate • Students can empathize with the difficulties of immigrating and assimilating to a new culture	**Students can:** • Write various questions that will ask a person who has immigrated • Interpret and summarize authentic stories from migrants from around the world

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

Formative: ¿Preservación o asimilación?
Summative: Vocabulary quiz (given in Canvas platform)

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 how communities of immigrants maintain their culture in their new country and how they assimilate to life in their new country.

Learning Target:	Relevance:	Success Criteria:
Students will: • Read texts and interpreting information about communities of Hispanic people in New York • Understand how groups of people from the same/similar cultural background maintain their cultures, traditions and language	**Real world connection,** **Global relevance:** • Students will have a broader understanding of how immigrants form communities and preserve their cultural heritage	**Students can:** • Make comparisons between the target cultures and their new cultural settings • Describe ways in which communities of immigrants maintain, preserve and celebrate their culture

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

Formative: Edpuzzle: Así celebran los latinos el Thanksgiving en Nueva York

Summative: 4.4 IPA texts/articulos

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		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret an authentic text about a migrant's journey to the U.S. • Discuss the motives, challenges, and benefits for both the migrant and the country. • Compare citizenship in the target culture to citizenship in the U.S.	**Real world connection, Global relevance:** • Students will learn how to empathize with people who immigrated to another country • Students will have a broader understanding of the global immigration process	**Students can:** • Identify a main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from context from the text and make inferences. • Form and defend opinions related to immigration in the target language • Engage in conversations using the present, future and past tenses to talk about their experiences and ideas/opinions • Challenge other opinions and ideas respectfully in order to encourage their peers to think outside the box

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

Summative:

S4U4 IPA presentational and interpersonal

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

Megan's learning cards- Slides 2/10-4/13

U4 4ACC / U4 4ACA - Dow slides

Extension/Modification

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

Unit 5 Overview	
Unit Title:	Personal and Public Identities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	3-4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about historical and/or contemporary figures that have made a lasting impact on the target language culture. They will read and write biographical and autobiographical texts about these figures.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Influential figures shape the culture, values, and history of a society through their actions, ideas, and contributions. • A person's lasting impact is often a result of their unique experiences, personal qualities, and the historical context in which they lived. • Learning about significant figures in a target language culture enhances our appreciation of the language, traditions, and values of its people.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How do influential figures shape the culture and history of a society? ● What characteristics and experiences contribute to a person's lasting impact on their community or the world? ● In what ways can learning about influential figures in a culture deepen our understanding of the target language and its people?

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 contributions of key historical and contemporary figures from the target language culture. ● How cultural, historical, and social contexts influence the lives and legacies of influential individuals. ● Vocabulary related to describing important figures and their contribution in their field. ● How to use various past tenses to narrate accomplishments and important background information about important figures. ● How to conjugate the present perfect and when to use it.	Students can: ● Read and analyze biographical and autobiographical texts in the target language. ● Write a biographical or autobiographical text using appropriate language structures and vocabulary. ● Describe the personality, looks, and life of key figures. ● Discuss and present key details about historical and contemporary figures, demonstrating comprehension and critical thinking using various past tenses

Stage 2: Evidence of Student Learning

Performance Tasks

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

Goal: Students will demonstrate their understanding of a key historical or contemporary figure from the target language culture by researching their life, contributions, and impact. They will apply their language skills in a simulated social setting, showcasing their ability to communicate biographical information and engage in meaningful discussions.

Role: Each student will take on the persona of a historical or contemporary figure from the target language culture. They will embody their chosen figure, speaking and interacting as that person.

Audience: Classmates acting as other historical or contemporary figures, as well as the teacher, who will observe and assess participation.

Situation: Students are attending a formal dinner party where influential figures from the target language culture have gathered. They must introduce themselves, discuss their contributions, and interact with other figures as if they were engaging in real-life conversations.

Product/Performance/Purpose: Students will:

- Prepare a brief introduction in the target language as their chosen figure.
- Engage in conversations with other "historical figures," asking and answering questions about their lives, achievements, and historical impact.
- Use appropriate vocabulary, sentence structures, and cultural references to demonstrate their understanding of the target language and culture.

Standards and Criteria for Success:

- **Content Accuracy:** Research is thorough, and students accurately present key facts about their figure's life and contributions.
- **Language Proficiency:** Students use appropriate vocabulary, grammar, and sentence structures in the target language.
- **Grammar:** Students demonstrate partial control in the past tense. Verbs are mostly accurately conjugated but may use the wrong tense.
- **Engagement & Interaction:** Students actively participate, ask thoughtful questions, and respond appropriately in character.
- **Cultural Understanding:** Students demonstrate an understanding of the historical and cultural significance of their figure through their dialogue and interactions.
- **Presentation & Creativity:** Students effectively embody their historical figure, using tone, gestures, and mannerisms to enhance their performance.

Resources

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

S4U5 PBA (La fiesta de los famosos)

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice: Quizlet, Gimkit, Duolingo, etc. Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Describing characteristics of influential people		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand written and oral descriptions of influential people, including their physical traits, personality, and accomplishments. • Exchange information about an influential person by asking and answering questions about their personality and physical characteristics. • Describe an influential person's physical appearance,	**Real world connected:** • Students need to know this vocabulary to be able to describe people	**Students can:** • Identify key descriptive words to describe physical traits, personality, and achievements of influential people. • Agree adjectives to subjects and nouns in writing and speaking • Use the verb ser in various time frames in all forms in writing and speaking

personality, and contributions in a way that others can understand.		

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

Formative: **Intro a unidad 5**

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

Learning about specific people from the Spanish speaking world that have made a difference or left an impact on their community, industry, or field.

Learning Target:	Relevance:	Success Criteria:
Students will: ● Understand information about influential people from the Spanish-speaking world, including their contributions to their community, industry, or field. ● Ask and answer questions about a person's impact on their community, industry, or field. ● Present basic information about a Spanish-speaking person who has made a difference, explaining why they are important.	**Student interest:** ● Students are interested in these figures.	**Students can:** ● Interpret biographical texts and identify key characteristics and events in the person's life. ● Explain a figure's accomplishments to a partner. ● Use new adjectives to give more advanced descriptions of personality and physical characteristics.

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

Formative:
Summative:

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.

Begin to use the present perfect tense to talk about what current famous people have done/what impact they have had on their community/the world		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Recognize and understand sentences in the present perfect tense that describe what famous people have done and their impact on their community or the world. • Ask and answer questions about what famous people have accomplished using the present perfect tense. • Use the present perfect tense to describe the achievements and influence of famous people in the world today.	• The present perfect is a common verb tense used in daily conversation in all Spanish speaking countries.	**Students can demonstrate:** • Partial control of the present perfect tense • Recognition and use of time expressions that go with the present perfect. • Differentiating present perfect uses with preterite and imperfect tenses.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Summative:**		

Resources Any materials and resources related to Stage 3 learning activities.
[Unit 5 Vocab list] [Megan's learning cards]**- slides for dates 10/23-12/5** **U5 4ACC / U5 4ACA - Dow slides**

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

Unit 6 Overview	
Unit Title:	Beauty and Aesthetics
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about popular music and dance genres from the target language culture and how these styles compare and where they originate. They will also learn about current and popular artists that are topping the charts or participating in famous music festivals and analyze the music and lyrics of their biggest hits.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Music and dance are powerful forms of cultural expression that reflect the history, values, and identity of a society. • Different musical and dance genres have unique characteristics and origins, often influenced by historical and cultural events. • Popular music and artists shape and are shaped by global trends, technology, and cultural exchange. • Music festivals and chart-topping artists provide insight into contemporary culture and the evolving tastes of the target language community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How do music and dance reflect the culture and history of a society? ● What are the origins and characteristics of major music and dance genres in the target language culture? ● How do modern artists influence and represent cultural identity in the target language community? ● How does globalization impact the popularity and evolution of music and dance styles?

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: ● Music and dance related vocabualry. ● The origins, characteristics, and cultural significance of major music and dance genres in the target language culture. ● The role of music and dance in expressing identity, history, and social change. ● Key contemporary artists and their influence on popular music in the target language culture. ● The significance of major music festivals and their impact on cultural exchange and global trends.	Students can: ● Listen to songs and interpret important lyrics with some figurative language. ● Compare and contrast different music and dance genres from the target language culture. ● Analyze the lyrics and themes of popular songs to understand their cultural and historical context. ● Present on a popular artist or music festival, demonstrating understanding of its significance. ● Discuss and express opinions about music and dance using appropriate vocabulary in the target language.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a song's meaning, cultural significance, and artistic elements by interpreting its lyrics and presenting their analysis through performance or visual representation.

Role:
Students will take on the role of music analysts and performers or visual artists, interpreting a song from the target language culture in a creative and meaningful way.

Audience:
Classmates and the teacher, who will evaluate the presentation based on interpretation, creativity, and language use.

Situation:
Students are engaging in a cultural music showcase, where they must analyze and present a song's meaning, origins, and artistic elements through performance or visual interpretation.

Product/Performance/Purpose:
Each student will:

- Choose a song from the target language culture and interpret the meaning of the chorus and at least one verse.
- Select one of two options:
    1. Performance Option: Memorize and lip-sync the lyrics with a choreographed dance that reflects the song's meaning, cultural elements, or musical style.
    2. Visual Interpretation Option: Create an artistic visual representation (e.g., collage, video, or digital artwork) that symbolizes the song's themes and cultural significance.
- Provide a written explanation of their artistic choices, including how they interpreted the lyrics and their cultural relevance.
- Present a spoken explanation (in the target language) to introduce their project and discuss their interpretation.

Standards and Criteria for Success:

- **Interpretation & Analysis:** Students accurately interpret the meaning of the lyrics and explain their significance.
- **Language Proficiency:** Students demonstrate appropriate use of vocabulary and grammar in both written and spoken explanations.
- **Creativity & Expression:** Students effectively convey the song's themes through either performance or visual representation.
- **Cultural Understanding:** Students connect their interpretation to the target language culture, highlighting musical or historical influences.
- **Presentation Quality:** Students clearly articulate their analysis and artistic choices in an engaging manner.

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

S4U6 PBA

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice: Quizlet, Gimkit, Duolingo, etc. Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduce vocab, start talking about music/describing music, start sharing music preferences		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Begin to use vocab to describe music and artists they like • Give their opinions on various songs	**Global relevance,** **Real-world connected,** **Student interest:** • Students will connect to music in their lives and will practice giving their opinions and preferences	**Students can:** • Begin to use vocab to describe music and artists they like • Give their opinions on various songs
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
S4U6 lista de vocabulario		

Intro unit 6
Bop o flop/charlas de musica
Prueba de vocabulario

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.		
Interpretive tasks include reading about different styles of music and origins of music from the target culture.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Students will interpret information about different genres, styles and rhythms of Latin music and dance	• Students listen to music in their daily lives. Students can amplify their taste in listening to music from other cultures and grow to appreciate and understand music they already listen to.	**Students can:** • Read and listen to information about different rhythms and styles of music and dance
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Introducción:Actividades de vocabulario **Los estilos y ritmos latinos más populares/ Leer - los ritmos latinos (updated)** **Summative: Canvas comprehension quiz**		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Listening to a selection of songs representative of the target culture		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Complete listening activities in which they interpret lyrics from target culture artists.	**Real world connection, Global relevance:** • We live in a globalized world where music is shared across cultures. Music evolves to include contemporary influences blended with original rhythms and styles.	**Students can:** • Listen to and interpret a variety of different rhythms and genres.
Assessment List any formative or summative assessments that should be administered within this learning sequence.		

(They can be listed/linked below)

Nuestro Playlist de Clase
Nuestro playlist

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.

Analyzing the songs of Bad Bunny

Learning Target:	Relevance:	Success Criteria:

Students will:
• Listen to and analyze 3 Bad Bunny songs from the album Debí Tirar más Fotos
  ○ La Turista
  ○ Baile inolvidable
  ○ Debí Tirar más fotos
• Will write a review of one of the songs
• Will have group discussions about the songs of Bad Bunny.
	Real world connection, Global relevance:
	• Students must use critical thinking to analyze lyrics and find deeper meanings and connections to TL culture.
		Students can:
		• Interpret Spanish lyrics
		• Connect culture to lyrics
		• Identify the genre and themes
		• Give their opinion about music.
		• Describe music using unit vocabulary.

Assessment

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

Summative: S4U6 IPA

Resourcesyt

Any materials and resources related to Stage 3 learning activities.

Megan's learning cards- slides for dates (tbd)
U6 4ACC / U6 4ACA - Dow slides

Extension/Modification

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

Unit 1 Overview	
Unit Title:	Contemporary Life: Jobs and the workforce
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **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 that…* ● strengths and weaknesses can help dictate finding what job is right for you as well as how you work best ● bilingualism improves job marketability ● the job application process reflects a country's values about work ● other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture ● different cultures have different norms about formal communication

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Why is it important to know your strengths and weaknesses? How can this help in the workforce? ● How does knowing a second-language impact your job marketability? ● How does the job application process differ in target language countries? ● How do work practices compare in target language countries? ● What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture? ● How does formal communication differ among cultures?

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…	Students can…
● the strengths and weaknesses that contribute to a person's identity ● the similarities and differences between the workforce in different countries ● how to write a resume in the target culture format ● how to seek employment in target culture ● proper forms of etiquette for job interviewing in the target culture ● formal letter writing in the target culture ● vocabulary associated with jobs .	● express who they are and what are their strengths and weaknesses ● express ideas about what types of jobs interest / don't interest them ● interpret authentic articles and videos about the workforce and employment in francophone countries ● discuss the products, practices and perspectives about employment and applying for a job in francophone countries and the US ● use formal communication ● speak in present and past tenses. ● speak in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing and Speaking Mode: Writing **Goal:** To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair. **Role:** A representative of a company **Audience:** Applicant (a classmate) **Situation:** You are a representative of a company looking for a candidate in the target culture and you will create a job announcement. **Product Performance and Purpose:** You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA **Standards and Criteria for Success:** Include: ● Job ● Description and responsibilities ● Why should they work here ● Requirements- experience, degree, necessary skills ● Hours, salary, benefits ● At least three aspects of target culture ● Contact information

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Zina'S **Y4- Unité 1 ~ Liste de vocabulaire**

Announces d'emploi - ACC Copy
Copy of FR 4 Annonces de travail
PBA
- ACC version
- ACA version

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Intermediate Mid Intermediate Low Communication 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.
Interpretive vocab quiz Exit tickets Edpuzzle Quizlet practice , duolingo Language lab activities and conversations Weekly journal entries IPA: Interpretive task: article related to job interviews Interpersonal task: job fair (in class gallery walk) Presentational task: Personal statement to a company

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: ● Understand their strengths and weaknesses can help	**Real-world connected:**	**Students can:**

dictate finding what job is right for you as well as how you best work	• Students will choose jobs that interest them based on their personality. **Student interest:** • Students will be able to describe why specific jobs are better suited for them based on their results.	• Describe their strengths and weaknesses and others • Communicate their personality and how it connects with a job they may or may not be interested in • Identify the importance of knowing this information

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

Summative:
Copy of 3- Thème d'écriture
Formative:
Copy of 1- Emplois et caractéristiques et test de personnalité
Copy of 2- Teste de personalité- Exemples
Copie des stations Y4

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.

Investigate workplace practices and job announcements

Learning Target:	Relevance:	Success Criteria:
Students can: • Understand that bilingualism improves job marketability • Interpret job announcements in the target language • Compare work practices and perspectives about work, leisure, and customs • Understand the role culture plays on work practices and perspectives	**Real-world relevance:** • Students will compare and contrast work practices in their culture to francophone culture. • Students will engage in conversations about bilingualism and how it improves job marketability.	**Students can:** • Identify the various parts of an authentic job announcement in a graphic organizer • Compare and contrast the similarities and differences of workplace practices • Create a job announcement that will be used later in the job fair

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

Summative:
PBA- Job announcement
- ACC version

- ACA version

Formative

Les emplois les plus demandés au Canada
Copie de Etes-vous d'accord ?
Les travails qui nous interesse
Les petites annonces- French IV - mercredi et jeudi
Les petites annonces research - pour un emploi
FR4-Graphic organizer Les Metiers

Create a job announcement to be used later in the job fair.

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.

Create a CV for a job in a French speaking country

Learning Target:	Relevance:	Success Criteria:
Students can: • Present their related job and educational experiences in complete sentences • Communicate in the past tense about their experiences • Communicate with the appropriate vocabulary about job experiences • Use the culturally appropriate format to create a resume	**Real-world connected:** • Students interpret and use resumes and CVs to understand the country's workplace values. • Students create a CV that represents workplace values and their own personal strengths.	**Students can:** • Create a CV that represents workplace values / practices. • Identify what they might need to do / be able to do for a specific job • Use vocabulary, present and past tenses.

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

See PBA above
Announces d'emploi - ACC Copy

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.

Identify differences between formal and informal communication in the target language.

Learning Target:	Relevance:	Success Criteria:
Students can:	**Real-world connected:**	**Students can:**

• Identify when to use the formal “you” • Conjugate correctly when communicating with the formal “you” • Use related vocabulary for formal communication. • Understand how different cultures have different norms about formal communication	• When people communicate across cultures, formal and informal language is used differently in different situations.	• Classify phrases as informal or formal. • Identify which interlocutors require formal language.

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

Summative
- ACC version
- ACA version

Formative -
CV- Interpretive reading ACC
Copy of Curriculum Vitae Student work
Edpuzzle
Comment trouver un emploi rapidement - vidéo

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 - Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview**.**

Learning Target:	Relevance:	Success Criteria:
Students can: • Interpret an authentic text about applying for a job in the target culture. • Identify the main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from the context of the text and make inferences • Ask and answer questions for personal information and related job experiences • Engage in conversations using the present and past	**Real-world relevance:** • Students will participate in job interviews using tips they learned from their interpretive tasks.	• Intermediate Low and Intermediate Mid Rubrics

tenses to talk about their own experiences • Engage in conversations using formal and informal language correctly, as well as other related vocabulary from the unit. • Present their opinion about the job opportunity based on the conversation. • Write an email with formal language and vocabulary from the unit.		

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

IPA
Interpretive task on tips for having a job interview:
Copy of French 4 - IPA (interpretive) - Unit 1 - un entretien d'embauche
Interpersonal task participating in a job fair
La foire d'emploi (préparation)
Presentational writing task: Write an email accepting or rejecting the job from the job fair.

- Version ACA
- Version ACC

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

CV- Interpretive reading ACC
Announces d'emploi - ACC Copy
copy d'argent en France- euro
Copy of Curriculum Vitae Student work
Copy of FR 4 Annonces de travail
Announces d'emploi - ACC Copy
La foire d'emploi (préparation)

French 4- Unit 1 Sadji' 23-24

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	
Grade Level/Course:	Intermediate Mid and Intermediate Low Year 4
Length/Dates:	4-5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about conscious consumerism and reflect on their current buying habits as well as identify areas where they will improve their buying habits.

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 various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● Who produces our food and clothes ● That consumers are responsible for knowing how what they are buying impacts the world around them ● How fair trade impacts workers and their community, environment, and the consumers. ● Environmental impact of buying local or from smaller brands vs. mass produced/commercial brands

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What do you consider when looking for food or clothes to buy? • What is your responsibility as a consumer? • How do your buying habits impact you as the consumer? the environment? The workers making your products?

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: • How their buying habits impact the consumer and the environment • The benefits of supporting local businesses, fair trade products and sustainable clothes shopping • Vocabulary related to conscious consumerism • How to express and defend their opinions • How to express future actions related to their buying habits	Students can: • Use the future tense • Recognize and identify word families ie. produrre-prodotto. • Incorporate new vocabulary into their speaking and writing related to being a conscious consumer. • Interpret authentic articles and videos about consumerism: supporting local business, fair trade, sustainable clothes shopping. • Speak and write in simple and complex phrases. • Maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing Task: **Goal**: While researching the destination for the upcoming school trip, you discovered an excursion centered on ecotourism and/or responsible consumer practices that would meaningfully enhance the study abroad experience. You reached out to the department leader via email to request an extension of the trip by one day in order to include this additional activity. In response, she asked you to prepare a formal proposal that she can present to the Board of Education for approval. **Role**: Students

Audience: Department Leader & BOE
Situation: Write your proposal to department leader/BOE. It must be paragraph length and at least 10 sentences.
Product/Performance/Purpose Include:

- A short description of the ecotourism or conscious consumerism excursion
  - What's it called, Where is it located, How much does it cost, Etc.
  - Examples: visiting local artisans, hands on conservation activities, tours of local eco conscious facilities (olive oil, coffee etc)
- A list of things you will do at the excursion
  - At least 5 Future tense verbs
- An explanation of how this excursion connects to the theme and other excursions on the itinerary
- An explanation of how this activity connects to what you learned about responsible consumerism this year.

Standards and Criteria for Success:

- Students' speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

Resources

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

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

IL Proficiency Rubric Intermediate Low ACA

Intermediate Mid (ACC)

Agrotoursime- Intro to the PBA and PBA (Tap 3)

Comments

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

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations IPA: Interpretive task: Researching a sustainable brand Interpersonal task: Discussion about sustainable brands Presentational task: Explanation of their brand and comparison to another not sustainable brand

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Intro to unit vocab activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use target vocabulary to talk about their consumer habits, the impact of shopping locally and global trends in consumerism • Identify local businesses in our community	• Global relevance • Real-world connected	**Students can:** • Use verbs, adjectives, and nouns that are related word families correctly • Recognize and use basic fruits and vegetable vocabulary and clothing vocabulary
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Consommation consciente / critique les types de consommateurs Quiz- Y4 ACC		

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.

Fast fashion vs. sustainable fashion		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Talk about their buying habits • Identify the pros and cons of fast fashion vs sustainable fashion	• Global relevance • Real-world connected	**Students can:** • Use the future tense to talk about how they will improve their habits • Use the future tense to talk about future impacts of switching to sustainable practices. • Identify how buying sustainable fashion will help themselves and the environment
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Copy of Slogan + discussions in class and lab		

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.		
IPA- Researching a sustainable brand		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Identify responsible consumer practices while buying, while using and after using products • Explain how these actions support sustainability • Evaluate how individual choices impact the community and the environment.	• Global relevance • Real-world connected	**Students can:** • use the future tense to describe actions they will take to be responsible consumers • Explain how these actions support the community and project the environment • Compare responsable vs irresponsable habits. • Justify why certain practices are more sustainable.
Assessment List any formative or summative assessments that should be administered within this learning sequence.		

(They can be listed/linked below)
IPA **ACC** **IPA ACA**

Resources

Any materials and resources related to Stage 3 learning activities.

Extension/Modification

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

- Y4 - Unité 2- la Consumérisme Consciente aca
- Y4 - Unité 2- la Consumérisme Consciente acc

Unit 3 Overview	
Unit Title:	Science and Technology
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how innovation has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

Stage 1: Desired Results

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Creativity Transdisciplinary Goal:** Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Understanding the importance of learning from past innovations and improving upon them in order to meet relevant needs. ● That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment. ● That our actions and the way we innovate impacts other global and local community members, and ourselves.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does technology change over time? ● How can we best prepare for a changing future? ● What impact does/can technology have on our local and global 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:	Students can:
● How technology has adapted to meet global changes/needs. ● What the process of creating a new invention entails. ● Vocabulary related to technology and innovation ● About the various impacts that innovations have on the local and global communities around them. ● How to persuade and express opinions ● How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes	● Use past, present and future tenses in order to narrate and describe ● Use persuasive expressions in order to give their opinions and make an argument. ● Apply knowledge of innovation to create a product that addresses a current global challenge ● Anticipate the impact an innovation will have on a local or global community ● Incorporate vocabulary related to technology and innovation in speech and writing ● Interpret authentic articles and videos about innovation and technology ● Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries. ● Speak and write in simple and complex phrases ● Maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product.
- **Role:** Innovator
- **Audience:** Investors (“sharks”) - class peers and teachers
- **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community.
- **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’, and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.
- **Standards and Criteria for Success:**
  - Students’ speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level
  - Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

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

Copy of PBA- Shark Tank- Presentational Speaking

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

Intermediate Mid Intermediate Low

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Plan in advance with other French speaking members of the language department/school community to serve as sharks during your class presentations.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Quizlet/Gimkit practice Language lab activities and conversations Duolingo IPA: Interpretive task: article related to innovation/start ups Interpersonal task: Socratic seminar surrounding innovation and startups Presentational task: presentational writing reflection on innovation, incorporating ideas from the article.

Stage 3: Instructional Design

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Discussing how different professions can change as a result of technological advances.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students Can: ● Identify how jobs have changed over time and how jobs will adapt for future needs ● Understand how technology may change what the job market looks like in future job opportunities	**Real World Connection:** ● Students will be entering the workforce in the near future and it is essential to understand which areas are in demand and which are becoming obsolete	**Students Can:** ● Use job terms in speaking and writing ● Identify job terms in infographics ● Describe the jobs replaced by technology using proper connectors. ● Make predictions as to how jobs will be affected in the future
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
6 métiers qui n'existeront plus dans 20 ans		

- **Devoir- interview les parents**
- **Year 4 unit 2 l'école d'hier et l'école d'aujourdhui**
- **Grammaire- Accord adjectif et verbes Activité**
- **Teacher edition- vocabulaire**
- **French4 - Unit2 vocab practice**

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

Discussing how different fields can change as a result of technological advances

Learning Target:	Relevance:	Success Criteria:
Students Understand: ● How technology has changed over time in various fields and applications	**Real World Connected:** ● Students work with changing technology on a daily basis and can must be able to adapt to the change that they encounter	**Students Can:** ● Discuss how jobs were in the past ● Predict how jobs might be different in the future ● Compare past and future differences in various fields and applications (i.e. education, communication, transportation, etc.)

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

- **L'imparfait (passé) + present + future**
- **les filières - comment sont et comment ils étaient**
- **Révision de grammaire**

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

Discussing how agriculture has/will change as a result of technological advances

Learning Target:	Relevance:	Success Criteria:
Students Understand: ● How agriculture has changed over time and	**Real World Connection:** ● How agriculture is changing and affecting lives	**Students Can:** ● Students can use the imperfect tense to

how agriculture will adapt for future needs ● How technology may change what agriculture looks like in the future		describe what agriculture was like in the past. ● Students can compare agriculture in the past to today's. ● Students can describe the role of agriculture in a changing world.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Copy of Domaine agricole		

Activity/Task #4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Mini presentations that help students prepare for the PBA through the following ways: Practice presenting in front of the class, practice communicating in the past as well as the future tenses. Student groups choose a specific field to research and create a mini presentation explaining the evolution of technology in this field.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students Understand: ● How various fields have changed over time and how they will need to adapt for future needs ● How technology may change what various fields look like in the future	**Real World Connection:** ● The technology used in the past was not the same as it is now. Students will research these differences and give a presentation to the class on how technology in a certain sector has evolved. Students will also want to think about what technology in their given field will be like in the future for their kids.	**Students Can:** ● Use the imperfect tense to describe their specific fields in the past ● Use the future tense to describe their specific fields in the future ● Use the present tense to describe how their fields currently are ● Compare aspects of their field in the past to today's aspects. ● Make predictions on how technology will change their field and what role the new technology will play.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

Department rubrics: Intermediate Mid + Intermediate Low
Copy of Domaine agricole

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

PBA - Shark Tank

Learning Target:	Relevance:	Success Criteria:
Students will: • Create and pitch an innovation that satisfies a need in an identified field • Discuss and negotiate their product to sell their idea to mock investors	**Real World Connected:** • Students use imagination to create items/service relevant to their lives • Students choose a field of interest that is relevant to their personal interests and future areas of study/employment **Student Interest:** • Students will be able to choose their own field and area of need to create a new invention of their choosing.	**Students Can:** • Use past and future time indicators to express past and future events • Describe items and their usage in complete and connected sentences. • Present and discuss their inventions to/with a panel in the target language

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

Summative: **Copy of PBA- Shark Tank- Presentational Speaking**

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

IPA - Startup in France

Interpretive - Article about Startup in France program

Interpersonal - Socratic Seminar

Presentational - Written reflection

Learning Target:	Relevance:	Success Criteria:

Students understand:	Real World Connected:	Students can:
• Interpret a text about a business initiative in France and its impact on both France and new innovators. • Engage in conversations with peers about innovations and technological changes over time • Explain the impact(s) that innovation has both on a country and it ability to flourish as well as an individual and their preparedness for the future	• Students will be able to see how various programs exist that foster innovative ideas and when they graduate they will have a broader understanding of opportunities that may exist for them beyond the United States. • Students in future classes or careers need interpersonal skills where they can sustain a conversation and defend their opinion. • Students can reflect upon the impact that being innovative can have on a community as well as on their own personal life, and use this as potentially a motivating factor for future educational/career path choices	• Identify a main idea, supporting details, and cultural perspective of the authentic text • recognize vocabulary from context from the text and make inferences. • Form and defend opinions related to innovation in the target language • Engage in conversations using the present, future and past tenses to talk about their experiences and ideas/opinions • Challenge other opinions and ideas respectfully in order to encourage their peers to think outside the box

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

Summative

IPA- All parts - Y4 U2- sience and technology **Not done for 2025**

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

French 4 - Unit 2 Sience and technology ZS

Unit 4 Overview	
Unit Title:	Families and Communities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	6-8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss various points of view with respect to reasons people migrate around the world. Students can discuss, compare, and contrast the similarities and differences of various target cultures as well as stories of people who have migrated. Students can understand the stories of immigrants on a personal level through readings, videos, and personal interviews. Students can identify ways that groups preserve their culture when living in a new country as well as the process of assimilation.

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** ● 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. **Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations** ● 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively. ● 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. **Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence** ● 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

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

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

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

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes **Cultures:** Interact with cultural competence and understanding **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence **Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Citizenship Transdisciplinary Goal** Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● The reasons behind cultural preservation/cultural assimilation ● Why large groups of immigrants create communities in their new country/home. ● The experience of moving to a new country and facing challenges as you adjust to a new culture, language, etc.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is cultural preservation? ● What is cultural assimilation? ● How are both of these concepts important to the immigrant experience? ● What does home mean? ● What do communities offer large groups of immigrants who come to a new country?

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: ● Reasons why people migrate to different countries ● How to connect with other cultures through a personal interview ● Vocabulary related to the family, heritage, and cultural background ● Vocabulary related to the immigrant experience. ● The differences between preterite/imperfect tenses and their conjugations	Students can: ● Interpret and discuss various reasons people migrate to different countries ● Apply knowledge of their cultures in order to compare and contrast with other target language cultures around the world ● Interpret and discuss what it means to be a citizen in the US and target language cultures ● Conduct an interview with a person from another country and reflect on their new learning, connecting it with ideas from class ● Incorporate new vocabulary related to migration ● Interpret authentic articles and videos about innovation and technology ● Discuss the products, practices, and perspectives on migration topics in both the target and L1 countries, in present and past tenses ● Speak and write in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
● **Goal:** Students will interview a person who migrated from a French-speaking place to the United States (ACC) or any person who has migrated to the United States from another country (ACA)

- **Role:** Student
- **Audience:** Class and Teacher
- **Situation:** You and a partner are conducting an interview to broaden your knowledge of migration to the United States. You will conduct a video interview to gather information about how immigration affects daily life. You will present a post-interview profile with your partner to give the class an explanation of what the person in your interview talked about in their experience. You should also reflect and relate it back to what we have been talking about in class.
- **Product/Performance/Purpose:** Interview a person who migrated from a French-speaking place to gain a better understanding about how migration affects daily life and present on their immigrant's experience, and reflect on their story and how it relates back to your own experiences as well as ideas we have discussed in class.
- **Standards and Criteria for Success:**
    - Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level
    - Students will create a presentation to present their reflection as well as maintain a conversation in response to questions about their interview.

Resources

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

PBA - Interpersonal Speaking - Immigrant Interview V2

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

Comments

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

For ACA the interview will be conducted in English with an immigrant from any country, but the post-interview reflection will be conducted in the target language.

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle
Quizlet/Gimkit practice, duolingo

Language lab activities and conversations Immigration website investigations/jigsaw activities Citizenship website investigations/jigsaw activities IPA: Interpretive task: article related to immigration (Story of a migrant) Interpersonal task: Socratic seminar Presentational task: Reflection on one of the seminar topics that they did not participate in.

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduction to the unit: review of essential questions, reason people migrate.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Use target vocabulary to talk about immigration and being a part of a community ● Use family member vocabulary to describe the people around them	● **Real World Connection**	**Students can:** - Recognize and use basic vocabulary about immigration - Describe a family tree
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Copie de l'introduction to the Unit- **La famille et la communauté- Vocab Packet**		

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.		
Assimilation/ challenges+ benefits		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● The history about why Algerians immigrated to France during the "grande emigration" and	**Global relevance,** **Real-world connected,** **Student interest:** ● Students understand the reasons why people immigrate	**Students can:** ● interpret a text about assimilation and culture shock ● discuss the norms in Southington, in

their experience when they got there	• Students have a chance to share their prior knowledge on the topic • Data on immigration is current; students can connect this data to current and historical events, and make interdisciplinary connections	Connecticut and in the United States • understand the difference between integration and assimilation • Compare assimilating to another culture to their personal experiences.

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

Copy Histoire de l'émigration

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.

Complete a simulated culture shock activity

Learning Target:	Relevance:	Success Criteria:
Students understand: • The common feelings and experiences an immigrant might have when they arrive to a new country • The difficulty of a language barrier and customs that you may not be privy to	**Real World Connection, Student interest, Global Relevance:** • Students understand the process of assimilation and can compare to their own experience	**Students can:** • Participate in a simulated culture shock activity in another language class. • Describe and discuss their experience with peers • Read an article about the experience of culture shock and connect it to their personal experiences

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

les raisons de l'immeration - Interpretive listening
Questions essentielles

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

PBA- Interview an immigrant		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Ask questions to an immigrant • Understand their experience and narrate what the experience of the immigrant is.	**Global Relevance,** **Real World Connection:** • Students understand the process of assimilation and can compare to their own experience	**Students can:** • Participate in an interview with an immigrant • Describe the experience of an immigrant in French using the past tense • Describe the experience of interviewing a native italian speaker
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Copy of PBA - Presentational Speaking - Immigrant Interview V2		

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 different types of Citizenship		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Compare citizenship in the target culture to citizenship in the U.S. • Understand the process one must undergo to gain citizenship in the USA and in French speaking countries.	**Real world connection,** **Global relevance:** • Students will learn how to empathize with people who immigrated to another country • Students will have a broader understanding of the global immigration process	**Student can:** • Make comparisons between the citizenship laws in the U.S. and the target country. • Identify the advantages and disadvantages of each country's citizenship laws. • Participate in a discussion about what is means to be a citizenship
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Témoignages -		

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		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret an authentic text about a migrant's journey to the U.S. • Discuss the motives, challenges, and benefits of both the migrant and the country. • Compare citizenship in the target language culture to citizenship in the U.S.	**Real world connection, Global relevance:** • Students will learn how to empathize with people who immigrated to another country • Students will have a broader understanding of the global immigration process	**Students can:** • Identify a main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from context from the text and make inferences. • Form and defend opinions related to immigration in the target language • Engage in conversations using the present, future and past tenses to talk about their experiences and ideas/opinions • Challenge other opinions and ideas respectfully in order to encourage their peers to think outside the box

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

Y4 - IPA interpretive (family & community)

- ❑ Socratic séminaire
- ❑ présentational
- ❑ Practice for Socratic Séminaire

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

Year 4- Slides La famille et la communaité
Unité 4 - Families and communities

Unit 5 Overview	
Unit Title:	Personal and Public Identities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	3-4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about historical and/or contemporary figures that have made a lasting impact on the target language culture. They will read and write biographical and autobiographical texts about these figures.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Influential figures shape the culture, values, and history of a society through their actions, ideas, and contributions. • A person's lasting impact is often a result of their unique experiences, personal qualities, and the historical context in which they lived. • Learning about significant figures in a target language culture enhances our appreciation of the language, traditions, and values of its people.

Essential Question(s): These questions are related to the enduring understandings and	• How do influential figures shape the culture and history of a society? • What characteristics and experiences contribute to a person's lasting impact on their community or the world? • In what ways can learning about influential figures in a culture deepen our understanding of the target language and its people?

provide relevance for the learning in the unit.	

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 contributions of key historical and contemporary figures from the target language culture. ● How cultural, historical, and social contexts influence the lives and legacies of influential individuals. ● Vocabulary related to describing important figures and their contribution in their field. ● How to use various past tenses to narrate accomplishments and important background information about important figures.	Students can: ● Read and analyze biographical and autobiographical texts in the target language. ● Write a biographical or autobiographical text using appropriate language structures and vocabulary. ● Describe the personality, looks, and life of key figures. ● Discuss and present key details about historical and contemporary figures, demonstrating comprehension and critical thinking using various past tenses

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a key historical or contemporary figure from the target language culture by researching their life, contributions, and impact. They will apply their language skills in a simulated social setting, showcasing their ability to communicate biographical information and engage in meaningful discussions. **Role:** Each student will take on the persona of a historical or contemporary figure from the target language culture. They will embody their chosen figure, speaking and interacting as that person. **Audience:** Classmates acting as other historical or contemporary figures, as well as the teacher, who will observe and assess participation. **Situation:** Students are attending a formal dinner party where influential figures from the target language culture have gathered. They must introduce themselves, discuss their contributions, and interact with other figures as if they were engaging in real-life conversations. **Product/Performance/Purpose:** Students will: ● Prepare a brief introduction in the target language as their chosen figure.

- Engage in conversations with other “historical figures,” asking and answering questions about their lives, achievements, and historical impact.
- Use appropriate vocabulary, sentence structures, and cultural references to demonstrate their understanding of the target language and culture.

Standards and Criteria for Success:

- **Content Accuracy:** Research is thorough, and students accurately present key facts about their figure’s life and contributions.
- **Language Proficiency:** Students use appropriate vocabulary, grammar, and sentence structures in the target language.
- **Grammar:** Students demonstrate partial control in the past tense. Verbs are mostly accurately conjugated but may use the wrong tense.
- **Engagement & Interaction:** Students actively participate, ask thoughtful questions, and respond appropriately in character.
- **Cultural Understanding:** Students demonstrate an understanding of the historical and cultural significance of their figure through their dialogue and interactions.
- **Presentation & Creativity:** Students effectively embody their historical figure, using tone, gestures, and mannerisms to enhance their performance.

Resources

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

Copy of U5 PBA - ME bag

Evaluative Criteria

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

Students’ speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

Comments

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle

Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations

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.		
Describing characteristics of influential people		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand written and oral descriptions of influential people, including their physical traits, personality, and accomplishments. • Exchange information about an influential person by asking and answering questions about their personality and physical characteristics. • Describe an influential person's physical appearance, personality, and contributions in a way that others can understand.	**Real world connected:** • Students need to know this vocabulary to be able to describe people	**Students can:** • Identify key descriptive words to describe physical traits, personality, and achievements of influential people. • Agree adjectives to subjects and nouns in writing and speaking
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Guess Who **Promenade en galerie**		

Activity/Task #2		
Identifying the importance of the black plague using past tense		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand information about Johannes Gutenberg • Present the most important information about Johannes	**Real world relevance:** • Comparison of this time period with 2020	**Students can:** • Interpret an article about the Johannes Gutenberg describe the important events using the imperfect and preterite

Gutenberg using past tenses to describe what he created and his impact. • Compare that time period to the current time period		• Explain the importance the Renaissance • Compare that time to our current time period
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Copy of LL- persone **Johannes Gutenberg (la renaissance)- Interpretive** **passé composé & imparfait**		

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.		
Identifying the importance of the Renaissance using the imperfect and passé composé		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand information about the Renaissance • Present the most important information about the Renaissance • Use the past tenses to describe the events of the Renaissance • Compare that time period to the current time period	**Real world relevance:** • Comparison of this time period with 2020	**Students can:** • Interpret an article about the Renaissance and important figures and describe the important events using the imperfect and preterite • Compare the that time to our current time period
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Johannes Gutenberg (la renaissance)- Interpretive **Unit 5 slides- Year 4 Personal and Public Identities**		

Unit 6 Overview	
Unit Title:	Beauty and Aesthetics
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about popular music and dance genres from the target language culture and how these styles compare and where they originate. They will also learn about current and popular artists that are topping the charts or participating in famous music festivals and analyze the music and lyrics of their biggest hits.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Music and dance are powerful forms of cultural expression that reflect the history, values, and identity of a society. • Different musical and dance genres have unique characteristics and origins, often influenced by historical and cultural events. • Popular music and artists shape and are shaped by global trends, technology, and cultural exchange. • Music festivals and chart-topping artists provide insight into contemporary culture and the evolving tastes of the target language community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for	• How do music and dance reflect the culture and history of a society? • What are the origins and characteristics of major music and dance genres in the target language culture? • How do modern artists influence and represent cultural identity in the target language community?

the learning in the unit.	• How does globalization impact the popularity and evolution of music and dance styles?

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 present subjunctive forms of high frequency verbs and music related verbs. • Music and dance related vocabualry. • The origins, characteristics, and cultural significance of major music and dance genres in the target language culture. • The role of music and dance in expressing identity, history, and social change. • Key contemporary artists and their influence on popular music in the target language culture. • The significance of major music festivals and their impact on cultural exchange and global trends.	Students can: • Listen to songs and interpret important lyrics with some figurative language. • Use the subjunctive to give commands or make requests. • Compare and contrast different music and dance genres from the target language culture. • Analyze the lyrics and themes of popular songs to understand their cultural and historical context. • Present on a popular artist or music festival, demonstrating understanding of its significance. • Discuss and express opinions about music and dance using appropriate vocabulary in the target language.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a song's meaning, cultural significance, and artistic elements by interpreting its lyrics and presenting their analysis through performance or visual representation. **Role:** Students will take on the role of music analysts and performers or visual artists, interpreting a song from the target language culture in a creative and meaningful way. **Audience:** Classmates and the teacher, who will evaluate the presentation based on interpretation, creativity, and language use. **Situation:** Students are engaging in a cultural music showcase, where they must analyze and present a song's meaning, origins, and artistic elements through performance or visual interpretation.

Product/Performance/Purpose:
Each student will:

- Choose a song from the target language culture and interpret the meaning of the chorus and at least one verse.
- Select one of two options:
    1. Performance Option: Memorize and lip-sync the lyrics with a choreographed dance that reflects the song's meaning, cultural elements, or musical style.
    2. Visual Interpretation Option: Create an artistic visual representation (e.g., collage, video, or digital artwork) that symbolizes the song's themes and cultural significance.
- Provide a written explanation of their artistic choices, including how they interpreted the lyrics and their cultural relevance.
- Present a spoken explanation (in the target language) to introduce their project and discuss their interpretation.

Standards and Criteria for Success:

- **Interpretation & Analysis:** Students accurately interpret the meaning of the lyrics and explain their significance.
- **Language Proficiency:** Students demonstrate appropriate use of vocabulary and grammar in both written and spoken explanations.
- **Creativity & Expression:** Students effectively convey the song's themes through either performance or visual representation.
- **Cultural Understanding:** Students connect their interpretation to the target language culture, highlighting musical or historical influences.
- **Presentation Quality:** Students clearly articulate their analysis and artistic choices in an engaging manner.

Resources

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

PBA - ACC& ACA- Music festival PBA

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

Comments

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduce vocab, start talking about music/describing music, start sharing music preferences		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Begin to use vocab to describe music and artists they like • Give their opinions on various songs	**Global relevance,** **Real-world connected,** **Student interest:** • Students will connect to music in their lives and will practice giving their opinions and preferences	**Students can:** • Begin to use vocab to describe music and artists they like • Give their opinions on various songs
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
La musique- vocabulaire Expresiones **chanson que j'aime- présentationa** **La musique (Enquête)** **Questions & discussion sur la musique** **compétition de chansons - choisissez la meilleure chanson** **Quiz- lelaguage figuré.docx**		

Activity/Task #2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Interpretive about Sanremo and listening to current songs from Sanremo		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret information about a dance called can can , how it works and	• Students read about the dance and watch a videos and give their opinion	**Students can:** • Read and listen to information about the dance called can can

what is its cultural connection • Give their opinions using the vocabulary about the dance	• Students understand that music and dance is connected to the culture	• Use their vocab to describe their opinions on songs and dance

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

Le dansetraditionnelle français- Can-Can
Copy of language Figuré

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.

Analyzing songs

Learning Target:	Relevance:	Success Criteria:
Students will: • Listen to and analyze songs • Use figurative language to analyze the lyrics of songs • Will have group discussions about the songs	**Real world connection, Global relevance:** • Students must use critical thinking to analyze lyrics and find deeper meanings and connections to TL culture.	**Students can:** • Interpret Italian lyrics • Connect culture to lyrics • Identify the genre and themes • Give their opinion about music. • Describe music using unit vocabulary. • Use figurative language to analyze it

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

Formative:

Summative:
1. ACC version **Copy of language Figuré**
2. ACA version

Unit 6 slides - Y4- Unité 6 la musique

Unit 1 Overview	
Unit Title:	Contemporary Life: Jobs and the workforce
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes **Cultures:** Interact with cultural competence and understanding **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence **Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **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 that…* ● strengths and weaknesses can help dictate finding what job is right for you as well as how you work best ● bilingualism improves job marketability ● the job application process reflects a country's values about work ● other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture ● different cultures have different norms about formal communication

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Why is it important to know your strengths and weaknesses? How can this help in the workforce? ● How does knowing a second-language impact your job marketability? ● How does the job application process differ in target language countries? ● How do work practices compare in target language countries? ● What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture? ● How does formal communication differ among cultures?

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 strengths and weaknesses that contribute to a person's identity ● the similarities and differences between the workforce in different countries ● how to address and write a formal letter seeking employment in target language ● how to seek employment in target culture ● proper forms of etiquette for job interviewing in the target culture ● formal letter writing in the target culture	Students can… ● express who they are and what are their strengths and weaknesses ● express ideas about what types of jobs interest / don't interest them ● interpret authentic articles and videos about the workforce and employment in Italy ● discuss the products, practices and perspectives about employment and applying for a job in Italy and the US ● use formal communication ● speak in present and past tenses. ● speak simple and complex phrases

• vocabulary associated with jobs	• maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing **Goal:** To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair. **Role:** A representative of a company **Audience:** Applicant (a classmate) **Situation:** You are a representative of a company looking for a candidate in the target culture and you will create a job announcement. **Product Performance and Purpose:** You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA **Standards and Criteria for Success:** Include: • Job • Description and responsibilities • Why should they work here • Requirements- experience, degree, necessary skills • Hours, salary, benefits • At least three aspects of target culture • Contact information

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Annuncio del lavoro ECE- PBA **Annuncio di lavoro- MEDICO PER UO OCULISTICA (CHIRURGIA) 2023**

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Intermediate Mid Intermediate Low Requisiti del Curriculum Vitae Communication 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.
Interpretive vocab quiz Exit tickets

Edpuzzle Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations Weekly journal entries IPA: Interpretive task: article related to job interviews Interpersonal task: job fair (in class gallery walk) Presentational task: Personal statement to a company Presentational task: job announcement

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: ● Understand their strengths and weaknesses can help dictate finding what job is right for you as well as how you best work	**Real-world connected:** ● Students will choose jobs that interest them based on their personality. **Student interest:** ● Students will be able to describe why specific jobs are better suited for them based on their results.	**Students can:** ● Describe their strengths and weaknesses and others ● Communicate their personality and how it connects with a job they may or may not be interested in ● Identify the importance of knowing this information
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: **3- Tema di scrittura** **Formative:** 1- Lavori e caratteristiche & il test della personalita' 2- Test della personalità- esempi 4- Stazioni della scrittura		

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.		
Investigate workplace practices and job announcements		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: • Understand bilingualism improves job marketability • Interpret job announcements in the target language • Compare work practices and perspectives about work, leisure, and customs • Understand the role culture plays on work practices and perspectives	**Real-world relevance:** • Students will compare and contrast work practices in their culture to Italy. • Students will engage in conversations about bilingualism and how it improves job marketability.	**Students can:** • Identify the various parts of an authentic job announcement in a graphic organizer • Compare and contrast the similarities and differences of workplace practices • Create a job announcement that will be used later in the job fair
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative- **Annuncio del lavoro ECE- PBA** **Annuncio di lavoro- MEDICO PER UO OCULISTICA (CHIRURGIA) 2023** **Formative-** **Lavori che ci interessano** **Teacher Unità 1 ~ Elenco del lessico** **Sei d'accordo?** **2020: quale sarà il lavoro più richiesto** **Mestieri in Italia** **Soldi** **Attivita' - l'annuncio del lavoro** **Annuncio del lavoro** **Edpuzzle- 5 enormi differenze sul lavoro**		

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.		
Create a CV for a job in Italy		
Learning Target:	**Relevance:**	**Success Criteria:**

Students will:	Real-world connected:	Students can:
● Present their related job and educational experiences in complete sentences ● Communicate in the past tense about their experiences ● Communicate with the appropriate vocabulary about job experiences. ● Use the culturally appropriate format to create a resume.	● Students interpret and use resumes and CV to understand the country's workplace values. ● Students create a CV that represents workplace values and their own personal strengths.	● Create a CV that represents workplace values / practices. ● Identify what they might need to do / be able to do for a specific job ● Use vocabulary, present and past tenses.

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

Summative:
Requisiti del Curriculum Vitae
Formative:
Curriculum Vitae Student work
Esempio: CV Elisa
Esempio: Resume School Counselor English

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.

Identify differences between formal communication and how to use it correctly

Learning Target:	Relevance:	Success Criteria:
Students can: ● Identify when to use the formal "you" and conjugate correctly when communicating with it. ● Use related vocabulary for formal communication ● Understand how different cultures have different norms about formal communication.	**Real-world connected:** ● When people communicate across cultures, formal and informal language is used differently in different situations.	**Students can:** ● Classify phrases as formal or informal ● Identify which interlocutors require formal language and which require informal language.

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

Formative -

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
IPA- Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Interpret an authentic text about applying for a job in the target culture ● Identify a main idea, supporting details, and cultural perspective of the authentic text ● Recognize vocabulary from context from the text and make inferences. ● Ask and answer questions for personal information and related job experiences ● Engage in conversations using the present and past tense to talk about their experiences ● Engage in conversations using formal and informal language correctly as well as other related vocabulary from the unit. ● Present their opinion about the job opportunity based on the conversations. ● Write an email with formal language and related vocabulary from the unit.	**Real-world relevance:** ● Students will participate in job interviews using tips they learned from their interpretive tasks.	● Intermediate low/mid rubrics

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

(They can be listed/linked below)

Summative:

- **IPA Interpretativa- Articolo**
- **IPA Interpretativa- Risposte**
- **IPA- Interpretativa (ascoltare)**
- **Pratica nel laboratorio per IPA**
- **Presentazione- Fiera del lavoro**
- **Fiera del lavoro- foglio per studenti**
- **IPA Modalita di Presentazione**

Resources

Any materials and resources related to Stage 3 learning activities.

- **3- Tema di scrittura**
- 1- Lavori e caratteristiche & il test della personalita'
- 2- Test della personalità- esempi
- 4- Stazioni della scrittura
- **Lavori che ci interessano**
- **Teacher Unità 1 ~ Elenco del lessico**
- **Sei d'accordo?**
- **2020: quale sarà il lavoro più richiesto**
- **Mestieri in Italia**
- **Soldi**
- **Attivita' - l'annuncio del lavoro**
- **Annuncio del lavoro**

Edpuzzle- 5 enormi differenze sul lavoro

- **Requisiti del Curriculum Vitae**
- **Curriculum Vitae Student work**
- **Esempio: CV Elisa**
- **Esempio: Resume School Counselor English**
- **IPA Interpretativa- Articolo**
- **IPA Interpretativa- Risposte**
- **IPA- Interpretativa (ascoltare)**
- **Pratica nel laboratorio per IPA**
- **Presentazione- Fiera del lavoro**
- **Fiera del lavoro- foglio per studenti**
- **IPA Modalita di Presentazione**

- **2023-2024- 4 ECE - Settembre**
- **2023-2024 4ECE- ottobre**

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	
Grade Level/Course:	Intermediate Mid and Intermediate Low Year 4
Length/Dates:	4-5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about conscious consumerism and reflect on their current buying habits as well as identify areas where they will improve their buying habits.

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 various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● Who produces our food and clothes ● That consumers are responsible for knowing how what they are buying impacts the world around them ● How fair trade impacts workers and their community, environment, and the consumers. ● Environmental impact of buying local or from smaller brands vs. mass produced/commercial brands

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What do you consider when looking for food or clothes to buy? • What is your responsibility as a consumer? • How do your buying habits impact you as the consumer? the environment? The workers making your products?

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: • How their buying habits impact the consumer and the environment • The benefits of supporting local businesses, fair trade products and sustainable clothes shopping • Vocabulary related to conscious consumerism • How to express and defend their opinions • How to express future actions related to their buying habits	Students can: • Use the future tense • Recognize and identify word families ie. produrre-prodotto. • Incorporate new vocabulary into their speaking and writing related to being a conscious consumer. • Interpret authentic articles and videos about consumerism: supporting local business, fair trade, sustainable clothes shopping. • Speak and write in simple and complex phrases. • Maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing Task: **Goal**: While researching the destination for the upcoming school trip, you discovered an excursion centered on ecotourism and/or responsible consumer practices that would meaningfully enhance the study abroad experience. You reached out to the department leader via email to request an extension of the trip by one day in order to include this additional activity. In response, she asked you to prepare a formal proposal that she can present to the Board of Education for approval. **Role**: Students

Audience: Department Leader & BOE

Situation: Write your proposal to department leader/BOE. It must be paragraph length and at least 10 sentences.

Product/Performance/Purpose Include:

- A short description of the ecotourism or conscious consumerism excursion
  - What's it called, Where is it located, How much does it cost, Etc.
  - Examples: visiting local artisans, hands on conservation activities, tours of local eco conscious facilities (olive oil, coffee etc)
- A list of things you will do at the excursion
  - At least 5 Future tense verbs
- An explanation of how this excursion connects to the theme and other excursions on the itinerary
- An explanation of how this activity connects to what you learned about responsible consumerism this year.

Standards and Criteria for Success:

- Students' speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

Resources

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

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

IL Proficiency Rubric Intermediate Low ACA

Intermediate Mid (ACC)

Comments

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets Edpuzzle Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations IPA: Interpretive task: Researching a sustainable brand Interpersonal task: Discussion about sustainable brands Presentational task: Explanation of their brand and comparison to another not sustainable brand

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Intro to unit vocab activities		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use target vocabulary to talk about their consumer habits, the impact of shopping locally and global trends in consumerism • Identify local businesses in our community	• Global relevance • Real-world connected	**Students can:** • Use verbs, adjectives, and nouns that are related word families correctly • Recognize and use basic fruits and vegetable vocabulary and clothing vocabulary
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Appunti- Sfide Globali Descrivi le foto al laboratorio linguistico Laboratorio linguistico		

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.		
Buying locally		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will:	• Global relevance • Real-world connected	**Students can:**

• Talk about the benefits of buying locally. • Talk about the impact buy locally has on the community and the environment.		• Identify fruits and vegetables and their season • Use the future tense to talk about how buying locally will impact themselves and their community

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

Commercio locale e alimenti di stagione

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.

Made in Italy

Learning Target:	Relevance:	Success Criteria:
Students will: • Research Made in Italy business in the target culture • Analyze the impact of their consumer habits on the environment and others	• Global relevance • Real-world connected	**Students can:** • Identify practices of Made in Italy • Identify the benefits of buying Made in Italy products

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

Nuovo- Made in Italy

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.

Fast fashion vs. sustainable fashion

Learning Target:	Relevance:	Success Criteria:
Students will: • Talk about their buying habits	• Global relevance • Real-world connected	**Students can:** • Use the future tense to talk about how they will improve their habits

• Identify the pros and cons of fast fashion vs sustainable fashion		• Use the future tense to talk about future impacts of switching to sustainable practices. • Identify how buying sustainable fashion will help themselves and the environment

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

- Fast Fashion
- Jigsaw: Fast fashion vs slow fashion: la moda etico-sostenibile
- Scrittura- Dopo aver imparato di essere consumo critico…

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

IPA- Researching a sustainable brand

Learning Target:	Relevance:	Success Criteria:
Students will: • Research a sustainable brand • Explain and defend their brand • Compare their brand with another not sustainable	• Global relevance • Real-world connected	**Students can:** • Use the future tense to talk about how buying this brand will help the community and the environment • Respond to questions about their brand • Describe the benefits and sustainability of their brand • Compare their brand to other brands

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

- IPA Sfide Globali ECE

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

- **2024-2025 4ECE Novembre**
- **2024-2025- 4ECE Dicembre**

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

Unit 3 Overview	
Unit Title:	Science and Technology
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

Stage 1: Desired Results

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence **Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Creativity Transdisciplinary Goal:** Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand…* ● the importance of learning from past innovations and improving upon them in order to meet relevant needs. ● That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment. ● That our actions and the way we innovate impacts other global and local community members, and ourselves.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does technology change over time? ● How can we best prepare for a changing future? ● What impact does/can inventions/innovations have on our local and global 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: ● How inventions have adapted to meet global changes/needs. ● What the process of creating a new invention entails. ● Vocabulary related to technology and innovation ● About the various impacts that innovations have on the local and global communities around them. ● How to persuade and express opinions ● How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes	Students can: ● Use past, present and future tenses in order to narrate and describe ● Use persuasive expressions in order to give their opinions and make an argument. ● Apply knowledge of innovation to create a product that addresses a current global challenge ● Anticipate the impact an innovation will have on a local or global community ● Incorporate vocabulary related to technology and innovation in speech and writing ● Interpret authentic articles and videos about innovation and technology ● Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries. ● Speak and write in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Speaking: ● **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product. ● **Role:** Innovator ● **Audience:** Investors (“sharks”) - class peers and teachers ● **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community. ● **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’ ● **Standards and Criteria for Success:** - Students’ speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level - Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.
PBA- Shark Tank- Presentational Speaking

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

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Plan in advance with other Italian speaking members of the language department/school community to serve as sharks during your class presentations.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Discussing how different fields can change as a result of technological advances		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: • Identify how technology has changed over time in various fields and applications • Discuss technology may change what different fields look like in the future	**Real World Connected:** • Students work with changing technology on a daily basis and can must be able to adapt to the change that they encounter	**Students can:** • Use the imperfect tense to describe what different field were like in the past • Predict how jobs might be different in the future • Compare past and future differences in various fields and applications (i.e. education,

		communication, transportation, etc.)

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

Tecnologia nel passato
Prova del lessico- ECE

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.

Evolution of Technology

Learning Target:	Relevance:	Success Criteria:
Students can: • Identify important innovators and what they innovated from Italy and the US	**Real World Connection:** • Students will be identifying the contributions from innovators and inventions from the past	**Students can:** • Decide which innovation and invention were most important from the past • Compare the inventions from the past • Use the past tense to describe what happened

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

I 10 inventori italiani più famosi della storia
Tecnologia nel passato

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

Discussing how agriculture has/will change as a result of technological advances

Learning Target:	Relevance:	Success Criteria:
Students can: • Identify how agriculture has changed over time and how agriculture will adapt for future needs • Discuss how technology may change what	**Real World Connection:** • How agriculture is changing and affecting lives	**Students can:** • Use the imperfect tense to describe what agriculture was like in the past. • Compare agriculture in the past to today's.

agriculture looks like in the future		• Describe the role of agriculture in a changing world.

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

Campo Agricolo
Serra idroponica- video

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

Shark tank interpretive activities

Learning Target:	Relevance:	Success Criteria:
Students can: • Interpret episodes of Shark Tank México and get the main ideas about what the product is. • Describe cultural connections between the invention and the culture of the inventor • Identify questions and comments that the sharks may make	**Real World Connection:** • Students learn about inventions coming out of a popular tv show that is broadcast globally.	**Students can:** • Identify unit vocabulary in reading and videos. • Listen and understand native speakers

Assessment

Presentazione di Shark Tank

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

PBA - Shark Tank

Learning Target:	Relevance:	Success Criteria:
Students can: • Create and pitch an innovation that satisfies a need in an identified field	**Real World Connected:** • Students use imagination to create items/service relevant to their lives	**Students can:** • Use past and future time indicators to express past and future events

• Discuss and negotiate their product to sell their idea to mock investors	• Students choose a field of interest that is relevant to their personal interests and future areas of study/employment **Student Interest:** • Students will be able to choose their own field and area of need to create a new invention of their choosing.	• Describe items and their usage in complete and connected sentences. • Present and discuss their inventions to/with a panel in the target language
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: PBA- Shark Tank- Presentational Speaking		

Resources Any materials and resources related to Stage 3 learning activities.
4ECE- 2025 Gennaio **2024-2025- 4ECE Dicembre**

Unit 4 Overview	
Unit Title:	Families and Communities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	6-8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss various points of view with respect to reasons people migrate around the world. Students can discuss, compare, and contrast the similarities and differences of various target cultures as well as stories of people who have migrated. Students can understand the stories of immigrants on a personal level through readings, videos, and personal interviews. Students can identify ways that groups preserve their culture when living in a new country as well as the process of assimilation.

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** ● 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. **Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations** ● 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively. ● 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. **Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence** ● 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● The reasons behind cultural preservation/cultural assimilation ● Why large groups of immigrants create communities in their new country/home. ● The experience of moving to a new country and facing challenges as you adjust to a new culture, language, etc.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is cultural preservation? ● What is cultural assimilation? ● How are both of these concepts important to the immigrant experience? ● What does home mean?

	• What do communities offer large groups of immigrants who come to a new country?

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: • Reasons why people migrate to different countries • How to connect with other cultures through a personal interview • Vocabulary related to the family, heritage, and cultural background • Vocabulary related to the immigrant experience. • The differences between preterite/imperfect tenses and their conjugations	Students can: • Interpret and discuss various reasons people migrate to different countries • Apply knowledge of their cultures in order to compare and contrast with other target language cultures around the world • Interpret and discuss what it means to be a citizen in the US and target language cultures • Conduct an interview with a person from another country and reflect on their new learning, connecting it with ideas from class • Incorporate new vocabulary related to migration • Interpret authentic articles and videos about innovation and technology • Discuss the products, practices, and perspectives on migration topics in both the target and L1 countries, in present and past tenses • Speak and write in simple and complex phrases • maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning
Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
• **Goal:** Students will interview a person who migrated from a French-speaking place to the United States (ACC) or any person who has migrated to the United States from another country (ACA) • **Role:** Student • **Audience:** Class and Teacher • **Situation:** You and a partner are conducting an interview to broaden your knowledge of migration to the United States. You will conduct a video interview to gather information about how immigration affects daily life. You will present a post-interview profile with your partner to give the class an explanation of what the person in your interview talked about in their experience. You should also reflect and relate it back to what we have been talking about in class.

- **Product/Performance/Purpose:** Interview a person who migrated from a French-speaking place to gain a better understanding about how migration affects daily life and present on their immigrant's experience, and reflect on their story and how it relates back to your own experiences as well as ideas we have discussed in class.
- **Standards and Criteria for Success:**
- Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level
- Students will create a presentation to present their reflection as well as maintain a conversation in response to questions about their interview.

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

PBA - Presentational Speaking - Immigrant Interview V2

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

Students' speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice(blooket, quizlet practice, duolingo, gimkit etc)
Language lab activities and conversations
Immigration website investigations/jigsaw activities
Citizenship website investigations/jigsaw activities

IPA:
Interpretive task: Testimonial discussing the comparison between two cultures
Interpersonal task: Fishbowl on different topics regarding assimilation and cultural preservation
Presentational task: Reflection about their experience as if they lived in Italy for a year

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduction to the unit- vocabulary		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Use target vocabulary to talk about immigration and being a part of a community ● Use family member vocabulary to describe the people around them	**Real World Connection**	**Students can:** ● Recognize and use basic vocabulary about immigration ● Describe a family tree
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Domande & lessico ECE **Headsup**		

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.		
Emigration from Italy to US		
Learning Target:	**Relevance:**	**Success Criteria:**
Students understand: ● The history about why Italians immigrated to the US during the grand emigration and their experience when they got here	**Real World Connection, Global Relevance:** ● Students understand the reasons why people immigrate ● Students have a chance to share their prior knowledge on the topic ● Data on immigration is current; students can connect this data to current and historical events, and make	**Students can:** ● Read about the experience of Italians who arrived in America ● Use vocabulary to describe the experience

	interdisciplinary connections	

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

Storia dell'emigrazione italiana
Pregiudizi

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.

Complete a simulated culture shock activity

Learning Target:	Relevance:	Success Criteria:
Students understand: • The common feelings and experiences an immigrant might have when they arrive to a new country • The difficulty of a language barrier and customs that you may not be privy to	**Real World Connection, Student Interest, Global Relevance:** • Students understand the process of assimilation and can compare to their own experience	**Students can:** • Participate in a simulated culture shock activity in another language class. • Describe and discuss their experience with peers • Read an article about the experience of culture shock and connect it to their personal experiences

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

Migrazioni e Shock culturale
Esperimento dello shock culturale

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.

Testimonials

Learning Target:	Relevance:	Success Criteria:
Students will: • Understand stories about immigrants to who move to Italy	**Global relevance, Real-world connected:** • Students will have a broader understanding	**Students can:** • Read stories about immigrants

• Identify the reasons on why people move and their experience when they arrive	of the global immigration process	• Describe why people might immigrate using the past tense

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

Testimonianze

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.

Identify products of cultural preservation

Learning Target:	Relevance:	Success Criteria:
Students will: • Identify products of culture preservation by watching a video and researching specific neighborhoods • Identify the reasons why these products are important to a culture and the community they are in	**Global Relevance, Real World Connection:** • Students will have a broader understanding of the global immigration process	**Students can:** • Research a neighborhood and describe what it offers to members of the community • Describe the importance of these products to everyone who participates

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

Little Italy
Immagini

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

PBA- Interview an immigrant

Learning Target:	Relevance:	Success Criteria:
Students will: • Ask questions to an immigrant • Understand their experience and narrate	**Global Relevance, Real World Connection:** • Students understand the process of assimilation	**Students can:** • Participate in an interview with an immigrant

what the experience of the immigrant is.	and can compare to their own experience	• Describe the experience of an immigrant in Italian using the past tense • Describe the experience of interviewing a native Italian speaker

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

PBA - Presentational Speaking - Immigrant Interview V2

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

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret an authentic text about cultural products that are important for their culture • What it means to feel 'between two cultures' • Discuss the experience of an immigrant and their focus on preserving and assimilating into cultures	**Global Relevance, Real World Connection:** • Students will learn how to empathize with people who immigrated to another country • Students will have a broader understanding of the global immigration process	• Intermediate mid / high rubric

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

IPA- ECE- Dal Veneto al Canada: la storia di "Due veronesi a Toronto"
Pratica- Dal Veneto al Canada: la storia di "Due veronesi a Toronto"

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

Slides: 2026- febbraio 4ECE 2025- Marzo 4ECE

Unit 5 Overview	
Unit Title:	Personal and Public Identities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	3-4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about historical and/or contemporary figures that have made a lasting impact on the target language culture. They will read and write biographical and autobiographical texts about these figures.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Influential figures shape the culture, values, and history of a society through their actions, ideas, and contributions. • A person's lasting impact is often a result of their unique experiences, personal qualities, and the historical context in which they lived. • Learning about significant figures in a target language culture enhances our appreciation of the language, traditions, and values of its people.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for	• How do influential figures shape the culture and history of a society? • What characteristics and experiences contribute to a person's lasting impact on their community or the world? • In what ways can learning about influential figures in a culture deepen our understanding of the target language and its people?

the learning in the unit.	

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 contributions of key historical and contemporary figures from the target language culture. ● How cultural, historical, and social contexts influence the lives and legacies of influential individuals. ● Vocabulary related to describing important figures and their contribution in their field. ● How to use various past tenses to narrate accomplishments and important background information about important figures.	Students can: ● Read and analyze biographical and autobiographical texts in the target language. ● Write a biographical or autobiographical text using appropriate language structures and vocabulary. ● Describe the personality, looks, and life of key figures. ● Discuss and present key details about historical and contemporary figures, demonstrating comprehension and critical thinking using various past tenses

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a key historical or contemporary figure from the target language culture by researching their life, contributions, and impact. They will apply their language skills in a simulated social setting, showcasing their ability to communicate biographical information and engage in meaningful discussions. **Role:** Each student will take on the persona of a historical or contemporary figure from the target language culture. They will embody their chosen figure, speaking and interacting as that person. **Audience:** Classmates acting as other historical or contemporary figures, as well as the teacher, who will observe and assess participation. **Situation:** Students are attending a formal dinner party where influential figures from the target language culture have gathered. They must introduce themselves, discuss their contributions, and interact with other figures as if they were engaging in real-life conversations. **Product/Performance/Purpose:** Students will: ● Prepare a brief introduction in the target language as their chosen figure.

- Engage in conversations with other “historical figures,” asking and answering questions about their lives, achievements, and historical impact.
- Use appropriate vocabulary, sentence structures, and cultural references to demonstrate their understanding of the target language and culture.

Standards and Criteria for Success:

- **Content Accuracy:** Research is thorough, and students accurately present key facts about their figure’s life and contributions.
- **Language Proficiency:** Students use appropriate vocabulary, grammar, and sentence structures in the target language.
- **Grammar:** Students demonstrate partial control in the past tense. Verbs are mostly accurately conjugated but may use the wrong tense.
- **Engagement & Interaction:** Students actively participate, ask thoughtful questions, and respond appropriately in character.
- **Cultural Understanding:** Students demonstrate an understanding of the historical and cultural significance of their figure through their dialogue and interactions.
- **Presentation & Creativity:** Students effectively embody their historical figure, using tone, gestures, and mannerisms to enhance their performance.

Resources

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

Festa del Rinascimento

Evaluative Criteria

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

Students’ speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

Comments

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice(blooket, quizlet practice, duolingo, gimkit etc)
Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Describing characteristics of influential people		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand written and oral descriptions of influential people, including their physical traits, personality, and accomplishments. • Exchange information about an influential person by asking and answering questions about their personality and physical characteristics. • Describe an influential person's physical appearance, personality, and contributions in a way that others can understand.	**Real world connected:** • Students need to know this vocabulary to be able to describe people	**Students can:** • Identify key descriptive words to describe physical traits, personality, and achievements of influential people. • Agree adjectives to subjects and nouns in writing and speaking
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Indovina chi? **Passeggiata di galleria**		

Activity/Task #2		
Identifying the importance of the black plague using past tense		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Understand information about Black Plague	**Real world relevance:** • Comparison of this time period with 2020	**Students can:** • Interpret an article about the Black Plague and describe the important

• Present the most important information about the Black Plague • Use the past tenses to describe the events of the Black Plague • Compare that time period to the current time period		events using the imperfect and preterite • Explain the importance of the Black Plague for the Renaissance • Compare the that time to our current time period

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

La peste
Student- P.P./PR vs IMP helpful sheet

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.

Identifying the importance of the Renaissance using the imperfect and passato prossimo

Learning Target:	Relevance:	Success Criteria:
Students will: • Understand information about the Renaissance • Present the most important information about the Renaissance • Use the past tenses to describe the events of the Renaissance • Compare that time period to the current time period	**Real world relevance:** • Comparison of this time period with 2020	**Students can:** • Interpret an article about the Renaissance and important figures and describe the important events using the imperfect and preterite • Compare the that time to our current time period

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

Petrarca Passato Remoto v Imperfetto
Rinascimento

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

2024/25- 4ECE- aprile/maggio

Unit 6 Overview	
Unit Title:	Beauty and Aesthetics
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about popular music and dance genres from the target language culture and how these styles compare and where they originate. They will also learn about current and popular artists that are topping the charts or participating in famous music festivals and analyze the music and lyrics of their biggest hits.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Music and dance are powerful forms of cultural expression that reflect the history, values, and identity of a society. • Different musical and dance genres have unique characteristics and origins, often influenced by historical and cultural events. • Popular music and artists shape and are shaped by global trends, technology, and cultural exchange. • Music festivals and chart-topping artists provide insight into contemporary culture and the evolving tastes of the target language community.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for	• How do music and dance reflect the culture and history of a society? • What are the origins and characteristics of major music and dance genres in the target language culture? • How do modern artists influence and represent cultural identity in the target language community?

the learning in the unit.	● How does globalization impact the popularity and evolution of music and dance styles?

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 present subjunctive forms of high frequency verbs and music related verbs. ● Music and dance related vocabualry. ● The origins, characteristics, and cultural significance of major music and dance genres in the target language culture. ● The role of music and dance in expressing identity, history, and social change. ● Key contemporary artists and their influence on popular music in the target language culture. ● The significance of major music festivals and their impact on cultural exchange and global trends.	Students can: ● Listen to songs and interpret important lyrics with some figurative language. ● Use the subjunctive to give commands or make requests. ● Compare and contrast different music and dance genres from the target language culture. ● Analyze the lyrics and themes of popular songs to understand their cultural and historical context. ● Present on a popular artist or music festival, demonstrating understanding of its significance. ● Discuss and express opinions about music and dance using appropriate vocabulary in the target language.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a song's meaning, cultural significance, and artistic elements by interpreting its lyrics and presenting their analysis through performance or visual representation. **Role:** Students will take on the role of music analysts and performers or visual artists, interpreting a song from the target language culture in a creative and meaningful way. **Audience:** Classmates and the teacher, who will evaluate the presentation based on interpretation, creativity, and language use.

Situation:
Students are engaging in a cultural music showcase, where they must analyze and present a song's meaning, origins, and artistic elements through performance or visual interpretation.

Product/Performance/Purpose:
Each student will:

- Choose a song from the target language culture and interpret the meaning of the chorus and at least one verse.
- Select one of two options:
    1. Performance Option: Memorize and lip-sync the lyrics with a choreographed dance that reflects the song's meaning, cultural elements, or musical style.
    2. Visual Interpretation Option: Create an artistic visual representation (e.g., collage, video, or digital artwork) that symbolizes the song's themes and cultural significance.
- Provide a written explanation of their artistic choices, including how they interpreted the lyrics and their cultural relevance.
- Present a spoken explanation (in the target language) to introduce their project and discuss their interpretation.

Standards and Criteria for Success:

- **Interpretation & Analysis:** Students accurately interpret the meaning of the lyrics and explain their significance.
- **Language Proficiency:** Students demonstrate appropriate use of vocabulary and grammar in both written and spoken explanations.
- **Creativity & Expression:** Students effectively convey the song's themes through either performance or visual representation.
- **Cultural Understanding:** Students connect their interpretation to the target language culture, highlighting musical or historical influences.
- **Presentation Quality:** Students clearly articulate their analysis and artistic choices in an engaging manner.

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

PBA- Musica

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice(blooket, quizlet practice, duolingo, gimkit etc) Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduce vocab, start talking about music/describing music, start sharing music preferences		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Begin to use vocab to describe music and artists they like • Give their opinions on various songs	**Global relevance,** **Real-world connected,** **Student interest:** • Students will connect to music in their lives and will practice giving their opinions and preferences	**Students can:** • Begin to use vocab to describe music and artists they like • Give their opinions on various songs
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Lessico 2025- musica **Scaletta di musica** **Temi della chiacchierata** **Prova del lessico- la musica**		

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.		
Interpretive about Sanremo and listening to current songs from Sanremo		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret information about Sanremo, how it	• Students listen to music in their daily lives and give their opinion on songs that	**Students can:** • Read and listen to information about Sanremo

works and what is the cultural connection • Give their opinions using the vocabulary about the songs from Sanremo in a bracket	• Students understand music is connected to the culture	• Use their vocab to describe their opinions on songs

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

Fascia di Sanremo 2025
Sanremo 2025

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.

Analyzing songs

Learning Target:	Relevance:	Success Criteria:
Students will: • Listen to and analyze songs • Use figurative language to analyze the lyrics of songs • Will have group discussions about the songs	**Real world connection, Global relevance:** • Students must use critical thinking to analyze lyrics and find deeper meanings and connections to TL culture.	**Students can:** • Interpret Italian lyrics • Connect culture to lyrics • Identify the genre and themes • Give their opinion about music. • Describe music using unit vocabulary. • Use figurative language to analyze it

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

Formative:
Esempi di linguaggio figurato
Linguaggio Figurato
IPA Pratica- 4ACA

Summative: **IPA Interpretativa- B&A**
IPA Interpretativa- B&A

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

2024/25- 4ECE- aprile/maggio

Chinese Year 4: Unit 1- contemporary life

Unit 1 Overview	
Unit Title:	Contemporary Life Year 4: jobs and the workforce
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes **Cultures**: Interact with cultural competence and understanding **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence **Communities**: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **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 that…* ● strengths and weaknesses can help dictate finding what job is right for you as well as how you work best ● bilingualism improves job marketability ● the job application process reflects a country's values about work ● other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture ● different cultures have different norms about formal communication

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Why is it important to know your strengths and weaknesses? How can this help in the workforce? ● How does knowing a second-language impact your job marketability? ● How does the job application process differ in target language countries? ● How do work practices compare in target language countries? ● What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture? ● How does formal communication differ among cultures?

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 strengths and weaknesses that contribute to a person's identity ● the similarities and differences between the workforce in different countries ● how to write a resume in the target culture format ● how to seek employment in target culture ● proper forms of etiquette for job interviewing in the target culture ● formal letter writing in the target culture ● vocabulary associated with jobs .	Students can… ● express who they are and what are their strengths and weaknesses ● express ideas about what types of jobs interest / don't interest them ● interpret authentic articles and videos about the workforce and employment in Chinese speaking countries ● discuss the products, practices and perspectives about employment and applying for a job in a Chinese speaking country and the US ● use formal communication ● speak in present and past tenses. ● Speak in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>PBA: Presentational Writing and Speaking Mode: Writing</u> **<u>Goal:</u>** To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair. **<u>Role:</u>** A representative of a company **<u>Audience:</u>** Applicant (a classmate) **<u>Situation:</u>** You are a representative of a company looking for a candidate in the target culture and you will create a job announcement. **<u>Product Performance and Purpose:</u>** You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA **<u>Standards and Criteria for Success:</u>** Include: ● Job ● Description and responsibilities ● Why should they work here ● Requirements- experience, degree, necessary skills ● Hours, salary, benefits ● At least three aspects of target culture ● Contact information

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
工作职位 **Copy of 中文四 job post wrtiting** 工作职位例子： **https://drive.google.com/drive/folders/1zoGB848prUC9HMiqHGQtlQJBWHKlHa0z**

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Intermediate Mid Intermediate Low Copy of 中文四 简历 做笔记.docx Communication Rubric 中文四 resume 简历要求 中文四 IPA resume IPA：interpretive(video), speaking (job fair), writing (reflection and letter to the interviewer)

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Nonlinguistic representations of vocabulary - Frayer Model Graphic organizers (see links in learning target section) Conferencing & setting goals - journal entries Summarizing and notetaking Identifying similarities & differences; categorizing Cooperative/collaborative activities Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice - quizlet, blooket, duolingo Language lab activities and conversations Interpretive vocab quiz Exit tickets Quizlet practice Language lab activities and conversations Weekly journal entries IPA: Interpretive task: article related to job interviews Interpersonal task: job fair (in class gallery walk) Presentational task: acceptance/rejection email

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.

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students use Chinese to explain a familiar term using circumlocution.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students understand ● Use prior knowledge to explain a familiar term	**Real-world connected:** ● Students will use any familiar words to explain another term that they may need in job interviews. **Student interest:** ● Students will be able to describe a word in their life	**Students can** ● Use sentence starters to explain a familiar term. ● Use sentences to explain what their jobs are like.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **circumlocution** 常用语 person B (person A)		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce		
Learning Target:	**Relevance:**	**Success Criteria:**
Students understand ● their strengths and weaknesses can help dictate finding what job is right for you as well as how you best work	**Real-world connected:** ● Students will choose jobs that interest them based on their personality. **Student interest:**	**Students can** ● Describe their strengths and weaknesses and others ● Communicate their personality and how it connects with a job they

	• Students will be able to describe why specific jobs are better suited for them based on their results.	may or may not be interested in • Identify the importance of knowing this information

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

Summative:
性格测试 中文四
性格测试写作

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.

Investigate workplace practices and job announcements

Learning Target:	Relevance:	Success Criteria:
Students understand/can • Bilingualism improves job marketability • Interpret job announcements in the target language • Compare work practices and perspectives about work, leisure, and customs • Understand the role culture plays on work practices and perspectives	**Real-world relevance** • Students will compare and contrast work practices in their culture to Chinese speaking countries. • Students will engage in conversations about bilingualism and how it improves job marketability.	**Students can** • Identify the various parts of an authentic job announcement in a graphic organizer • Compare and contrast the similarities and differences of workplace practices • Create a job announcement that will be used later in the job fair

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

Formative-
中国和美国的高薪职位
老板和领导者的区别
喜欢的工作练习 **discussion.docx**
中国 工作 有用的 证书**.docx**
中文四：求职网站 练习

Speaking practice: 中文四：工作需要什么？ **speech**

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.		
Analyzing CVs for interviews		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can • Interpret the CV examples • Identify key information about a person's experience through their CVs.	**Real-world connected:** • Students interpret and use resumes and CV to understand the country's workplace values.	**Students can** • Find relevant information about a person's interview. • identify what they might need to do / be able to do for a specific job • use vocabulary, present and past tenses.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Summative: **CV examples**: https://drive.google.com/drive/folders/15Ze9c7-YeDeusLs4WRE5CAqqEFIj-2cD?usp=sharing **CV take notes**: 中文四 简历 做笔记**.docx**		

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.		
Create a CV for a job in China		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can • Present their related job and educational experiences in complete sentences • Communicate in the past tense about their experiences • Communicate with the appropriate vocabulary about job experiences.	**Real-world connected:** • Students create a CV that represents workplace values and their own personal strengths.	**Students can** • create a CV that represents workplace values / practices. • identify what they might need to do / be able to do for a specific job • use vocabulary, present and past tenses to discuss their work experiences.

• Use the culturally appropriate format to create a resume.		

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

Summative:
中文四 **PBA resume** 简历要求

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

IPA - Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	Relevance:	Success Criteria:
Students can • Interpret an authentic text about applying for a job in the target culture • Identify a main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from context from the text and make inferences. • Ask and answer questions for personal information and related job experiences • Engage in conversations using the present and past tense to talk about their experiences • Engage in conversations using formal and informal language correctly as well as other related vocabulary from the unit.	**Real-world relevance** • Students will participate in job interviews using tips they learned from their interpretive tasks.	**Students** • Intermediate low/mid rubrics

• Present their opinion about the job opportunity based on the conversations. • Write an email with formal language and related vocabulary from the unit.		

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

Summative:
IPA interpretive and speaking :中文四 Unit 1 工作 IPA
IPA video link: https://www.youtube.com/watch?v=WpDr8XOO5Ag
Writing: unit 1 IPA job fair writing

Rubrics:
Intermediate Mid
Intermediate Low
Communication Rubric

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

中文四 9/25 23-24, 中文四 9/11 23-24, 中文四 9/18 23-24, 中文四 10/2 23-24, 中文四 10/9 -10/20 23-24

Unit 2 Overview	
Unit Title:	Global Challenges
Teacher:	
Grade Level/Course:	Intermediate Mid and Intermediate Low Year 4
Length/Dates:	4-5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about conscious consumerism and reflect on their current buying habits as well as identify areas where they will improve their buying habits.

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 various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* ● Who produces our food and clothes ● That consumers are responsible for knowing how what they are buying impacts the world around them ● How fair trade impacts workers and their community, environment, and the consumers. ● Environmental impact of buying local or from smaller brands vs. mass produced/commercial brands

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What do you consider when looking for items to buy? ● What is your responsibility as a consumer? ● How do your buying habits impact you as the consumer? ● How does the buying habits reflect the development of consumerism in China?

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: ● How their buying habits impact and the environment ● Vocabulary related to being a rational consumer ● How to express and defend their opinions ● How to express future and past actions related to their buying habits ● How live stream selling affects Chinese people.	Students can: ● Use sentence structures to express future events ● Incorporate new vocabulary into their speaking and writing related to being a rational consumer. ● Interpret authentic articles and videos about consumerism: impact of live steam selling and buying on people's lives and purchasing habits. ● Speak and write in simple and complex phrases. ● Maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Presentational Writing Task: **Goal**: While researching the destination for the upcoming school trip, you discovered an excursion centered on ecotourism and/or responsible consumer practices that would meaningfully enhance the study abroad experience. You reached out to the department leader via email to request an extension of the trip by one day in order to include this additional activity. In response, she asked you to prepare a formal proposal that she can present to the Board of Education for approval. **Role**: Students

Audience: Department Leader & BOE

Situation: Write your proposal to department leader/BOE. It must be paragraph length and at least 10 sentences.

Product/Performance/Purpose Include:

- A short description of the ecotourism or conscious consumerism excursion
  - What's it called, Where is it located, How much does it cost, Etc.
  - Examples: visiting local artisans, hands on conservation activities, tours of local eco conscious facilities (olive oil, coffee etc)
- A list of things you will do at the excursion
  - At least 5 Future tense verbs
- An explanation of how this excursion connects to the theme and other excursions on the itinerary
- An explanation of how this activity connects to what you learned about responsible consumerism this year.

Resources

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

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACC)

Comments

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle

Language lab activities and conversations Nonlinguistic representations of vocabulary - Frayer Model Graphic organizers (see links in learning target section) Conferencing & setting goals - journal entries Summarizing and notetaking Identifying similarities & differences; categorizing Cooperative/collaborative activities Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice - quizlet, blooket, duolingo,Quizlet/Gimkit practice Language lab activities and conversations   IPA: Interpretive task: Interpersonal task: Presentational task:

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Intro to vocabulary about consumer		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use target vocabulary to talk about their consumer habits, the impact of shopping online and locally. • Identify local businesses in our community	• Global relevance • Real-world connected	**Students can:** • Use verbs, adjectives, and nouns that are related word families correctly • Recognize and use vocabulary from previous years to talk about their buying habits.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: **Unit 3 单词表 中文四 消费** **中文四 connect 4.docx** **Summative:**		

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.		
Purchasing habits in China and comparison between Chinese and US high Schoolers.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Talk about the differences and similarities about buying habits between the US students and Chinese students. • Talk about the impact buying online	• Global relevance • Real-world connected	**Students can:** • Identify basic items in daily life. • Use sentence structures to express future events • Compare and contrast the different buying habits among students of similar ages.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Copy of 中国大一学生 买的产品.docx		

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 students will do under certain conditions		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Use conditional sentences to express circumstances	• Global relevance • Real-world connected	**Students can:** • Use 如果 to express conditional circumstances in the past and in the future.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
如果 就 句子 **running and matching activity** **Copy of 咬 yaˇo bite尝 cháng taste 呼吸 hū xī breathe.docx**		

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.
How live stream selling impact consumers and consumer habits.

Learning Target:	Relevance:	Success Criteria:
Students will: • Understand how live steam selling impact Chinese consumers	• Global relevance • Real-world connected	**Students can:** • Interpret authentic videos and passages in live steam selling

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

上薇娅活动十分钟内卖一万多台设备 **Copy of 直播 薇娅.docx**
Copy of 消费者为什么喜欢 直播.docx

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

IPA- the pros and cons of live stream selling

Learning Target:	Relevance:	Success Criteria:
Students will: • research the pros and cons of live steam selling • explain and defend their opinion • Compare their buying habits with other consumers	• Global relevance • Real-world connected	**Students can:** • Identify main ideas of a authentic passages about live stream selling • Present information about their opinions • Respond to questions about live stream selling • Write about their opinions on live stream selling

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

直播带货有什么好处和坏处？
不网购.docx

中文四 期中考试 写作
grading for seminar
中文四 Unit 3 IPA prep.docx
中文四 Mid term Unit 3 IPA 消费

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

24-25 中文四 Unit 2 消费

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

Unit 3 Overview	
Unit Title:	Science and Technology
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss how technology has changed over time, compare old and new technology, and make predictions about technological advances in the future. Students will work collaboratively to create and present inventions that prepare target language countries for the future.

Stage 1: Desired Results

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a various audiences of listeners, readers, or viewers.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Creativity Transdisciplinary Goal:** Students think creatively, work creatively with others, demonstrate courage to explore, and implement innovations.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Understanding the importance of learning from past innovations and improving upon them in order to meet relevant needs. ● That technology has to adapt with the ever-changing nature of the world in anticipation for future problems or challenges that may be potentially unknown at the moment. ● That our actions and the way we innovate impacts other global and local community members, and ourselves.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How does technology change over time? ● How can we best prepare for a changing future? ● What impact does/can inventions and innovation have on our local and global communities?

What will students <u>know...</u>	**What will students <u>be able to do…</u>**

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know: ● How inventions have adapted to meet global changes/needs. ● What the process of creating a new invention entails. ● Vocabulary related to technology and innovation ● About the various impacts that innovations have on the local and global communities around them. ● How to persuade and express opinions ● How technology/innovations become obsolete through the way a culture evolves over time and how to anticipate those changes	Students can: ● Narrate and describe past, present and future events. ● Use persuasive expressions in order to give their opinions and make an argument. ● Apply knowledge of innovation to create a product that addresses a current global challenge ● Anticipate the impact an innovation will have on a local or global community ● Incorporate vocabulary related to technology and innovation in speech and writing ● Interpret authentic articles and videos about innovation and technology ● Discuss the products, practices, and perspectives on how to prepare for future innovation and inventions in both the target and L1 countries. ● Speak and write in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
● **Goal:** Create and design a product that addresses a need in the target culture, and persuade the investor(s) to invest in that product. ● **Role:** Innovator ● **Audience:** Investors (“sharks”) - class peers and teachers ● **Situation:** You are inventors that are going to compete in a Shark Tank style competition. You will present your new product to the investors and persuade them that your invention is worthwhile as it will have a positive impact on the target community ● **Product/Performance/Purpose:** You create this invention in order to get backing from the ‘sharks’ ● **Standards and Criteria for Success:** ○ Students’ speaking will be evaluated on the WL Department Interpersonal rubric at the appropriate proficiency level

- Students will create a presentation to present their innovation as well as maintain a conversation in response to questions about their product

IPA:
Interpretive task: article related to innovation (top 10 technology changes)
Interpersonal task: Socratic seminar surrounding innovation and startups
Presentational task: presentational writing reflection on innovation, incorporating ideas from the article.

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

中文四 Unit 2 PBA 科技进步 Shark Tank

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

Intermediate Mid

Intermediate Low

Other Evidence

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

Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Conferencing & setting goals - journal entries
Summarizing and notetaking
Identifying similarities & differences; categorizing
Cooperative/collaborative activities
Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice - quizlet, blooket, duolingo
Language lab activities and conversations

Stage 3: Instructional Design

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

Students can discuss the jobs replaced by advancement in technology

Learning Target:	Relevance:	Success Criteria:
Students can • Identify how jobs have changed over time and how jobs will adapt for future needs • Understand how technology may change what the job market looks like in future job opportunities	**Real World Connection** • Students will be entering the workforce in the near future and it is essential to understand which areas are in demand and which are becoming obsolete	**Students can** • Use job terms in speaking and writing • Identify job terms in infographics • Describe the jobs replaced by technology using proper connectors. • Make predictions as to how jobs will be affected in the future

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

Formative
中文四 取代的工作
ChatGPT会替代我们的工作吗.docx

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

Students can use technology related terms in sentences in speaking and writing

Learning Target:	Relevance:	Success Criteria:
Students can • Tell technology terms • Understand the changes of technology	**Real World Connected** • Students work with changing technology on a daily basis and are able to adapt to the change that they encounter	**Students Can** • Identify technology related terms. • Use unit terms in sentences. • Explain technology related terms in target language

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

Formative:
中文四 **22-23** 科技词汇 单词表 **vocab**
Give me 6 activity :
Gimkit vocab practice

中文四 battle ship Copy of 中文四 battle ship
科技进步Circumlocution Lab.docx
中文四 Give me a word with letter
中文四 科技 vocab quiz
Tarsia vocab puzzle

Summative:
中文四 Writing 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 discuss technology advancement in other fields about past, present and future events		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can • Compare and contrast the technology changed over time	**Real world relevance** • Students encounter technology in their daily life and is interested in discussing the changes that technology changed in various fields	**Students can** • Use past time indicator in sentences to describe past events • Use future time indicator in sentences to describe future events
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
formative : 科技进步 过去现在 将来 H / CCP 科技变化 星期五 科技进步的mini演讲.docx		

Activity/Task 4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
PBA: Students present their innovations through presentation		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can • Discuss innovations that are beneficial to the society	**Real World relevance** • Students use imagination to create items/service relevant to their lives	**Students can** • Use past and future time indicators to express past and future events

		• Describe items and their usage in complete sentences.

Assessment
Summative 中文四 **Unit 2 PBA** 科技进步 **2022-23 Shark Tank** **Shark Tank** 视频 练习

Resources Any materials and resources related to Stage 3 learning activities.
中文四 23-24 科技进步 Unit 2- slides

Unit 4 Overview	
Unit Title:	Families and Communities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	6-8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can understand and discuss various points of view with respect to reasons people migrate around the world. Students can discuss, compare, and contrast the similarities and differences of various target cultures as well as stories of people who have migrated. Students can understand the stories of immigrants on a personal level through readings, videos, and personal interviews.

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 various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes **Cultures**: Interact with cultural competence and understanding **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence **Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Citizenship Transdisciplinary Goal** Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand … ● The reasons behind cultural preservation/cultural assimilation ● Why large groups of immigrants create communities in their new country/home. ● The experience of moving to a new country and facing challenges/opportunities as you adjust to a new culture, language, etc.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is cultural preservation? ● What is cultural assimilation? ● How are both of these concepts important to the immigrant experience? ● What does home mean? ● What do communities offer large groups of immigrants who come to a new country? ex.China town

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: ● Reasons why people migrate to different countries ● What the process of immigration in the US as well as the target culture looks like ● What citizenship is and what the processes are to obtain it in US and target cultures ● The differences in gestures between the US and China ● How to connect with other cultures through a personal interview ● Vocabulary related to immigration/citizenship ● How to express and defend their opinions	Students can: ● Interpret and discuss various reasons people migrate to different countries ● Apply knowledge of their cultures in order to compare and contrast with other target language cultures around the world ● Interpret and discuss what it means to be a citizen in the US and target language cultures ● Conduct an interview with a person from another country and reflect on their new learning, connecting it with ideas from class ● Incorporate new vocabulary related to migration ● Discuss the products, practices, and perspectives on migration topics in both the target and L1 countries to talk about past and present events. ● Speak and write in simple and complex phrases ● maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal: conduct an interview with a native speaker of Chinese to inquire about his/her immigration story.**
- **Role: student**
- **Audience: peers and teacher**
- **Situation:** You and a partner are conducting an interview (ACC- target language and ACA- English) to broaden your knowledge of migration to the United States. You will conduct a video interview to gather information about how immigration affects daily life. You will present a **post-interview profile** with your partner to give the class and explain what the person in your interview talked about in their experience. You should also reflect and relate it back to what we have been talking about in class.
- **Product/Performance/Purpose:** Interview a person who migrated from a Chinese-speaking place to gain a better understanding about how migration affects daily life and present on their immigrant's experience. Students will also reflect on the interview to gain a deeper understanding of immigration and how it relates to their own life as a student or immigrant.
- **Standards and Criteria for Success**
    - Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level
    - Students will create a presentation to present their reflection as well as maintain a conversation in response to questions about their interview.

Interview:

Include - person's name, where they are from, why they came to the U.S.A., at least 2-3 more questions (each) related to their journey. Use 2-3 follow-up questions. Use transitions with full control. Interviews with immigrants must be between 4 and 5 minutes.

For ACA the interview will be conducted in English with an immigrant from any country

Post Interview Presentation Requirements:

Each person must...

☐ -produce a narrative summarizing the interviewee's experience

☐ - Use sentences and transitions with full control.

☐ -choose one thing that was surprising and explain why

☐ -explain his/her view / opinion about something stated in the interview

☐ -ask their classmates 2+ questions that will encourage them to expand on the information from the interview.

☐ - The post-interview discussion must be between 4 and 5 minutes.

☐ -If doing a Google slideshow you may **only have titles on the slide - no other words!**

☐ If working with a partner for an interview, you can work on slideshow together but will present individually..

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

IPA:

中文四 Unit 4 immigration IPA Speaking prep.docx , 中国人移民IPA interpretive 文章 , Unit 4 移民 中文四 ACA answer sheet , Unit 4 移民 中文四 ECE answer sheet ,

中文四 Unit 4 Presentational Writing IPA (CCP/H)

PBA: 中文四 PBA - Interpersonal Speaking - Immigrant Interview

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA) Intermediate High (ACC)

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

For ACA the interview will be conducted in English with an immigrant from any country, but the post-interview reflection will be conducted in the target language.

Other Evidence

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

Nonlinguistic representations of vocabulary - Frayer Model
Graphic organizers (see links in learning target section)
Conferencing & setting goals - journal entries
Summarizing and notetaking
Identifying similarities & differences; categorizing
Cooperative/collaborative activities
Interpretive vocab quiz
Exit tickets
Edpuzzle
Gaming practice - quizlet, blooket, duolingo
Language lab activities and conversations

IPA:
Interpretive task: article related to immigration (Story of a migrant)
Interpersonal task: Socratic seminar
Presentational task: Reflection on one of the seminar topics that they did not participate in.

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Introduction of the unit. Students get familiar with the vocabulary about immigration Review with students the essential questions and pre-assess their understanding of the reason why people immigrate.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: ● Answer discussion questions about immigration in the U.S. ● Use Chinese to explain terms about immigration ● View infographics showing data on immigration all over the world and write their takeaways (what they learned, questions they have, what surprised them etc)	**Global relevance, Real-world connected:** ● Students have a chance to share their prior knowledge on the topic ● Data on immigration is current; students can connect this data to current and historical events, and make interdisciplinary connections ● Activities promote empathy by putting students in the shoes of immigrants	**Students can:** ● Express their opinion on immigration in the U.S. ● Make comparisons and inferences regarding immigration data in other countries around the world ● Explain the meaning of unit terms about immigration using target language
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: 单元四单词表 **Gimkit** 找到不同词性的词 画句子 **Connect 4** 关于移民的已知想法		

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.

1. Students use transitions in sentence speaking and writing, as well as auxiliary words to express possible future events.

Learning Target:	Relevance:	Success Criteria:
Students will: ● Connect sentences using proper transitions ● Use auxiliary word to express possible events.	**Global relevance,** **Real world connections:** Personal interest: Students will express complex thoughts and critical thinking skills by using those transitions and auxiliary words.	**Students can**: ● Interpret pictures/text about sentences about immigration that contain transitions and auxiliary words. ● Compare their experience with another person using proper sentence structures and vocabulary

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

Formative:
语法
可以 会 能
https://www.youtube.com/watch?v=iO6R49pM8Pc
卡巴迪
连词练习:**1**
连词练习 **2**
连词练习**3**
语法练习

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.

2. Assimilation: Students will discuss and understand the challenges and opportunities/benefits such as job opportunities for immigrants.

Learning Target:	Relevance:	Success Criteria:
Students will: ● Interpret text/pictures about assimilation and understand culture shock ● Discuss the norms in Southington or in the United States ● Compare the experience of assimilating to another	**Global relevance,** **Real world connections,** **Personal interest:** ● Students understand the experience and the process of assimilation and can compare it to their own experience.	**Students can**: ● Interpret pictures/text about assimilation and job opportunities for immigrants. ● Students can interpret pictures about cultural shock. ● Engage in discussion about the norms around them.

culture to their personal experience ● View infographics showing data on immigration all over the world and write their takeaways (what they learned, questions they have,		● Compare their experience with another person using proper sentence structures and vocabulary

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

Formative:
为什么移民
移民故事 **gallery walk**
文化不同继续讨论
词汇连连看
Assimilation in another class activity：融入新的文化
Assimilation and cultural shock : movie review: **https://www.yfsp.tv/play/yb6H6stiuQ8**

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.

3. Students will investigate different types of citizenship

Learning Target:	Relevance:	Success Criteria:
Student will: ● Compare citizenship in the target culture and that in the US. ● Understand the process involved in gaining citizenship in the US and in China.	**Global relevance,** **Real world connections:** ● Students will have a broader understanding of what is involved in the immigration process.	**Students can**: ● Make comparisons between the policies/ laws about gaining citizenship in the US and in China. ● Identify the advantages and disadvantages of the different types of citizenship ● Participate in a discussion about what it means to be a citizen in a country.

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

Formative:
Becoming a US citizen :
https://www.uscis.gov/sites/default/files/document/brochures/M-1051-CS.pdf
https://zhuanlan.zhihu.com/p/38619053
看视频回答中国绿卡问题
中国国籍的阅读练习
中国绿卡：https://edpuzzle.com/media/65e1cab8568b2b8a849c8034
中国移民在美国多从事什么职业？

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.

4. IPA：Students will interpret, discuss and write about topics about immigration.

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpretive authentic text about misunderstanding of immigrant's journey to the US • Discuss the motifs, challenges and benefits for both migrants and its country • Compare citizenship in the target culture as well as to the citizenship in the US	**Global relevance,** **Real world connections:** • Students learn about how to empathize with people who immigrated to another country. • Students will have a broader understanding the reasons for immigration	**Students can:** **Intermediate mid/high rubric** • Interpret authentic text about immigration reasons • Discuss benefits and misunderstandings of immigrants. • Write long paragraphs with at least 10 sentences with transitions to express their thoughts about immigration in the world.

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

Summative:
PBA: 中文四 移民 **PBA - presentational Speaking - Immigrant Interview**
PBA 评价者名字
IPA seminar: 中文四 **Unit 4 immigration IPA Speaking prep.docx**
IPA writing: 中文四 **Unit 4 Presentational Writing IPA (CCP/H)**
IPA interpretive: 中国人移民**IPA interpretive** 文章
IPA ACA answer sheet: **Unit 4** 移民 中文四 **ACA answer sheet**
IPA ECE answer sheet: **Unit 4** 移民 中文四 **ACA answer sheet**

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.

5. PBA Students will interview a Chinese immigrant about his/her life

Learning Target:	Relevance:	Success Criteria:
Students will: • Conduct an interview in Chinese with an immigrant from China.	**Global relevance,** **Real world connections:** • Students learn about how to empathize with people who immigrated to another country. • Students will have a broader understanding of immigrants and their lives.	**Students can:** • Ask questions directly related to immigration. • Summarize the interview in writing. • Present their understanding of the immigrant's life in speaking.

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

Summative:
PBA: 中文四 移民 **PBA - presentational Speaking - Immigrant Interview**
PBA 评价者名字
IPA seminar: 中文四 **Unit 4 immigration IPA Speaking prep.docx**
IPA writing: 中文四 **Unit 4 Presentational Writing IPA (CCP/H)**
IPA interpretive: 中国人移民**IPA interpretive** 文章
IPA ACA answer sheet: **Unit 4** 移民 中文四 **ACA answer sheet**
IPA ECE answer sheet: **Unit 4** 移民 中文四 **ACA answer sheet**

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

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

中文四 Unit 4 移民 23-24
Folder:
https://drive.google.com/drive/folders/1ezLP7IYUlE-_9zq3TJvohS9Gw1xRvR8-?usp=drive_link

Unit 5 Overview	
Unit Title:	Personal and Public Identities
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	3-4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about historical and/or contemporary figures that have made a lasting impact on the target language culture. They will read and write biographical and autobiographical texts about these figures.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* • Influential figures shape the culture, values, and history of a society through their actions, ideas, and contributions. • A person's lasting impact is often a result of their unique experiences, personal qualities, and the historical context in which they lived. • Learning about significant figures in a target language culture enhances our appreciation of the language, traditions, and values of its people.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How do influential figures shape the culture and history of a society? ● What characteristics and experiences contribute to a person's lasting impact on their community or the world? ● In what ways can learning about influential figures in a culture deepen our understanding of the target language and its people?

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 contributions of key historical and contemporary figures from the target language culture. ● How cultural, historical, and social contexts influence the lives and legacies of influential individuals. ● Vocabulary related to describing important figures and their contribution in their field. ● How to use various past tenses to narrate accomplishments and important background information about important figures.	Students can: ● Read and analyze biographical and autobiographical texts in the target language. ● Write a biographical or autobiographical text using appropriate language structures and vocabulary. ● Describe the personality, looks, and life of key figures. ● Discuss and present key details about historical and contemporary figures, demonstrating comprehension and critical thinking using various past tenses

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a key historical or contemporary figure from the target language culture by researching their life, contributions, and impact. They will apply their language skills in a simulated social setting, showcasing their ability to communicate biographical information and engage in meaningful discussions. **Role:** Each student will take on the persona of a historical or contemporary figure from the target language culture. They will embody their chosen figure, speaking and interacting as that person. **Audience:** Classmates acting as other historical or contemporary figures, as well as the teacher, who will observe and assess participation.

Situation: Students are attending a formal dinner party where influential figures from the target language culture have gathered. They must introduce themselves, discuss their contributions, and interact with other figures as if they were engaging in real-life conversations.

Product/Performance/Purpose: Students will:

- Prepare a brief introduction in the target language as their chosen figure.
- Engage in conversations with other "historical figures," asking and answering questions about their lives, achievements, and historical impact.
- Use appropriate vocabulary, sentence structures, and cultural references to demonstrate their understanding of the target language and culture.

Standards and Criteria for Success:

- **Content Accuracy:** Research is thorough, and students accurately present key facts about their figure's life and contributions.
- **Language Proficiency:** Students use appropriate vocabulary, grammar, and sentence structures in the target language.
- **Grammar:** Students demonstrate partial control in the past tense. Verbs are mostly accurately conjugated but may use the wrong tense.
- **Engagement & Interaction:** Students actively participate, ask thoughtful questions, and respond appropriately in character.
- **Cultural Understanding:** Students demonstrate an understanding of the historical and cultural significance of their figure through their dialogue and interactions.
- **Presentation & Creativity:** Students effectively embody their historical figure, using tone, gestures, and mannerisms to enhance their performance.

Resources

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

先秦人物大会

Evaluative Criteria

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level

Intermediate Mid (ACA)

Intermediate High (ACC)

Comments

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Nonlinguistic representations of vocabulary - Frayer Model Graphic organizers (see links in learning target section) Conferencing & setting goals - journal entries Summarizing and notetaking Identifying similarities & differences; categorizing Cooperative/collaborative activities Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice - quizlet, blooket, duolingo Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task #1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Describing characteristics of influential people		
Learning Target:	**Relevance:**	**Success Criteria:**
• Understand written and oral descriptions of influential people, including their physical traits, personality, and accomplishments. • Exchange information about an influential person by asking and answering questions about their personality and physical characteristics. • Describe an influential person's physical appearance, personality, and contributions in a way that others can understand.	**Real world connected:** • Students need to know this vocabulary to be able to describe people	• Identify key descriptive words to describe physical traits, personality, and achievements of influential people. • Agree adjectives to subjects and nouns in writing and speaking
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
中文四 谁的影响大？ 23-24中文四 历史人物 单词表 Copy of 世界名人		

中文四 词汇.docx
五子棋.docx
中文四 guess who.docx

Activity/Task #2		
Identifying the importance of the Confucius		
Learning Target:	**Relevance:**	**Success Criteria:**
• Understand information about Confucius • Present the most important information about Confucius • Use full and complex sentences to describe achievement of confucius	**Real world relevance:** • Comparison ancient time in China with current world	• Interpret an article about the Confucius and describe the important events around this person • Explain the importance of Confucius for the spring and fall period • Compare the that time to our current time period
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
孔子电影 .docx Copy of 孔子 edpuzzle 问题.docx Copy of 百家争鸣 介绍 Copy of 孔子的话 中文四 Unit 5孔子 IPA		

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.		
Identifying the importance of the various schools of thoughts during any period of time		
Learning Target:	**Relevance:**	**Success Criteria:**
• Understand information about 百家争鸣 • Present the most important information about the 百家争鸣 • Use complex sentences to describe the historical figures important during 百家争鸣	**Real world relevance:** • Comparison of this time period with the current time	• Interpret an article about the 百家争鸣and important figures and describe the important events using complex sentences. • Compare the that time to our current time period
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
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Resources:

Copy of 道家思想.docx
Copy of 诸子百家丨春秋战国那些“子”们到底在争啥？ 周礼 墨子 墨家 新浪新闻.pdf
Copy of 这个古代的大发明家为什么这么有才呢？-今日头条.pdf
Copy of 墨子，一个被和平事业耽误的旷世奇才.pdf

Slides
中文四 unit 5 历史 名人 24

Unit 6 Overview	
Unit Title:	Beauty and Aesthetics
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about popular music and dance genres from the target language culture and how these styles compare and where they originate. They will also learn about current and popular artists that are topping the charts or participating in famous music festivals and analyze the music and lyrics of their biggest hits.

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

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

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

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

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

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes **Cultures:** Interact with cultural competence and understanding **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence **Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Citizenship Transdisciplinary Goal** Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Students will understand …* - Music and dance are powerful forms of cultural expression that reflect the history, values, and identity of a society. - Different musical and dance genres have unique characteristics and origins, often influenced by historical and cultural events. - Popular music and artists shape and are shaped by global trends, technology, and cultural exchange. - Music festivals and chart-topping artists provide insight into contemporary culture and the evolving tastes of the target language community.

Essential Question(s):	- How do music and dance reflect the culture and history of a society?

These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What are the origins and characteristics of major music and dance genres in the target language culture? ● How do modern artists influence and represent cultural identity in the target language community? ● How does globalization impact the popularity and evolution of music and dance styles?

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 present subjunctive forms of high frequency verbs and music related verbs. ● Music and dance related vocabualry. ● The origins, characteristics, and cultural significance of major music and dance genres in the target language culture. ● The role of music and dance in expressing identity, history, and social change. ● Key contemporary artists and their influence on popular music in the target language culture. ● The significance of major music festivals and their impact on cultural exchange and global trends.	Students can: ● Listen to songs and interpret important lyrics with some figurative language. ● Use the subjunctive to give commands or make requests. ● Compare and contrast different music and dance genres from the target language culture. ● Analyze the lyrics and themes of popular songs to understand their cultural and historical context. ● Present on a popular artist or music festival, demonstrating understanding of its significance. ● Discuss and express opinions about music and dance using appropriate vocabulary in the target language.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will demonstrate their understanding of a song's meaning, cultural significance, and artistic elements by interpreting its lyrics and presenting their analysis through performance or visual representation.

Role:
Students will take on the role of music analysts and performers or visual artists, interpreting a song from the target language culture in a creative and meaningful way.

Audience:
Classmates and the teacher, who will evaluate the presentation based on interpretation, creativity, and language use.

Situation:
Students are engaging in a cultural music showcase, where they must analyze and present a song's meaning, origins, and artistic elements through performance or visual interpretation.

Product/Performance/Purpose:
Each student will:

- Choose a song from the target language culture and interpret the meaning of the chorus and at least one verse.
- Select one of two options:
    1. Performance Option: Memorize and lip-sync the lyrics with a choreographed dance that reflects the song's meaning, cultural elements, or musical style.
    2. Visual Interpretation Option: Create an artistic visual representation (e.g., collage, video, or digital artwork) that symbolizes the song's themes and cultural significance.
- Provide a written explanation of their artistic choices, including how they interpreted the lyrics and their cultural relevance.
- Present a spoken explanation (in the target language) to introduce their project and discuss their interpretation.

Standards and Criteria for Success:

- **Interpretation & Analysis:** Students accurately interpret the meaning of the lyrics and explain their significance.
- **Language Proficiency:** Students demonstrate appropriate use of vocabulary and grammar in both written and spoken explanations.
- **Creativity & Expression:** Students effectively convey the song's themes through either performance or visual representation.
- **Cultural Understanding:** Students connect their interpretation to the target language culture, highlighting musical or historical influences.
- **Presentation Quality:** Students clearly articulate their analysis and artistic choices in an engaging manner.

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

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

Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level Intermediate Mid (ACA) Intermediate High (ACC)

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Nonlinguistic representations of vocabulary - Frayer Model Graphic organizers (see links in learning target section) Conferencing & setting goals - journal entries Summarizing and notetaking Identifying similarities & differences; categorizing Cooperative/collaborative activities Interpretive vocab quiz Exit tickets Edpuzzle Gaming practice - quizlet, blooket, duolingo Language lab activities and conversations

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Students learn about new terms about music and music appreciation and share their opinions and preferences about music.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Begin to use vocab to describe music and artists they like	**Global relevance,** **Real-world connected,** **Student interest:** • Students will connect to music in their lives and	**Students can:** • Begin to use vocab to describe music and artists they like

• Give their opinions on various songs	will practice giving their opinions and preferences	• Give their opinions on various songs

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

中文四 unit 6 音乐 单词表 vocab
Google form for music preference:
https://docs.google.com/forms/d/e/1FAIpQLSdCLTcq8_SMEMSOYrgPW8GYwB7raodXmxFI97jUmOJlSVGhZg/viewform?usp=share_link

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

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

Formative:
Summative:

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 music lyrics to explore the deeper meaning of songs

Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Interpret information about different genres, styles and rhythms of Chinese music and dance	• Students listen to music in their daily lives. Students can amplify their taste in listening to music from other cultures and grow to appreciate and understand music they already listen to.	**Students can:** • Read and listen to information about different rhythms and styles of music and dance

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

Copy of 画-歌曲
Copy of 爱像什么.docx

中文四 音乐单元歌词 材料.docx

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 compare and contrast using proper structure and vocabulary

Learning Target:	Relevance:	Success Criteria:
Students will: • Compare using 比，没有，那么	• Students listen to music in their daily lives and compare different songs constantly. Students can amplify their taste in listening to music from other cultures and compare the differences and similarities among different cultures.	**Students can:** • Use proper sentence structure to compare and contrast

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

中文四 饼图.docx
Copy of 比较翻译
Copy of 中文四 音乐 测验

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.

Student will learn about figurative speech and appreciate the deeper meanings in the song

Learning Target:	Relevance:	Success Criteria:
Students will: • Identify figurative speech in Chinese • Use figurative speech in their own writing and speaking	• We live in a globalized world where music is shared across cultures. Many songs deliver deeper meaning in their lyrics through figurative speech.	**Students can:** • Identify terms that indicate figurative speech. • Interpret lyrics with figurative speech • Use figurative speech in sentences related to them

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

Summative: Copy of 中文四 比喻练习 bǐ yù.docx

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 analyze and present the understanding of Chinese songs.		
Learning Target:	**Relevance:**	**Success Criteria:**
Students will: • Compare songs and their elements • Demonstrate their understanding of the two songs • Use creative ideas to present their understanding to other classmates	• Students listen to music in their daily lives and compare different songs constantly. Students can amplify their taste in listening to music from other cultures and compare the differences and similarities among different cultures.	**Students can:** • Use proper sentence structure to compare and contrast • Use proper terms and sentences to present their understanding of different songs • Compare and contrast the songs with proper sentence structure.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
中文四 22-23 写作 中文四 22-23 Final .docx Unit 6 中文音乐 PBA		

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

24-25 中文四 第六单元-音乐

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

Unit Overview	
Unit Title:	Prose Semester: View of Others / External View - Global Challenges
Grade Level/Course:	Intermediate Mid Latin 4ACA / Intermediate High Latin 4ECE
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the role of conquest in the Roman world. They will also explore the impact of conquest and expansion on both the Romans themselves and on the conquered peoples. Students will examine rhetorical and literary devices used to explain/justify expansion and Romanization.

Stage 1: Desired Results

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

American Council for the Teaching of Foreign Languages:

COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CULTURES Interact with cultural competence and understanding.
Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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

Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

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

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

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

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	- Students will develop an understanding of the historical context and significance of the *imperator* and the Roman army in the ancient world. - Students will read and translate Latin passages from authentic Latin texts that focus on Roman conquest and expansion, such as Caesar's Commentaries on the Gallic War (*De Bello Gallico*) or Livy's From the Found of the City (*Ab Urbe Condita*). - Students will analyze the rhetorical and literary techniques used by the Roman author. - Students will evaluate the cultural, political, and military impact of Roman expansion on the Roman view of the ancient world. - Students will evaluate the cultural, political, and military impact of Roman expansion on the conquered peoples.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- Why was expansion necessary and justified according to the Romans? - How were other cultures impacted by Roman conquest and expansion? - How were Romans impacted by Roman conquest and expansion? - How do you effectively translate an authentic text to preserve original meaning and cultural message?

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: ● Factual information about the selected Roman author; ● Historical information about the ancient world and Rome; ● Rhetorical and literary techniques used by Roman authors; ● Topic and author specific vocabulary ● Appropriate Latin grammar to accurately translate authentic texts	Students will be able to: ● Translate authentic Latin texts with attention to rhetorical and literary techniques; ● Translate authentic Latin texts accurately with attention to historical and cultural contexts; ● Discuss and explain reasons for Roman expansion and conquest; ● Discuss and explain reasons some Romans opposed expansion and conquest.

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal**: Compare modern/contemporary political rhetoric with the selected Roman author
- **Role**: modern/contemporary political leader
- **Audience**: class/teacher
- **Situation**: share their case to *princeps* (teacher) and other leaders (students) supporting their ideas for expansion/political gain and get feedback from *princeps* and other leaders
- **Product/Performance/Purpose**: discussion/debate; comparison of ancient and modern rhetorical devices
- **Standards and Criteria for Success**:
    - Research political figure
    - Research the situation/expansion proposal
    - Provide supporting evidence for your proposal
    - Offer counterarguments
    - Use rhetorical devices in your discussion/debate
    - Ask appropriate questions to other figures and *princeps*

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

Link websites for sources (student provided - teacher checked)
Vocabulary list
Rhetorical devices

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

Rubric (WIP)
4C Rubrics (Communication - Engaging in Conversations & Discussions strand)

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Authentic text possibilities - Must be PROSE: Caesar *De Bello Gallico* Livy *Ab Urbe Condita* other texts & authors depending on student interest (must explore Roman identity and views of other - external view) [as opposed to internal view / view of self]

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Formative: Exit tickets Assessment of rhetorical devices Assessment of text translation Proficiency activities **Summative:** Vocab quizzes Skill quest Rubric for author profile (WIP)

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Grammar Review (star challenges, practice translation)		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: Identify and translate key elements of Latin grammar	**Necessary for large scale process and concepts:** Students must review their Latin grammar knowledge in order to facilitate translating advanced, authentic Latin texts	**Students will:** • Correctly identify and translate a variety of Latin sentences • Recognize sentence structures • Explain their reasoning
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative Games - blookets, gimkits Classwork in pairs Translations		

Activity/Task

What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Author biographical study		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: Investigate author's life to orient him in the larger context of Ancient Rome and create an infographic for him highlighting his skills and accomplishments, ex. a linkedin profile.	**Student interest and necessary for large scale process and concepts:** Understanding an author's background is necessary to navigate the context and bias within that author's work(s).	**Students will:** ● Investigate author's life ● Create a profile for him ● Demonstrate knowledge of his life, skills, and accomplishments
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Graphic organizers **Summative:** Professional social media profile for ancient author - linkedin (rubric link)		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Authentic Latin text - Historical background for the text		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: Participate in a jigsaw activity in which they investigate ancient land maps, the relation between Rome and the relevant territory prior to expansion, and the local people to orient themselves in the larger context of the ancient world.	**Student interest and necessary for large scale process and concepts:** Understanding the historical background is necessary to navigate the context of the ancient Latin text.	**Students will:** ● Investigate their part of the jigsaw in collaborative groups ● Share their understandings with their new group ● Reflect on the historical background for the text they are going to read
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Reflection		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Paragraph by paragraph translation - authentic Latin text

Learning Target:	Relevance:	Success Criteria:
Students can: Read the text and translate into English while offering commentary and discussion about themes, rhetorical devices, historical and cultural contexts, etc.	**Real-world connection:** Students are translating authentic Latin texts; Students are discussing themes, devices, and context within authentic Latin texts **Student interest:** Fulfills the objective of the course	**Students will:** ● Accurately translate Latin text; ● Identify and/or analyze grammatical structures; ● Identify and analyze and discuss rhetorical devices; ● Explain historical and cultural contexts.

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

Formative:
Checking translations
Exit tickets
Verbal analysis
games (vocab blookets, kahoots, etc.)
Summative:
Skill quests - reading comprehension and translations

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

Unit 1/Quarter 1 History: Early Republic through 1st Punic War

Learning Target:	Relevance:	Success Criteria:
Students can: identify the key players of Roman history identify pivotal moments in Roman history	**Necessary for large scale process and concepts:** Romans viewed Roman history as contemporary life, so students translating Latin texts from any particular period of Roman history need to understand the events & major players of that time period. They also need to understand where that period of history exists in the larger narrative of Rome.	**Students will:** ● state the names of the key players of Roman history ● organize pivotal moments in Roman history along a general timeline ● answer reflection/ comprehension questions about the interplay/ relation between pivotal moments

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

Formative:
History Peardecks (Early Republic - 1st Punic War)

Summative:
Reflection / Comprehension Questions

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

● Author Specific Vocabulary Quizzes: ACC = fill in the blank; ACA = matching/word bank
● Skill Quests:
  ○ ACC = no grammar charts, quizzed vocabulary must be memorized
  ○ ACA = use of relevant grammar charts allowed, vocabulary provided

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

Latin Year 4: Unit 2-Science & Technology

Unit Overview	
Unit Title:	Prose Semester: View of Self / Internal View
Grade Level/Course:	Intermediate Mid Latin 4ACA / Intermediate High Latin 4ECE
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about Roman identity and what it meant to the Romans to be Roman. They will also explore the impact of politics and culture on the Romans themselves and their view of the world. Students will examine rhetorical and literary devices used to explain/justify Roman identity and the Roman experience.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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

Cultures: Interact with cultural competence and understanding
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	- Students will develop an understanding of the significance and changing requirements of Roman citizenship. - Students will read and translate Latin passages from authentic Latin texts that focus on Roman identity, such as Cicero's speeches against Catiline (*In Catilinam*) or his speech in defense of the poet Archias (*Pro Archia Poeta*). - Students will analyze the rhetorical and literary techniques used by the Roman author. - Students will evaluate the cultural, political, and social impact of Roman citizenship on the Roman view of the ancient world.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- What made someone a Roman citizen? - Why was citizenship valued by the Romans? - How did Romans view themselves as citizens? - How were other cultures impacted by Roman citizenship and identity? - How do you effectively translate an authentic text to preserve original meaning and cultural message?

What will students <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:	Students will be able to:
• Factual information about the selected Roman author; • Historical information about the ancient world and Rome; • Rhetorical and literary techniques used by Roman authors; • Topic and author specific vocabulary • Appropriate Latin grammar to accurately translate authentic texts	• Translate authentic Latin texts with attention to rhetorical and literary techniques; • Translate authentic Latin texts accurately with attention to historical and cultural contexts; • Discuss and explain requirements of Roman citizenship; • Discuss and explain reasons some Romans opposed opening citizenship to non-citizens.

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal**: Re-create ancient political rhetoric (inspired by the selected Roman author) in modern/contemporary context
- **Role**: modern/contemporary figure (real or fictional) of student's choice
- **Audience**: target of modern figure's rhetoric (plus class/teacher)
- **Situation**: Write a speech from the point of view of a modern figure *against* or *in defense of* a modern figure in the style of the selected Roman author/text (example - Mr. Krabbs giving a speech against Plankton trying to steal the Krabby Patty recipe)
- **Product/Performance/Purpose**: comparison of ancient and modern rhetorical devices, presentational speaking
- **Standards and Criteria for Success**:
    - Research chosen figure (real or fictional)
    - Research & summarize the chosen situation (real or fictional)
    - Write a speech using rhetorical devices
    - Provide explanation of rhetorical devices used/effect of devices

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

Link websites for sources (student provided - teacher checked)
Rhetorical devices

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

Rubric
4C Rubrics (Critical Thinking - Interpretation & Analysis strand incorporated into above rubric)

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

Authentic text possibilities - Must be PROSE:
Cicero *In Catilinam* (I, II. III, or IV)
Cicero *Pro Archia*
Livy *Ab Urbe Condita*
Suetonius *De Vita Caesarum*

other texts & authors depending on student interest (must explore Roman identity and views of self - internal view) [as opposed to external view / view of other]

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Formative: Exit ticket Assessment of rhetorical devices Assessment of text translation Proficiency activities **Summative:** Vocab quizzes Skill quest Rubric for author profile (WIP)

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Rhetorical Devices		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: Define, identify, and explain various rhetorical devices used by Roman authors	**Necessary for large scale process and concepts:** Students must understand Roman rhetorical devices to be able to comprehend and discuss authentic Latin texts	**Students will:** ● Correctly identify rhetorical devices ● Discuss/debate the impact of those devices on the audience of a text ● Explain their reasoning
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative Games - blookets, gimkits Class discussions **Summative** Rhetorical Device Quiz		

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

Learning Target:	Relevance:	Success Criteria:
Students can: Investigate author's life to orient him in the larger context of Ancient Rome and create an infographic for him highlighting his skills and accomplishments, ex. a linkedin profile.	**Student interest and necessary for large scale process and concepts:** Understanding an author's background is necessary to navigate the context and bias within that author's work(s).	**Students will:** ● Investigate author's life ● Create a profile for him ● Demonstrate knowledge of his life, skills, and accomplishments

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

Formative:
Graphic organizers
Summative:
Professional social media profile for ancient author - linkedin (rubric WIP, coming soon)

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

Authentic Latin text - Historical background for the text

Learning Target:	Relevance:	Success Criteria:
Students can: investigate the background to a historical text, research its impact and relation to the concept of Roman identity, and present that information	**Student interest and necessary for large scale process and concepts:** Understanding the historical background is necessary to navigate the context of the ancient Latin text.	**Students will:** ● investigate the background to a historical text ● Share their findings through an infographic ● Reflect on the historical background for the text they are going to read

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

Formative:
Infographic

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

Paragraph by paragraph translation - authentic Latin text

Learning Target:	Relevance:	Success Criteria:
Students can: Read the text and translate into English while offering commentary	**Real-world connection:** Students are translating authentic Latin texts; Students are	**Students will:** ● Accurately translate Latin text;

and discussion about themes, rhetorical devices, historical and cultural contexts, etc.	discussing themes, devices, and context within authentic Latin texts **Student interest:** Fulfills the objective of the course	• Identify and/or analyze grammatical structures; • Identify and analyze and discuss rhetorical devices; • Explain historical and cultural contexts.

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

Formative:
Checking translations
Exit tickets
Verbal analysis
games (vocab blookets, kahoots, etc.)
Summative:
Skill quests - reading comprehension and translations

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

Unit 2/Quarter 2 History: 2nd Punic War through Late Republic

Learning Target:	Relevance:	Success Criteria:
Students can: identify the key players of Roman history identify pivotal moments in Roman history	**Necessary for large scale process and concepts:** Romans viewed Roman history as contemporary life, so students translating Latin texts from any particular period of Roman history need to understand the events & major players of that time period. They also need to understand where that period of history exists in the larger narrative of Rome.	**Students will:** • state the names of the key players of Roman history • organize pivotal moments in Roman history along a general timeline • answer reflection/ comprehension questions about the interplay/ relation between pivotal moments

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

Formative:
History Peardecks (Middle Republic)

Summative:
Reflection / Comprehension Questions

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)
● Author Specific Vocabulary Quizzes: ACC = fill in the blank; ACA = matching/word bank ● Skill Quests: ○ ACC = no grammar charts, quizzed vocabulary must be memorized ○ ACA = use of relevant grammar charts allowed, vocabulary provided

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

Unit Overview	
Unit Title:	Poetry Semester: Low Poetry (Personal Poetry)
Teacher:	
Grade Level/Course:	Intermediate Mid Latin 4ACA / Intermediate High Latin 4ECE
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about how the Romans used meter for personal expression and social commentary. They will also explore how the choice of meter impacts the message, tone, and audience of a text. Students will examine rhetorical and literary devices used by Romans to express themselves through poetry.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Cultures: Interact with cultural competence and understanding **Connections**: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons**: Develop insight into the nature of language and culture in order to interact with cultural competence **Communities**: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Citizenship Transdisciplinary Goal** Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	- Students will develop an understanding of the different poetic meters used by Roman poets. - Students will evaluate how meter impacted genre in poetry, thereby influencing the message, tone, & audience of a text. - Students will read and translate Latin passages from authentic Latin poetic texts that focus on personal themes, such as the poems of Catullus (*Carmina*) or Ovid's love poetry (*Amores* or *Ars Amatoria*). - Students will analyze the rhetorical and literary techniques used by the Roman poets. - Students will evaluate the themes of love, friendship, betrayal, & social commentary in the poetry of ancient Rome.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- How does a Latin poem *scan*? - What meters were used by Roman poets? - How do meter and genre work together in Latin poetry to create the poem's message and tone? - What topics did Roman poets explore in their personal poetry and how do those themes reflect (or reject) the values of Roman society at large? - How do you effectively translate an authentic text to preserve original meaning and cultural message?

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: ● Factual information about the selected Roman author; ● Historical information about the ancient world and Rome; ● Rhetorical and literary techniques used by Roman authors; ● Topic and author specific vocabulary ● Appropriate Latin grammar to accurately translate authentic texts	Students will be able to: ● Translate authentic Latin texts with attention to rhetorical and literary techniques; ● Translate authentic Latin texts accurately with attention to historical and cultural contexts; ● Discuss and explain different Roman meters; ● Discuss and explain reasons how different meters impact a text; ● Scan (& recite) Latin texts in different meters

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>Goal</u>: Students will select an option from the Catullus Choice Board to demonstrate their comprehension of the meanings/themes/"plot" of the poems of Catullus. **<u>Role</u>:** (Depends on student choice) social media manager, meme creator, artist, or music producer **<u>Audience</u>:** classmates & teacher **<u>Situation</u>:** You are a social media manager, running the social media account (platform of your choice) for Catullus. How would his poems sound if they were a blog post, a series of tweets, or a Facebook rant? You are a denizen of the internet. One of the online communities you are a part of has occasional meme challenges. This month's challenge is to summarize/capture the poetry of Catullus through memes. You are an artist and inspiration has struck! You feel compelled to capture the essence of Catullus' poems visually through an art collage. Your artistic rendering of the poems can be either an abstract interpretation of the major events or a literal representation - or a combination of both! You are a music producer looking to put together the perfect soundtrack for the upcoming blockbuster movie about Catullus. Select songs that capture the essence of the poems of Catullus. **<u>Product/Performance/Purpose</u>:** You will create a visual or audio representation (blog post, tweet storm, art piece, soundtrack,etc.) highlighting important events/scenes/plot points from the poetry of Catullus. **<u>Standards and Criteria for Success</u>:** ● All poems translated in class included   ○ list of required poems provided

- Quotations from poems supporting/explaining the project
- "Visual" representation of poem events/scenes
    - social media posts, memes, art, or soundtrack list

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

Instructions
List of required poems (author dependent)

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

Rubric
4Cs Rubric (Creativity - Creative Production & Innovation strand incorporated into above rubric)

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

Authentic text possibilities - Must be POETRY:
Catullus *Carmina*
Ovid *Amores, Ars Amatoria* (not *Metamorphoses*)
other texts & authors depending on student interest
(must explore personal topics, views of self, internal view)
[as opposed to public]

Other Evidence

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

Formative:
Exit ticket
Assessment of Latin meter
Assessment of text translation
Proficiency activities

Summative:
Vocab quizzes
Skill quest
Rubric for author profile (WIP)

Stage 3: Instructional Design

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

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

Poetry Intro

Learning Target:	Relevance:	Success Criteria:
Students can:	**Student interest**	**Students will:**

Define, identify, and explain various Latin meters used by Roman authors Scan & recite lines of Latin poetry in the appropriate meter	**Necessary for large scale process and concepts:** Students must understand Latin meter to be able to comprehend and discuss authentic Latin poetic texts	• Correctly identify meter of a Latin poem • Scan lines of Latin poetry accurately • Discuss/debate the impact meter has on the audience of a text

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

Formative
Poetry Brainstorm/Reflection
Games - blookets, gimkits
Scansion Practice
Class recitations
Summative
Latin Meter Quiz

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

Author biographical study

Learning Target:	Relevance:	Success Criteria:
Students can: Investigate author's life to orient him in the larger context of Ancient Rome and create an infographic for him highlighting his skills and accomplishments, ex. a linkedin profile.	**Student interest** **Necessary for large scale process and concepts:** Understanding an author's background is necessary to navigate the context and bias within that author's work(s).	**Students will:** • Investigate author's life • Create a profile for him • Demonstrate knowledge of his life, skills, and accomplishments

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

Formative:
Graphic organizers
Summative:
Professional social media profile for ancient author - linkedin (rubric WIP, coming soon)

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

Authentic Latin text - Historical background for the text

Learning Target:	Relevance:	Success Criteria:
Students can:	**Student interest**	**Students will:**

investigate the background to a historical text, research its impact and relation to the concept of Roman identity, and present that information	**Necessary for large scale process and concepts:** Understanding the historical background is necessary to navigate the context of the ancient Latin text.	• investigate the background to a historical text • Share their findings through an infographic • Reflect on the historical background for the text they are going to read
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Infographic (example)		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Paragraph by paragraph translation - authentic Latin text		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: Read the text and translate into English while offering commentary and discussion about themes, rhetorical devices, historical and cultural contexts, etc.	**Real-world connection:** Students are translating authentic Latin texts; Students are discussing themes, devices, and context within authentic Latin texts **Student interest:** Fulfills the objective of the course	**Students will:** • Accurately translate Latin text; • Identify and/or analyze grammatical structures; • Identify and analyze and discuss rhetorical devices; • Explain historical and cultural contexts.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Checking translations Exit tickets Verbal analysis games (vocab blookets, kahoots, etc.) **Summative:** Skill quests - reading comprehension and translations		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Unit 3/Quarter 3 History: Late Republic		
Learning Target:	**Relevance:**	**Success Criteria:**

Students can:	Necessary for large scale process and concepts:	Students will:
identify the key players of Roman history identify pivotal moments in Roman history	Romans viewed Roman history as contemporary life, so students translating Latin texts from any particular period of Roman history need to understand the events & major players of that time period. They also need to understand where that period of history exists in the larger narrative of Rome.	● state the names of the key players of Roman history ● organize pivotal moments in Roman history along a general timeline ● answer reflection/ comprehension questions about the interplay/ relation between pivotal moments

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

Formative:
History Peardecks (Late Republic)
Summative:
Reflection / Comprehension Questions

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

- Author Specific Vocabulary Quizzes: ACC = fill in the blank; ACA = matching/word bank
- Skill Quests:
  - ACC = no grammar charts, quizzed vocabulary must be memorized
  - ACA = use of relevant grammar charts allowed, vocabulary provided

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

Agenda Slides

Unit Overview	
Unit Title:	Poetry Semester: High Poetry (Public Poetry)
Teacher:	
Grade Level/Course:	Intermediate Mid Latin 4ACA / Intermediate High Latin 4ECE
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about how the Romans used meter for national & cultural image as well as social commentary. They will also explore how the choice of meter impacts the message, tone, and audience of a text. Students will examine rhetorical and literary devices used by Romans to express Rome & Roman culture through poetry.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Cultures: Interact with cultural competence and understanding **Connections**: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations **Comparisons**: Develop insight into the nature of language and culture in order to interact with cultural competence **Communities**: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Citizenship Transdisciplinary Goal** Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	- Students will develop an understanding of the different poetic meters used by Roman poets. - Students will evaluate how meter impacted genre in poetry, thereby influencing the message, tone, & audience of a text. - Students will read and translate Latin passages from authentic Latin poetic texts that focus on personal themes, such as the epic poems of Ovid's *Metamorphoses* or Vergil's *Aeneid*. - Students will analyze the rhetorical and literary techniques used by the Roman poets. - Students will evaluate the themes of civic identity, responsibility, and engagement as well as social commentary in the poetry of ancient Rome.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- How does a Latin poem *scan*? - What meters were used by Roman poets? - How do meter and genre work together in Latin poetry to create the poem's message and tone? - What topics did Roman poets explore in their public poetry and how do those themes reflect the values of Roman society at large? - How do you effectively translate an authentic text to preserve original meaning and cultural message?

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: ● Factual information about the selected Roman author; ● Historical information about the ancient world and Rome; ● Rhetorical and literary techniques used by Roman authors; ● Topic and author specific vocabulary ● Appropriate Latin grammar to accurately translate authentic texts	Students will be able to: ● Translate authentic Latin texts with attention to rhetorical and literary techniques; ● Translate authentic Latin texts accurately with attention to historical and cultural contexts; ● Discuss and explain different Roman meters; ● Discuss and explain reasons how different meters impact a text; ● Scan (& recite) Latin texts in different meters

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>Goal</u>: Students will take on the role of Magistra in order to create (as if for a class of Latin students) a comprehensive vocabulary list and commentary to aid in the translation of a short passage of Latin poetry.
<u>Role</u>: Latin scholar
<u>Audience</u>: Classmates, Teacher, & hypothetical Latin students in need of text commentary
<u>Situation</u>: You are a Latin teacher who needs to create resources for your class to be able to translate & discuss a Latin poem. You must create a comprehensive vocabulary list as well as grammatical, historical, and/or cultural notes to accompany the translation. In addition to translation skills, you also want to emphasize analytical abilities and will therefore be making a creative display (in a format of your choosing) to demonstrate how one may analyze a piece of Latin poetry.
<u>Product/Performance/Purpose</u>
You will create a translation and commentary for a short passage of Latin poetry (author either assigned by teacher or student-selected). You will also create a visual (or audio) representation (blog post, art piece, soundtrack, re-telling, etc.) highlighting important events/scenes/plot points from the poetry of a chosen author.
<u>Standards and Criteria for Success</u>
● All literary analysis elements included
  ○ list of required elements provided
  ○ examples of exemplary/proficient provided
● “Visual” representation of poem events/scenes
  ○ social media posts, memes, art, or soundtrack list

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Instructions (example - would change depending on text selected each year) List of required elements (author dependent) Dictionaries & commentaries provided by teacher

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

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Authentic text possibilities - Must be POETRY: Vergil *Aeneid* Ovid *Metamorphoses* (**not** *Amores, Ars Amatoria*) other texts & authors depending on student interest (must explore public topics, views of Rome & Roman identity, national/cultural image) [as opposed to personal]

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Formative: Exit ticket Assessment of Latin meter Assessment of text translation Proficiency activities **Summative:** Vocab quizzes Skill quest Rubric for author profile (WIP)

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Poetry Review		
Learning Target:	**Relevance:**	**Success Criteria:**

• *Describes what the students will learn in the lesson.*
• *Comes from STAGE 1 stands, and EU's*
• *Targets map out the progression of learning over the course of the unit.*
	• *Gives students a reason for the learning. ("The WHY")*
	• *Should support one of the following:*
	  ○ *Global relevance*
	  ○ *Real-world connected*
	  ○ *Student interest*
	  ○ *Necessary for large scale processes, plans or concepts*
		• *Describes what students need to do to be successful in the lesson (meet the target).*
		• *Provides students the answers to, "How will I know when I have met the learning target."*
		• *Connects to the assessment(s) for the lesson/unit.*

Learning Target:	**Relevance:**	**Success Criteria:**
Students can:	**Student interest**	**Students will:**

Define, identify, and explain various Latin meters used by Roman authors Scan & recite lines of Latin poetry in the appropriate meter	**Necessary for large scale process and concepts:** Students must understand Latin meter to be able to comprehend and discuss authentic Latin poetic texts	• Correctly identify meter of a Latin poem • Scan lines of Latin poetry accurately • Discuss/debate the impact meter has on the audience of a text

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

Formative
Poetry Brainstorm/Reflection
Games - blookets, gimkits
Scansion Practice
Class recitations
Summative
Latin Meter Quiz

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

Author biographical study

Learning Target:	Relevance:	Success Criteria:
Students can: Investigate author's life to orient him in the larger context of Ancient Rome and create an infographic for him highlighting his skills and accomplishments, ex. a linkedin profile.	**Student interest** **Necessary for large scale process and concepts:** Understanding an author's background is necessary to navigate the context and bias within that author's work(s).	**Students will:** • Investigate author's life • Create a profile for him • Demonstrate knowledge of his life, skills, and accomplishments

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

Formative:
Graphic organizers
Summative:
Infographic for ancient author (rubric WIP, coming soon)

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

Authentic Latin text - Historical background for the text

Learning Target:	Relevance:	Success Criteria:
Students can:	**Student interest**	**Students will:**

investigate the background to a historical text, research its impact and relation to the concept of Roman identity, and present that information	**Necessary for large scale process and concepts:** Understanding the historical background is necessary to navigate the context of the ancient Latin text.	• investigate the background to a historical text • Share their findings through an infographic • Reflect on the historical background for the text they are going to read
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Infographic (example)		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Paragraph by paragraph translation - authentic Latin text		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can: Read the text and translate into English while offering commentary and discussion about themes, rhetorical devices, historical and cultural contexts, etc.	**Real-world connection:** Students are translating authentic Latin texts; Students are discussing themes, devices, and context within authentic Latin texts **Student interest:** Fulfills the objective of the course	**Students will:** • Accurately translate Latin text; • Identify and/or analyze grammatical structures; • Identify and analyze and discuss rhetorical devices; • Explain historical and cultural contexts.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		
Formative: Checking translations Exit tickets Verbal analysis games (vocab blookets, kahoots, etc.) **Summative:** Skill quests - reading comprehension and translations		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Unit 3/Quarter 3 History: Early Empire		
Learning Target:	**Relevance:**	**Success Criteria:**

Students can: identify the key players of Roman history identify pivotal moments in Roman history	**Necessary for large scale process and concepts:** Romans viewed Roman history as contemporary life, so students translating Latin texts from any particular period of Roman history need to understand the events & major players of that time period. They also need to understand where that period of history exists in the larger narrative of Rome.	**Students will:** ● state the names of the key players of Roman history ● organize pivotal moments in Roman history along a general timeline ● answer reflection/ comprehension questions about the interplay/ relation between pivotal moments

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

Formative:
History Peardecks (Early Empire)
Summative:
Reflection / Comprehension Questions

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

- Author Specific Vocabulary Quizzes: ACC = fill in the blank; ACA = matching/word bank
- Skill Quests:
  - ACC = no grammar charts, quizzed vocabulary must be memorized
  - ACA = use of relevant grammar charts allowed, vocabulary provided

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

Agenda Slides

Curriculum

Units: 1-6

Year 4

All Languages

World Language

Southington High School

Chinese, French, Italian, Latin, 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

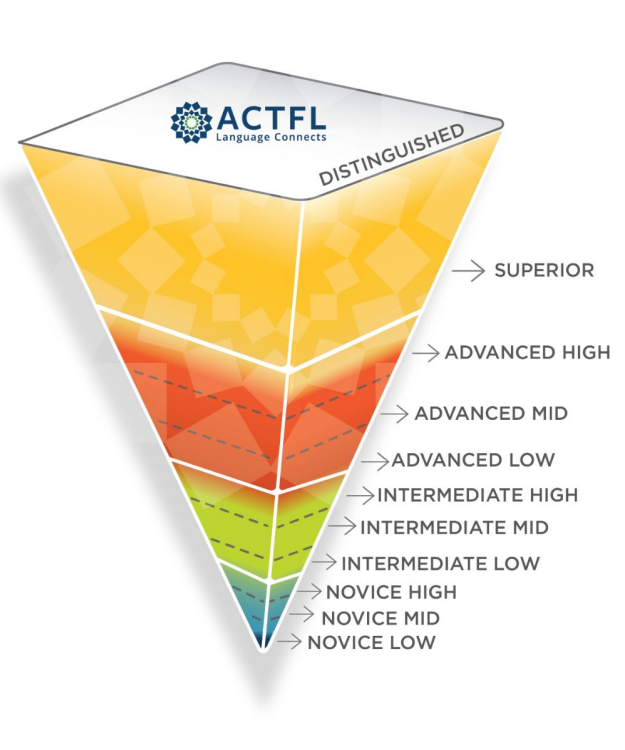
Intermediate Low =
year 2 ACC
Year 3 ACA

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 4-Unit 1: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

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Unit 1: Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

Standards and Criteria for Success:

Include:

- Job
- Description and responsibilities
- Why should they work here
- Requirements- experience, degree, necessary skills
- Hours, salary, benefits
- At least three aspects of target culture
- Contact information

PBA

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Year 4-Unit 2:
Global Challenges

Intermediate Mid/High Proficiency Level

Students learn about conscious consumerism and reflect on their current buying habits as well as identify areas where they will improve their buying habits. Students can interpret authentic articles and videos about consumerism: supporting local business, fair trade, sustainable clothes shopping.

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Presentational Writing Task:

Goal: While researching the destination for the upcoming school trip, you discovered an excursion centered on ecotourism and/or responsible consumer practices that would meaningfully enhance the study abroad experience. You reached out to the department leader via email to request an extension of the trip by one day in order to include this additional activity. In response, she asked you to prepare a formal proposal that she can present to the Board of Education for approval.

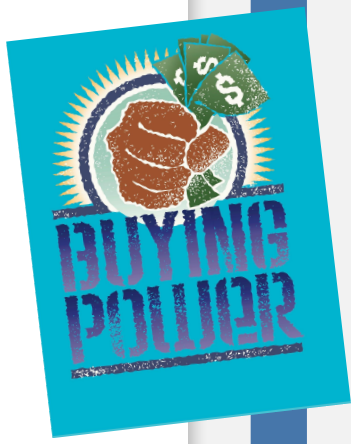
Role: Students

Audience: Department Leader & BOE

Situation: Write your proposal to department leader/BOE. It must be paragraph length and at least 10 sentences.

Product/Performance/Purpose Include:

- A short description of the ecotourism or conscious consumerism excursion
  - What's it called, Where is it located, How much does it cost, Etc.
  - Examples: visiting local artisans, hands on conservation activities, tours of local eco conscious facilities (olive oil, coffee etc)
- A list of things you will do at the excursion
  - At least 5 Future tense verbs
- An explanation of how this excursion connects to the theme and other excursions on the itinerary
- An explanation of how this activity connects to what you learned about responsible consumerism this year.



PBA

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Pre Approved- order change
Year 4-Unit 3: Science & Technology

Intermediate Mid/High Proficiency Level

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

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Presentational Speaking:

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

Role: Innovator

Audience: Investors ("sharks") - class peers and teachers

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

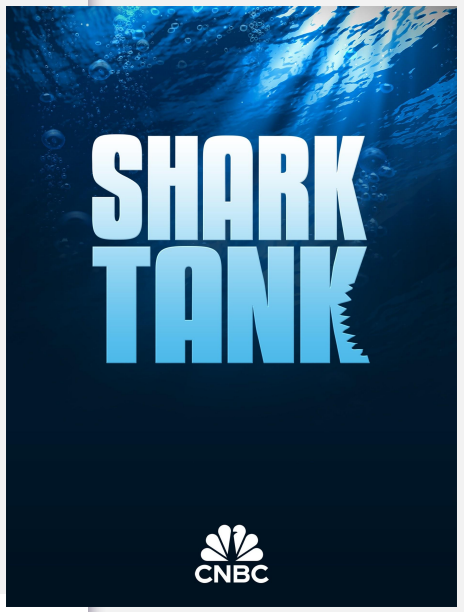
Product/Performance/Purpose: You create this invention in order to get backing from the 'sharks', and the class will use these inventions to have a broader conversation about innovation during the interpersonal part of the IPA.

Product/Performance/Purpose: Students will:

- Prepare a brief introduction in the target language as their chosen figure.
- Engage in conversations with other "historical figures," asking and answering questions about their lives, achievements, and historical impact.
- Use appropriate vocabulary, sentence structures, and cultural references to demonstrate their understanding of the target language and culture.

Standards and Criteria for Success:

- **Content Accuracy:** Research is thorough, and students accurately present key facts about their figure's life and contributions.
- **Language Proficiency:** Students use appropriate vocabulary, grammar, and sentence structures in the target language.
- **Grammar:** Students demonstrate partial control in the past tense. Verbs are mostly accurately conjugated but may use the wrong tense.
- **Engagement & Interaction:** Students actively participate, ask thoughtful questions, and respond appropriately in character.
- **Cultural Understanding:** Students demonstrate an understanding of the historical and cultural significance of their figure through their dialogue and interactions.
- **Presentation & Creativity:** Students effectively embody their historical figure, using tone, gestures, and mannerisms to enhance their performance.



PBA

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Year 4-Unit 4:
Families & Communities

Intermediate Mid/High Proficiency Level

Students can understand and discuss various points of view with respect to reasons people migrate around the world. Students can discuss, compare, and contrast the similarities and differences of various target cultures as well as stories of people who have migrated. Students can understand the stories of immigrants on a personal level through readings, videos, and personal interviews. Students can identify ways that groups preserve their culture when living in a new country as well as the process of assimilation.

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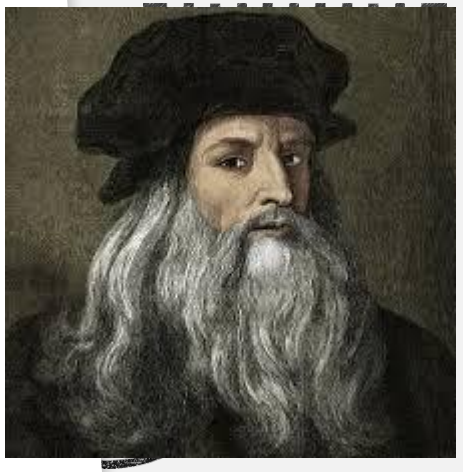
Presentational writing mode:

- **Goal:** Students will interview a person who migrated from a place to the United States (ACC) or any person who has migrated to the United States from another country (ACA)
- **Role:** Student
- **Audience:** Class and Teacher
- **Situation:** You and a partner are conducting an interview to broaden your knowledge of migration to the United States. You will conduct a video interview to gather information about how immigration affects daily life. You will present a post-interview profile with your partner to give the class an explanation of what the person in your interview talked about in their experience. You should also reflect and relate it back to what we have been talking about in class.
- **Product/Performance/Purpose:** Interview a person who migrated from a different place to gain a better understanding about how migration affects daily life and present on their immigrant's experience, and reflect on their story and how it relates back to your own experiences as well as ideas we have discussed in class.
- **Standards and Criteria for Success:**
  Students' speaking will be evaluated on the WL Department Presentational rubric at the appropriate proficiency level
  Students will create a presentation to present their reflection as well as maintain a conversation in response to questions about their interview.

Year 4-Unit 5:
Personal and Public Identities



Intermediate Mid/High Proficiency Level

Students can discuss historical and/or contemporary figures that have made a lasting impact on the target language culture. They can read and write biographical and autobiographical texts about these figures.Students discuss and present key details about historical and contemporary figures, demonstrating comprehension and critical thinking using various past tenses.

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Year 4- Unit 5 PBA

Goal: Students will demonstrate their understanding of a key historical or contemporary figure from the target language culture by researching their life, contributions, and impact. They will apply their language skills in a simulated social setting, showcasing their ability to communicate biographical information and engage in meaningful discussions.

Role: Each student will take on the persona of a historical or contemporary figure from the target language culture. They will embody their chosen figure, speaking and interacting as that person.

Audience: Classmates acting as other historical or contemporary figures, as well as the teacher, who will observe and assess participation.

Situation: Students are attending a formal dinner party where influential figures from the target language culture have gathered. They must introduce themselves, discuss their contributions, and interact with other figures as if they were engaging in real-life conversations.

Product/Performance/Purpose: Students will:

- Prepare a brief introduction in the target language as their chosen figure.
- Engage in conversations with other “historical figures,” asking and answering questions about their lives, achievements, and historical impact.
- Use appropriate vocabulary, sentence structures, and cultural references to demonstrate their understanding of the target language and culture.

Standards and Criteria for Success:

- **Content Accuracy:** Research is thorough, and students accurately present key facts about their figure’s life and contributions.
- **Language Proficiency:** Students use appropriate vocabulary, grammar, and sentence structures in the target language.
- **Grammar:** Students demonstrate partial control in the past tense. Verbs are mostly accurately conjugated but may use the wrong tense.
- **Engagement & Interaction:** Students actively participate, ask thoughtful questions, and respond appropriately in character.
- **Cultural Understanding:** Students demonstrate an understanding of the historical and cultural significance of their figure through their dialogue and interactions.
- **Presentation & Creativity:** Students effectively embody their historical figure, using tone, gestures, and mannerisms to enhance their performance.

PBA

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Year 4-Unit 6:
Beauty & Aesthetics

Intermediate Mid/High Proficiency Level

Students can listen to songs and interpret important lyrics with some figurative language. They can compare and contrast different music & dance genres from the target language. They can analyze lyrics and themes to understand historical and cultural contexts. They can discuss and express opinions about music and dance.

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Presentational Writing Mode:

Goal: Students will demonstrate their understanding of a song's meaning, cultural significance, and artistic elements by interpreting its lyrics and presenting their analysis through performance or visual representation.

Role: Students will take on the role of music analysts and performers or visual artists, interpreting a song from the target language culture in a creative and meaningful way.

Audience: Classmates and the teacher, who will evaluate the presentation based on interpretation, creativity, and language use.

Situation: Students are engaging in a cultural music showcase, where they must analyze and present a song's meaning, origins, and artistic elements through performance or visual interpretation.

Product/Performance/Purpose:
Each student will:

- Choose a song from the target language culture and interpret the meaning of the chorus and at least one verse.
- Select one of two options:
  1. Performance Option: Memorize and lip-sync the lyrics with a choreographed dance that reflects the song's meaning, cultural elements, or musical style.
  2. Visual Interpretation Option: Create an artistic visual representation (e.g., collage, video, or digital artwork) that symbolizes the song's themes and cultural significance.
- Provide a written explanation of their artistic choices, including how they interpreted the lyrics and their cultural relevance.
- Present a spoken explanation (in the target language) to introduce their project and discuss their interpretation.

PBA

Standards and Criteria for Success:

- **Interpretation & Analysis:** Students accurately interpret the meaning of the lyrics and explain their significance.
- **Language Proficiency:** Students demonstrate appropriate use of vocabulary and grammar in both written and spoken explanations.
- **Creativity & Expression:** Students effectively convey the song's themes through either performance or visual representation.
- **Cultural Understanding:** Students connect their interpretation to the target language culture, highlighting musical or historical influences.
- **Presentation Quality:** Students clearly articulate their analysis and artistic choices in an engaging manner.

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Year 3 - Unit 1 Latin - pre-approved

Intermediate Mid/High Proficiency Level

Students can learn about the role of conquest in the Roman world. They can also explore the impact of conquest and expansion on both the Romans themselves and on the conquered peoples. Students can examine rhetorical and literary devices used to explain/justify expansion and Romanization.

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PBA

Unit 1- PBA

- **Goal**: Compare modern/contemporary political rhetoric with the selected Roman author (possible texts – Caesar *De Bello Gallico*; Livy *Ab Urbe Condita*
- **Role**: modern/contemporary political leader
- **Audience**: class/teacher
- **Situation**: share their case to *princeps* (teacher) and other leaders (students) supporting their ideas for expansion/political gain and get feedback from *princeps* and other leaders
- **Product/Performance/Purpose**: discussion/debate; comparison of ancient and modern rhetorical devices
- **Standards and Criteria for Success**:
  - Research political figure
  - Research the situation/expansion proposal
  - Provide supporting evidence for your proposal
  - Offer counterarguments
  - Use rhetorical devices in your discussion/debate
  - Ask appropriate questions to other figures and *princeps*

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Year 4 - Unit 2 Latin - pre-approved

Intermediate Mid/High Proficiency Level

Students can about Roman identity and what it meant to the Romans to be Roman. They can also explore the impact of politics and culture on the Romans themselves and their view of the world. Students can examine rhetorical and literary devices used to explain/justify Roman identity and the Roman experience.

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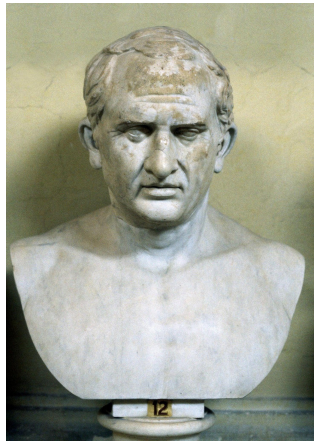
Unit 2 PBA:

- **Goal**: Re-create ancient political rhetoric (inspired by the selected Roman author) in modern/contemporary context (possible texts - Cicero *In Catilinam* (I, II. III, or IV); Cicero *Pro Archia*; Livy *Ab Urbe Condita)*
- **Role**: modern/contemporary figure (real or fictional) of student's choice
- **Audience**: target of modern figure's rhetoric (plus class/teacher)
- **Situation**: Write a speech from the point of view of a modern figure *against* or *in defense of* a modern figure in the style of the selected Roman author/text (example - Mr. Krabbs giving a speech against Plankton trying to steal the Krabby Patty recipe)
- **Product/Performance/Purpose**: comparison of ancient and modern rhetorical devices, presentational speaking
- **Standards and Criteria for Success**:
    - Research chosen figure (real or fictional)
    - Research & summarize the chosen situation (real or fictional)
    - Write a speech using rhetorical devices
    - Provide explanation of rhetorical devices used/effect of devices



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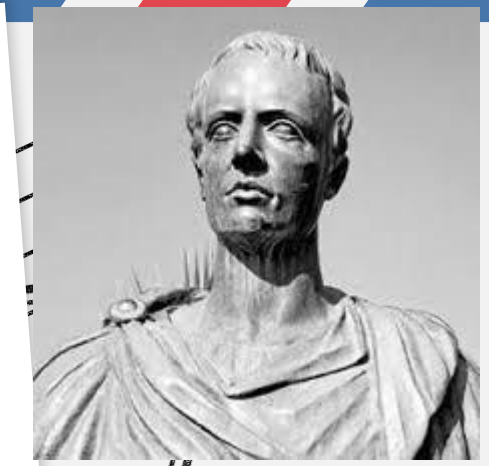
Year 4 - Unit 3 Latin

Intermediate Mid/High Proficiency Level

Students can learn about how the Romans used meter for personal expression and social commentary. They can also explore how the choice of meter impacts the message, tone, and audience of a text. Students will examine rhetorical and literary devices used by Romans to express themselves through poetry.



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Unit 3:
Goal: Students will select an option from the Catullus Choice Board to demonstrate their comprehension of the meanings/themes/"plot" of the poems of Catullus.
Role: (Depends on student choice) social media manager, meme creator, artist, or music producer
Audience: classmates & teacher
Situation: You are a social media manager, running the social media account (platform of your choice) for Catullus. How would his poems sound if they were a blog post, a series of tweets, or a Facebook rant?

You are a denizen of the internet. One of the online communities you are a part of has occasional meme challenges. This month's challenge is to summarize/capture the poetry of Catullus through memes.

You are an artist and inspiration has struck! You feel compelled to capture the essence of Catullus' poems visually through an art collage. Your artistic rendering of the poems can be either an abstract interpretation of the major events or a literal representation - or a combination of both!

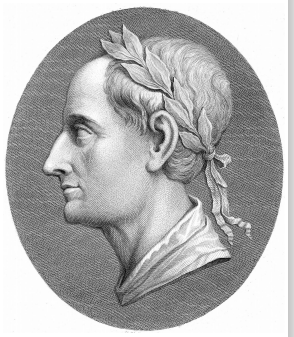
You are a music producer looking to put together the perfect soundtrack for the upcoming blockbuster movie about Catullus. Select songs that capture the essence of the poems of Catullus.

Product/Performance/Purpose: You will create a visual or audio representation (blog post, tweet storm, art piece, soundtrack,etc.) highlighting important events/scenes/plot points from the poetry of Catullus.

Standards and Criteria for Success:

- All poems translated in class included
  - list of required poems provided
- Quotations from poems supporting/explaining the project
- "Visual" representation of poem events/scenes
  - social media posts, memes, art, or soundtrack list

PBA



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Year 4 - Unit 4 Latin

Intermediate Mid/High Proficiency Level

Students can learn about how the Romans used meter for national & cultural image as well as social commentary. They can explore how the choice of meter impacts the message, tone, and audience of a text. Students will examine rhetorical and literary devices used by Romans to express Rome & Roman culture through poetry.

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PBA

Unit 4:

Goal: Students will take on the role of Magistra in order to create (as if for a class of Latin students) a comprehensive vocabulary list and commentary to aid in the translation of a short passage of Latin poetry.
(possible author - Ovid)

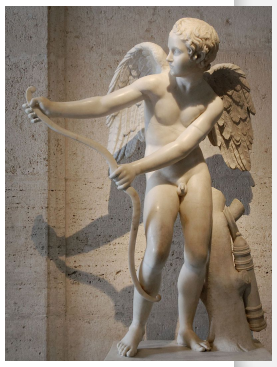
Role: Latin scholar

Audience: Classmates, Teacher, & hypothetical Latin students in need of text commentary

Situation: You are a Latin teacher who needs to create resources for your class to be able to translate & discuss a Latin poem. You must create a comprehensive vocabulary list as well as grammatical, historical, and/or cultural notes to accompany the translation. In addition to translation skills, you also want to emphasize analytical abilities and will therefore be making a creative display (in a format of your choosing) to demonstrate how one may analyze of a piece of Latin poetry.

Product/Performance/Purpose

You will create a translation and commentary for a short passage of Latin poetry (author either assigned by teacher or student-selected). You will also create a visual (or audio) representation (blog post, art piece, soundtrack, re-telling, etc.) highlighting important events/scenes/plot points from the poetry of a chosen author.



Standards and Criteria for Success

- All literary analysis elements included
  - list of required elements provided
  - examples of exemplary/proficient provided
- “Visual” representation of poem events/scenes
  - social media posts, memes, art, or soundtrack list

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 c.

AGENDA REPORTING FORM

Agenda Topic: CommonLit 360 - Grades 6,7,8 - NEW Curriculum - First Reading.

Summary of Issue: CommonLit 360 - Grades 6,7,8 - NEW Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the CommonLit 360 - Grades 6,7,8 - NEW Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

SPS Grade 6 English Language Arts Curriculum Overview: Year at a Glance

The Southington Public Schools grade 6 English Language Arts curriculum is based on the Connecticut Core Standards for English Language Arts (CCSS-ELA) and is aligned to the science of reading. The curriculum is designed to develop students' skills in reading, writing, speaking, listening, and language through the use of high-quality, grade-level texts and evidence-based instructional practices. Southington middle schools use the CommonLit 360 curriculum as a core instructional resource to support rigorous literacy instruction and coherence across classrooms. The curriculum emphasizes close reading, text-based discussion and writing, vocabulary development, and the analysis of both literary and informational texts to prepare students for success across content areas and beyond the classroom.

Unit 1: Characters Who Change and Grow

September-October

Unit Summary and Lesson Overviews

Unit summary: For many students, sixth grade marks a transition: the start of a new year, often in a new school. That's why "Characters Who Change and Grow" is such a strong way to start sixth grade. In this 360 Unit, students will learn how our experiences and relationships change us, while also exploring how we can choose to change ourselves. Students will meet characters who face challenges much like their own: arguments with peers, tension between family and friends, and unfair treatment at school. While students grapple with these important concepts, they will strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that will help them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: How are people changed through their relationships and experiences?

Knowledge Building: character development in literature through dialogue, plot, and literary devices; thematic development

Core Texts:
"Do People Really Change?" by Jessica McBirney (Informational)
"Home" by Hena Khan (Short Story)
"The Scholarship Jacket" by Marta Salinas (Short Story)
"Thrown" by Mike Jung (Short Story)
"The Medicine Bag" by Virginia Driving Hawk Sneve (Short Story)

“Skitter Hitter” by Jason Reynolds (Short Story)
“Raymond’s Run” by Toni Cade Bambara (Short Story)

Supplemental texts included
Independent Reading and Book Club Options
Unit Skills:

Reading

- Tracking theme development
- Citing text evidence to support analysis
- Analyzing how and why characters change and how this affects plot
- Central idea development

Writing

- Breaking down a prompt
- Writing a complete paragraph
- Selecting relevant evidence

Speaking and Listening

- Setting classroom norms for discussion
- Referring to evidence in discussion

Language

- Appropriate punctuation
- Grade appropriate academic vocabulary

Culminating Task: Literary Analysis Essay- Write an essay in which you determine the theme of “The Medicine Bag” by Virginia Driving Hawk Sneve and explain how the author uses at least one of the literary techniques we’ve learned throughout the unit to convey the theme. Be sure to use relevant evidence to support your response.

Common Core State Standards Addressed:
Reading Literature (RL)

- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at

the high end of the range.

Reading Informational Text (RI)

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language (L)

- L6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Speaking & Listening (SL)

- SL6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 2: The Recipe for Success

October-November

Unit Summary and Lesson Overviews

Unit summary: What does it take to achieve success? What are the habits and beliefs that allow people to reach challenging goals? In this 360 Unit, students read several texts about successful people to determine what specific steps contributed to their successes. Through the readings, videos, and class discussions, students will determine what ingredients make up the recipe for success. Students apply their learning of the recipe for success to their own aspirations for the school year in the unit's Culminating Task, a presentation that focuses on using strong visuals and communicating key messages. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: What does it take to achieve success?

Knowledge Building: the psychology of achieving goals via goal setting,mindset, and practice.

Core Texts:
"Dedicated to the Goal" by Marty Kaminsky (Nonfiction)
"The Theory and Power Behind Goal Setting" by Otylia Benson (Informational)
"A Quick Note on Getting Better at Difficult Things" by Ta-Nehisi Coates (Personal Essay)
"Cultivate Resilience: How to Get Back on the Horse" by Rebecca Zucker (Informational)
"The subtle secret to Sidney Crosby's greatness" by Adam Kilgore (News Article)
"How to Transform an Everyday, Ordinary Hoop Court Into a Place of Higher Learning and You at the Podium" by Matt De La Peña (Short Story)

Choice Board Texts:
"Spelling Their Way to Success" by Karen Zraick (Nonfiction)
"Michael Jordan: A Profile in Failure" by Jeff Stibel (Nonfiction)
"Life's Work: An Interview with Yo-Yo Ma" by Alison Beard (Nonfiction)
"Tony Hawk and the Poetry of Failure" by James Surowiecki (Nonfiction)
"Dancing Toward Dreams" by Sara Matson (Nonfiction)
Supplemental Texts Included
Independent Reading and Book Clubs Options

Unit Skills:
Reading
- Synthesizing a central idea
- Analyzing the development of ideas
- Analyzing how text structure adds to idea development

Writing
- Adding strong reasoning

Speaking and Listening
- Presentation of Ideas
- Creating strong visuals in a multimedia presentation

Language

- Subjective and objective pronoun case
- Grade appropriate academic vocabulary

Culminating Task: Informative Presentation-Prompt:What will it take to achieve success this school year? Prepare a presentation explaining how you will use the ingredients from the recipe for success to be successful this school year. Use examples from the texts and videos in this unit to support the information in your presentation. Your presentation must include a visual component to convey information.

Standards Addressed:
Reading Literature (RL)

- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7:Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
- W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language (L)

- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 3: Our Changing Oceans

December-January

Unit Summary and Lesson Overviews

Unit summary: The air we breathe, the food we eat, and the water we drink are all connected to our oceans, and those oceans are changing. In this unit, students read, write and discuss the impact on our oceans of plastic pollution, overfishing, and sea level rise. By the end of this 360 Unit, students will create three infographics that explain a problem our oceans and coastal communities are facing, explore its relevance, and describe what should be done about it.

Essential Question: How are changes in the world's oceans affecting people and animals? How can we be better stewards of our oceans and waterways?

Knowledge Building: the crises that our oceans face today: climate change, plastic pollution, sea level rise, overfishing.

Core Texts:
"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." by Javier Bardem (Literary Nonfiction)
"Tiny Plastic, Big Problem" by Alison Pearce Stevens (Informational Text)
"Sea Level Rise" by the Ocean Portal Team from the Smithsonian National Museum of Natural History (Informational Text)
"Plenty of Fish in the Sea? Maybe Not" by Thomas Pool

Choice Board Texts:
"In Thailand, 17 Pounds of Plastic Kills Whale, Highlighting Ocean Pollution"
"Maldives Builds Barriers to Global Warming"
"Climate change has finally caught up to this Alaska village"
"These teens have some ideas for stopping climate change"
"You can help stop overfishing"
"Sustainable Solutions"

Supplemental Texts Included

Unit Skills/Topics:
Reading
- Analyzing and summarizing the central idea
- Analyzing how a specific section contributes to meaning
- Synthesizing information presented in different media

Writing
- Paraphrasing central idea and supporting evidence
- Conducting research and synthesizing information across texts

Speaking and Listening

- Demonstrating understanding of multiple perspectives
- Presenting claims and findings
- Incorporating multimedia components in a presentation

Language

- Grade appropriate academic vocabulary
- Varying sentence patterns to show contrast

Culminating Task: Informational Presentation-Choose one of the three topics we've learned about related to our changing oceans. Using your independent research, create three infographics in which you describe the problem, highlight its relevance to your community, and offer an action item people can do to address the problem.

Standards Addressed:
Reading Information (RI)

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language (L)

L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.2:
SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 4: The Forces that Shape Us

January-February

Unit Summary and Lesson Overviews

Unit summary: In this 360 Unit, students explore the factors that shape identity. How do we become who we are? How do outside forces influence us? Students are introduced to this topic through a nonfiction article that explores the internal and external factors that contribute to identity development. Students meet characters who are influenced by different external forces, including family, friends, and their communities as a whole. Students also engage in partner discussions and a Related Media Exploration to help widen their understanding of what shapes who we are. Students ramp up their writing by adding transitions to compare and contrast and incorporating sentence variety. As students progress through the unit, they strengthen their analytical reading, writing, discussion, and grammar skills and learn new vocabulary that will help them articulate their ideas in more sophisticated ways.

Essential Question: What shapes who we are?

Knowledge Building: the factors that shape an individual's identity; social-identity and self-identity

Core Texts:
Adolescent Identity Development" by ACT Youth Center for Community Action (Informational)
"Fish Cheeks" by Amy Tan (Memoir)
"Drum Dream Girl" by Margarita Engle (Poem)
"Inside Out" by Francisco Jiménez (Short Story)
"Hard to Say" by Sharon Morse (Short Story)
"Toxins" by Mitu Malhorta (Short Story)
"Family Over Everything" by Yamile Saied Méndez (Short Story)
"Hello, My Name Is ___" by Jason Kim (Memoir)
Supplemental texts included
Independent Reading and Book Club Options

Unit Skills/Topics:
Reading
- Comparing and contrasting across texts

Writing
- Transitions to compare and contrast
- Revising for sentence variety

Speaking and Listening
- Effectively employing skills learned throughout the year

Language
- Revise sentence fragments and run-on sentences
- Vary sentence patterns
- Grade appropriate academic vocabulary

Standards Addressed:
Reading Literature (RL)

- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language (L)

- L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 5: The Power of Play

March-April

Unit Summary and Lesson Overviews

Unit summary: Students have strong feelings about school, especially about recess. In this CommonLit 360 Unit, students will write an email to their principal about the benefits of recess and make a proposal for either structured or unstructured recess at their school. Students will read engaging texts, watch videos, and participate in a debate as they build an informed view on the importance of recess and take a position in preparation for their argumentative writing. As they write their papers, students will learn how to introduce expert knowledge and research, use descriptive examples, and create a works cited page. Students will love learning how to write persuasively about this relevant topic.

Essential Question: How can we make recess work for middle school?

Knowledge Building: the debate around recess and its benefits to students; the benefits of play, unstructured time, and exposure to nature.

Core Texts:
"The Importance of Recess" by Harvard Health Publishing (Informational)
"Why Kids Need Recess" by Alia Wong (Opinion)
"Why Kids Need to Spend Time in Nature" by Danielle Cohen (Informational)
"Brock University Researchers Find Recess Works When It's All About Play" by Louise Brown (News)
Supplemental texts included

Unit Skills:
Reading
- Analyzing the development of central idea
- Analyzing the connections between ideas in a text
- Analyzing data and infographics

Writing
- In-text citations and Works-Cited page
- Using descriptive examples and images to persuade
- Introducing expert knowledge and research

Speaking and Listening
- Collaborating through discussion and debate
- Displaying digital media and visuals

Language:
- Appropriate punctuation
- Grade appropriate academic vocabulary

Culminating Task: Argumentative Presentation-What is the perfect recess and why should students have access to daily recess? Write a letter or email persuading school leaders about the components and benefits of an ideal recess. Support your argument with evidence from your research.

Standards Addressed:
Reading Information (RI)

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language (L)

- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 6: The Giver

May-June

Unit Summary and Lesson Overviews

Unit summary: In this 360 Unit, students read The Giver by Lois Lowry, the dystopian story of a 12-year-old boy who comes to realize his seemingly idyllic existence actually lacks freedom and love. As students begin to read the novel, they examine the characteristics of dystopian societies in an engaging Related Media Exploration. As students read the novel, they complete chapter guides where they analyze how characters' points of view are influenced by their surroundings and interactions with others. The unit includes two discussion lessons that encourage students to pose their own questions instead of responding to pre-drafted or teacher-created questions. Students learn to write effective introductory and concluding paragraphs for a multi-paragraph essay. Students also provide peer feedback for their classmates' essays. Students will enjoy the way this unit allows them to work collaboratively with their peers as they discuss their opinions about the complexities of safety and freedom.

Essential Question: Which matters more: safety or freedom?

Knowledge Building: the elements of dystopian literature; how writers use the elements of dystopian literature to build meaning in a novel.

Core Texts:
The Giver by Lois Lowry (Novel)
"Censorship: For the People, or for Controlling the People?" by Jessica McBirney (Non-Fiction)
"Burning a Book" by William Stafford (Poem)
"At a Window" by Carl Sandburg (Poem)
"Shoulders" by Naomi Shihab Nye (Poem)

Unit Skills/Topics:
Reading
- Analyzing how structure develops theme
- Analyzing how plot and setting influence character change
- Analyzing point of view development

Writing
- Writing introductions
- Writing conclusions
- Conducting peer review

Speaking & Listening
- Collaboratively pose and respond to peer's questions

Language
- Appropriate shifts in pronoun number and person
- Grade-appropriate academic vocabulary

Culminating Task: Literary Analysis Essay-How does Jonas's understanding of his community change from the beginning to the end of The Giver by Lois Lowry? Remember to use relevant evidence from the text to support your ideas.

Standards Addressed:
Reading Literature (RL)

- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the

range.

Writing (W)

- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language (L)

- L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SPS Grade 7 English Language Arts Curriculum Overview: Year at a Glance

The Southington Public Schools grade 7 English Language Arts curriculum is based on the Connecticut Core Standards for English Language Arts (CCSS-ELA) and is aligned to the science of reading. The curriculum is designed to develop students' skills in reading, writing, speaking, listening, and language through the use of high-quality, grade-level texts and evidence-based instructional practices. Southington middle schools use the CommonLit 360 curriculum as a core instructional resource to support rigorous literacy instruction and coherence across classrooms. The curriculum emphasizes close reading, text-based discussion and writing, vocabulary development, and the analysis of both literary and informational texts to prepare students for success across content areas and beyond the classroom.

Unit 1: Community and Belonging

September-October

Unit Summary and Lesson Overviews

Unit Summary: Finding belonging in a community is a basic human need. How does a person's community influence their views? How does the desire to fit in with a community influence people's behavior? In this 360 Unit, students will learn about the traits and influences of communities and consider how the need to belong motivates behavior. Students will read fiction, nonfiction, and poetry about what makes a community, the struggle to belong, and navigating multiple communities. By the end of the unit, students will write a literary essay that analyzes how the idea of community is developed in a short story. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: How do a community's shared values create both belonging and rejection?

Knowledge Building: the foundations of communities and their evolution as newcomers join them

Core Texts:
"What is 'community' and why is it important?" by Toby Lowe (Essay)
"How to Increase Your Sense of Belonging" by Kendra Cherry (Informational)
"The White Umbrella" by Gish Jen (Short Story)
"The Stolen Party" by Liliana Heker (Short Story)
"Where I'm From" by Misa Sugiura (Short Story)
"Violin" by Nikki Wallschlaeger (Poem)
"Island Rodeo Queen" by Yamile Saied Méndez (Short Story)
"The War of the Wall" by Toni Cade Bambara (Short Story)

Supplemental Texts Included
Independent Reading and Book Club Options

Unit Skills:
Reading
- Tracking theme development
- Citing text evidence to support analysis
- Analyzing how and why characters change and how this affects plot
- Central idea development

Writing
- Breaking down a prompt
- Writing a complete paragraph
- Selecting relevant evidence

Speaking and Listening
- Clarifying understanding of others' ideas
- Introducing new ideas

Culminating Task: Literary Analysis Essay: In the article, "What is 'community' and why is it important?" Toby Lowe argues that "a community is a group of people who share an identity-forming narrative." Explain how this idea can be seen in the community's view of the painter lady in "The War of the Wall." Use evidence from both texts in your response.

Common Core State Standards Addressed:
Reading Literature (RL)
- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)
- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 2: Adolescence
October-November

Unit Summary and Lesson Overviews

Unit Summary: How can one of the most important times in our lives also be one of the most challenging? Adolescence is a pivotal time full of change and new experiences, yet it can also be difficult. In this 360 Unit, students will explore the unique, complicated, and even comical experiences and lessons of adolescence. They'll read articles, stories, and poems about teens navigating this time in their lives. They'll learn about changes that occur in the adolescent brain and consider how these changes influence teen behavior and decisions. While students weigh in on these important concepts, they'll also learn new reading, writing, discussion, and grammar skills. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: How do the challenges of adolescence contribute to our growth?

Knowledge Building: the developmental landscape of adolescence — changing emotions, behaviors, and social life — and how it is reflected in literature

Core Texts:
"How the Teen Brain Transforms Relationships" by Daniel Siegel (Informational)
"The Party" by Pam Muñoz Ryan (Short Story)
"Hanging Fire" by Audre Lorde (Poem)
"Saturday at the Canal" by Gary Soto (Poem)
"First-Day Fly" by Jason Reynolds (Short Story)
"Teens' Penchant for Risk-Taking May Help Them Learn Faster" by Erin Ross (Informational)
"Momentum" by Catherine Doty (Poem)
"Popularity" by Adam Bagdasarian (Short Story)

Supplemental Texts Included
Independent Reading and Book Club Options

Unit Skills:
Reading
- Synthesizing a central idea
- Analyzing the development of ideas
- Analyzing how text structure adds to idea development

Writing
- Adding strong reasoning

Speaking and Listening
- Referring to evidence in discussion
- Asking questions in discussion

Culminating Task: Literary Analysis Essay: In this unit you have learned from both fiction and nonfiction texts about experiences that many adolescents have in common. Explain how author Adam Bagdasarian uses at least two literary devices in the short story “Popularity” to show what those experiences are like. Support your response with textual evidence.

Common Core State Standards Addressed:

Reading Literature (RL)

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)

- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 3: Social Media: Risks and Rewards

December-January

Unit Summary and Lesson Overviews

Unit Summary: Teens love to use social media. But is this beneficial? Or is it risky? In this 360 Unit, students explore the risks and benefits of social media and ultimately argue whether or not they believe social media use is beneficial for teens. They'll read statistics from research, interviews with experts, and personal examples from teens about the impact of using social media. They'll read about the importance of social media status updates, social media as a creative outlet, and teens who are taking a more mindful approach to social media. While students grapple with these important concepts, they will practice key reading, annotating, writing, research, discussion, and grammar skills. By the end of the unit, students will build a social media campaign that promotes the positive use of social media.

By the end of this unit, students should be able to use evidence from the unit's informational texts to explain the risks and rewards of social media use. To demonstrate this skill, they will create a social media campaign with a cohesive message about how students can make positive decisions while using social media. Students present their presentation to other students, reflecting on the stylistic and content choices they made.

Essential Question: Is social media more risky or more rewarding for teens? How can we promote teens making better decisions online?

Knowledge Building: the benefits and risks of social media for teens

Core Texts:
"This is Your Brain on Instagram" by Kelly McSweeney (Informational)
"Teens Say Social Media Isn't As Bad for Them As You Might Think" by Katie Notopoulos (Informational)
"This Muslim-American Teen Turned His Suffering Into A Full-Fledged Battle Against Stereotypes" by Rae Paoletta (Informational)
"Why Young Adults Are Taking a More Mindful Approach to Social Media" by Jessica Matlin (Informational) Choice Board Texts:
"Social Media: What's Not to Like?" by Alison Pearce Stevens (Informational)
"Teen Girls Organized Nashville's Largest Protest" by Lena Felton (Informational)
"Using Social Networks Safely" by GCF Global (Informational)

Unit Skills:
Reading
- Analyzing and summarizing the central idea
- Analyzing how a specific section contributes to meaning
- Synthesizing information presented in different media

Writing
- Paraphrasing central idea and supporting evidence

- Conducting research and synthesizing information across texts

Speaking and Listening
- Acknowledging new ideas and expressing a change in thinking
- Including multimedia components in a presentation

Culminating Task: Informative Presentation: In this final project, convince other teens to make more positive decisions while online. Create a social media campaign in order to inform teens of the effects of frequent social media usage—positive or negative. Design three social media posts that:
- rely on facts and examples from your research
- include visually-appealing designs that engage the audience
- Illustrate a cohesive message and purpose with captions and hashtags

Be prepared to present design and content choices to a small group

Common Core State Standards Addressed:
Reading Information (RI)
- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)
- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6: Use technology, including the Internet, to produce and publish writing and link to

and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 4: Influential Voices

January-February

Unit Summary and Lesson Overviews

Unit Summary: In this 360 Unit, students learn about the techniques effective speakers use to appeal to and engage their audiences. This unit features a wide range of speeches: from Sojourner Truth's well-known "Ain't I a Woman?" speech on women's rights, to Oprah Winfrey's eulogy for Rosa Parks, to Steve Jobs's inspirational commencement address at Stanford University. Students read and watch videos of speeches and analyze the speakers' rhetoric. Writing lessons focus on summarizing evidence and analyzing tone. In preparation for the unit's Culminating Task, students independently read and watch a video of a speech they select from a curated set. Students demonstrate their mastery of the unit's reading and writing skills by writing an explanatory essay about how that speaker uses rhetoric to persuade their audience. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: How does a speaker motivate or persuade their audience?

Knowledge Building: the literary, rhetorical, and performative choices writers make to craft speeches that impact their audiences

Core Texts:
"The Man in the Arena" by Theodore Roosevelt (Speech)
"Purple is the Noblest Shroud" by Empress Theodora of Byzantium (Speech)
"Ain't I a Woman?" by Sojourner Truth (Speech)
"Senate Statement on Rock Lyrics and Record Labeling" by John Denver (Speech)
"Ronald Reagan on the Challenger Disaster" by Ronald Reagan (Speech)
"Eulogy for Rosa Parks" by Oprah Winfrey (Speech)

Supplemental texts included
Independent Reading and Book Club Options Choice Board Multimedia:
"Steve Jobs's Stanford University Commencement" by Steve Jobs (Speech)
"Malala Yousafzai's Address to the United Nations, July 2013" by Malala Yousafzai (Speech)

Unit Skills:
Reading
- Comparing and contrasting across texts

Writing
- Transitions to compare and contrast
- Revising for sentence variety

Speaking and Listening
- Effectively employing skills learned throughout the year

Culminating Task: Rhetorical Analysis Essay: Write your own persuasive speech in which you make a claim about one of the topics listed below. In your speech you must include at least two rhetorical choices to accomplish your purpose.

- School meals
- School field trips
- School dress code
- Teen jobs
- Teen curfews
- Or another teacher-approved topic

Common Core State Standards Addressed:

Reading Literature (RL)

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)

- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts,

and information through the selection, organization, and analysis of relevant content.

- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Unit 5: School Electives: Which One Matters Most?

March-April

Unit Summary and Lesson Overviews

Unit Summary: Students have strong feelings about school, especially which classes they like the most. In this CommonLit 360 Unit, students explore a hypothetical situation where their school is cutting all electives except for one. It is up to students to decide which one should be saved: computer science, cooking, or music. As students read engaging texts, watch videos, and participate in debates, they will build a balanced view on the topic and take a position in their argumentative presentation. As they prepare their multimedia presentation, students will learn how to sway their readers by engaging a specific audience, using effective visual communication, and drafting a pitch to deliver strong and compelling reasons to save their chosen elective. Students will love learning how to argue effectively about this relevant topic. By the end of the unit, students should be able to use evidence from the unit's informational texts to argue for one elective they want to save. To demonstrate this skill, they write a pitch and argumentative presentation that examines why that particular elective should be saved. This unit also includes supplemental texts which can be used in parallel with the core instruction.

Essential Question: How do different electives motivate students and prepare them for the future?

Knowledge Building: how different electives motivate students and prepare them for the future: music, cooking, computer science

Core Texts:
"Arlington Heights Parents Oppose District 25's Plan To Cut Electives" by Karen Ann Cullotta (News)
"Middle School Music And Theater Students Get Better Grades" by Tom Jacobs (Informational)
"Reading, Writing And Roasting: Schools Bring Cooking Back Into The Classroom" by Allison Aubrey (News)
"Coding — It's All Around Us" by Michael Signal (Informational)
"The Value of Taking Electives" by Ashleigh Lutz (Essay) Choice Board Multimedia:
"Five Life Skills I Learned in Marching Band" by Donna Krache (Essay)
"Dinner at home is main ingredient for healthy eating" by Meredith Cohn (News)

Unit Skills:
Reading
- Analyzing the development of central idea
- Analyzing the connections between ideas in a text
- Analyzing data and infographics

Writing
- In-text citations and Works-Cited page
- Using descriptive examples and images to persuade
- Introducing expert knowledge and research

Speaking and Listening

- Presenting research to others
- Using visuals and multimedia strategically
- Effectively employing skills learned throughout the year

Culminating Task: Argumentative Presentation: Imagine your school is considering cutting some elective courses. Which of the following three electives would you save and why: Computer Science, Cooking, or Music?
Prepare a multimedia presentation for your local school board to convince them which elective should be saved. Be sure to make a pitch about why your chosen elective is best, including evidence, appeals, and visual messaging to support your argument.

Common Core State Standards Addressed:
Reading Information (RI)

- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1A-B: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a

standard format for citation.

Language

- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit 6: *Brown Girl Dreaming* by Jacqueline Woodson

May-June

Unit Summary and Lesson Overviews

Unit Summary: This 360 Unit is centered on Jacqueline Woodson's memoir Brown Girl Dreaming. In this unit, students examine Woodson's early life in the 1960s and 1970s and how the world around her influences her dreams for the future. Students participate in Related Media Explorations to build key background knowledge about this historic time period. They read interviews with two activists who participated in the nonviolent movement to protest segregation and analyze an iconic painting depicting important events of the time period. While students build this important historical knowledge, they consider how Woodson was influenced by the people and events in the world around her and share their ideas through discussion and writing.

Essential Question: How does the time and place in which we live shape our story?

Knowledge Building: author's craft through a novel in verse; how a novel's setting affects its development.

Core Texts:
Brown Girl Dreaming by Jacqueline Woodson (Memoir)

Choice Board Multimedia:
"The First Time John Lewis and I Integrated the Buses" by Bernard Lafayette Jr. (Interview)
"Transcript of Full Joseph McNeil Interview" by Newsday (Interview)
Supplemental Texts Included

Unit Skills:
Reading
- Analyzing how structure develops theme
- Analyzing how plot and setting influence character change
- Analyzing point of view development

Writing
- Writing introductions
- Writing conclusions
- Conducting peer review

Speaking and Listening
- Bringing the discussion back on topic

Culminating Task: Literary Analysis Essay: Jacqueline Woodson grew up during a time of great change. How did the world around Woodson shape her dreams for her future? Use evidence from Brown Girl Dreaming and at least one additional unit source to support your analysis.

Common Core State Standards Addressed:

Reading Literature (RL)

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information (RI)

- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing (W)

- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

English Language Arts
Grade 8

The Southington Public Schools grade 8 English Language Arts curriculum is based on the Connecticut Core Standards for English Language Arts (CCSS-ELA) and is aligned to the science of reading. The curriculum is designed to develop students' skills in reading, writing, speaking, listening, and language through the use of high-quality, grade-level texts and evidence-based instructional practices. Southington middle schools use the CommonLit 360 curriculum as a core instructional resource to support rigorous literacy instruction and coherence across classrooms. The curriculum emphasizes close reading, text-based discussion and writing, vocabulary development, and the analysis of both literary and informational texts to prepare students for success across content areas and beyond the classroom.

Unit 1: The Art of Suspense
September-October

Unit Summary and Lesson Overviews

Unit summary: How do authors create suspense and why are readers drawn to it? In this 360 Unit, students explore these questions as they read stories that build tension and apprehension. They consider the variety of techniques authors like Edgar Allan Poe and Roald Dahl use to inspire feelings of worry, fear, and dread. Students also learn about the psychology behind their own reactions to suspense. They strengthen their analytical reading skills as they examine the way point of view, conflict, and irony work together to build suspense. Students also practice writing and discussion skills and learn new vocabulary that will help them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: How do authors create suspense, and why are we drawn to it?

Knowledge Building: how authors build suspenseful stories through literary techniques; the psychology behind suspense.

Core Texts:
"Button, Button" by Richard Matheson (Short Story)
"Lamb to the Slaughter" by Roald Dahl (Short Story)
"Ruthless" by William DeMille (Short Story)
"Lather and Nothing Else" by Hernando Téllez (Short Story)
"The Tell-Tale Heart" by Edgar Allan Poe (Short Story)
"The Cone" by H.G. Wells (Short Story)
"The Psychology of Suspense" by R.J. Jacobs (Nonfiction)

Supplemental Texts Included
Independent Reading and Book Club Options

Unit Skills:
Reading
- Analyzing how dialogue and events propel action or reveal character
- Analyzing development of key concepts
- Analyzing development of irony and suspense

Writing
- Writing a strong evidence based response
- Writing a strong claim

Speaking and Listening
- Referring to evidence in discussion to build on or challenge other's ideas

Language
- Verb forms: gerunds, participles, and infinitives
- Grade-appropriate academic vocabulary

Culminating Task: Literary Analysis Essay: Write an essay that compares and contrasts how the authors of "Ruthless" and "The Cone" build suspense. Use relevant evidence from both texts to support your response.

Standards Addressed:
Reading Literature (RL)
- RL 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Information (RI)
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: Determine a central idea of a text and analyze its development over the course of

the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language
- L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)
- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 2: Conveying Courage
October-November

Unit Summary and Lesson Overviews

Unit summary: Why do people find courage in the words of others? In this 360 unit, students explore a variety of genres (a letter, poems, and speeches) to consider how each author's word choice and structural choices add to their message of courage. The unit's reading lessons teach students to think about the emotional impact of a text's delivery. For example, students will notice how a poem's rhyme scheme develops a message of strength or confidence, and how repetition in a poem creates a sense of unity. After exploring messages of courage and creating their own definition of courage, students work in pairs to craft presentations that compare and contrast how two poets develop their messages of courage. Students will practice transferrable reading, writing, presentation, discussion, vocabulary, and grammar skills as they explore the timeless theme of courage. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: What is courage? How do writers share their messages of courage?

Knowledge Building: how courage is expressed in literature and speeches through craft and structure

Core Texts:
"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass (Letter)
"Invictus" by William Ernest Henley (Poem)
"Sonnet" by James Weldon Johnson (Poem)
"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower (Historical Document)
"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy (Speech)
"A Litany for Survival" by Audre Lorde (Poem)
"Still I Rise" by Maya Angelou (Poem)

Choice Board Multimedia:
"The Miracle of Morning" by Amanda Gorman (Poem)
"The Danger of Silence" by Clint Smith (Poem)

Supplemental Texts Included
Independent Reading and Book Club Options

Unit Skills/Topics:
Reading:
- Theme development
- Figurative language and word choice
- Impact of text structure on meaning and style
- Central idea development
- Figurative language and word choice
- Text structure and idea development

Writing:
- Add strong reasoning
- Explanatory writing
- Introduce evidence with context about an author or speaker
- Peer review

Language:
- Use verbs in the conditional mood
- Grade-appropriate academic vocabulary

Speaking and Listening:
- Connect other speakers' ideas
- Presentation and delivery
- Multimedia components

Culminating Task: Literary Analysis Presentation: In this unit, you have read five poems in which individuals convey messages about courage. With a partner, prepare a presentation comparing and contrasting how two poets convey their messages.

Standards Addressed:
Reading Literature (RL)
- RL 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.4:Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Information (RI)
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3: Analyze how a text makes connections among and distinctions between

individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)

- W.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Unit 3: Contact Sports: Worth the Risk?
December-January

Unit Summary and Lesson Overviews

Unit summary: Americans love contact sports such as football, soccer, and lacrosse, but concerns about player safety have cast a shadow on them in recent years. In this 360 Research Unit, students will investigate the connection between contact sports, concussions, and chronic brain impairment. Students begin the unit with a Related Media Exploration where they learn how perspectives regarding concussions in sports have changed over time. Throughout the unit, students will learn about the many benefits of participating in team sports, as well as read about athletes who struggle with brain injuries. These texts will prepare students to respond to the unit research question: Is playing contact sports worth the risk? With each text, students will be prompted to track evidence that they will use in order to develop their culminating task, an advertisement. The writing lessons will support students in their development of their culminating task, an advertisement, which they will then present to their classmates via a persuasive pitch.

Essential Question: Are contact sports worth the risks?

Knowledge Building: the risks and benefits of various contact sports

Core Texts:
"What a lifetime of playing football can do to the human brain" by Brian Resnick (Informational Text)
"The Concussion Gap: Head Injuries in Girls Soccer Are An 'Unpublicized Epidemic'" by Lee van der Voo (Informational Text)
"The American Academy of Pediatrics on Tackling in Youth Football" by The American Academy of Pediatrics (Press Release)
"Heads Up Football Program Flourishing" by Associated Press (News Article)
"The Social and Academic Benefits of Team Sports" by Paige Maslen (Informational Text) Choice Board Multimedia: • "Why the Latest Efforts to Make Youth Football Safer Could Fail" by Ryan Swanson (Informational Text) • "13 Concussions" by Casey Cochran (Informational Text) • "Control the Head: Combating Concussions in Wrestling" by WOUB Public Media (Informational Text) • "The Concussion Gender Gap: Why Girls Suffer More Head Injuries" by Kim Elsesser (Informational Text)

Unit Skills/Topics:
Reading:
- Analyze the development of central idea
- Connections among and distinctions between ideas
- Author's point of view and purpose

Writing:
- Writing to support a claim
- Supporting claims with evidence
- Writing for an audience
- Conducting short research

Language
- Sentence combining and punctuation
- Grade appropriate academic vocabulary

Speaking and Listening:
- Incorporate others into a discussion
- Analyzing the purpose of a presentation
- Presenting claims and findings
- Integrating multimedia and visual displays

Culminating Task: Argumentative Presentation: In this culminating task, you will work individually to create an advertisement which expresses your position on the following question: are contact sports worth the risk? The purpose of this advertisement is to convey your claims through text and visual media. Your advertisement will include:
- a slogan and text that appeals to a target audience
- cited evidence supporting your claims
- an image and design that complements the text

After you finalize your advertisement, you will write and present a short “pitch” that aims to persuade your classmates to adopt its message.

Standards Addressed:
Reading Information (RI)
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)
- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Unit 4: Not that Different
February-March

Unit Summary and Lesson Overviews

Unit summary: In this 360 Unit, students explore the phenomenon of othering, or treating someone as if they don't fit into the norm. They consider its impact on both individuals and society. Students read texts that illustrate othering in multiple settings and contexts, including realistic fiction, science fiction, nonfiction, and poetry. These different genres give students opportunities to discuss and contemplate what their treatment of others might reveal about themselves. Students strengthen their writing through lessons that support precision of word choice, analysis, and revision. As students consider the impact of othering, they strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that helps them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Essential Question: How does "othering" affect individuals and humanity in general? What does the way a person treats others reveal about them?

Knowledge Building: The psychology of favoritism and othering behaviors; the way these behaviors present in literature and historical events

Core Texts:
"The Star Beast" by Nicholas Stuart Gray (Short Story)
"What is Othering?" by Kendra Cherry (Nonfiction)
"McCarthy, Communists, and 'Enemies from Within'" by Adrienne Favors (Nonfiction)
"A Short Note to My Very Critical and Well-Beloved Friends and Comrades" by June Jordan (Poem)
"The Neighbor's Wife" by Susan Palwick (Poem) • "Hamadi" by Naomi Shihab Nye (Short Story)

Supplemental Texts Included
Independent Reading and Book Club Options

Unit Skills/Topics:
Reading:
- Theme development
- Character interaction and development
- Impact of word choice on mood and tone
- Impact of text structure
- How point of view develops dramatic irony and characterization
- Connections among and distinctions between ideas
- Impact of word choice on mood and tone

Writing:
- Explanatory Writing
- Introduce and organize evidence and reasoning
- Use precise language

- Produce clear and coherent writing
- Revise writing for clarity

Language:
- Revise writing for concision
- Grade appropriate academic vocabulary

Speaking and Listening:
- Refer to text evidence in discussion
- Participate in collaborative class discussions
- Build on and connect ideas within a discussion

Culminating Task: Literary Analysis Essay: Write an essay in which you analyze whether authors from two unit texts agree or disagree with the following quotation from scholar and social activist Chuck Collins:

"Of course, we have to respond to our immediate family, but, once they're O.K., we need to expand the circle. A larger sense of family is a radical idea, but we get into trouble as a society when we don't see that we're in the same boat."

In your essay, be sure to explain whether the author of each text agrees or disagrees with the quotation and how they develop their ideas.

Standards Addressed:
Reading Literature (RL)
- RL 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Information (RI)
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text

says explicitly as well as inferences drawn from the text.

- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)

- W.8.1.A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit 5: The Debate Over School Start Time
April-May

Unit Summary and Lesson Overviews

Unit summary: Teens have the hardest time waking up early for school. They feel passionately about sleeping in! In this 360 Unit, students explore the debate surrounding later school start times in order to write a convincing argument about whether their own school's start time should change. At the start of the unit, students self-select a series of three essential texts about the potential benefits and consequences of changing school start times. To further their understanding of local opinions on the topic, students create and administer their own survey. In an engaging Related Media Exploration, they explore several external data sets on the topic. Students also engage in discussions and debates to ensure they have a balanced view of the topic. Students learn to craft an effective written argument through lessons on argument structure, analyzing data, addressing an audience directly, and hooking readers with compelling evidence. Students also use the data from their own surveys to make an informed argument. As students weigh the different sides in this debate, they strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that will help them articulate their ideas in more sophisticated ways.

Essential Question: What is the ideal school start time?

Knowledge Building: Factors that influence the debate over school start times: teen wellness, economic implications, and scheduling issues. Analyzing data to gather conclusions.

Core Texts:
Choice Board Texts:
"Among teens, sleep deprivation an epidemic" by Ruthann Richter (Informational)
"Lack of sleep can turn teens into 'zombies'" by Stephen Ornes (Informational)
"Study: Later School Start Would Benefit Economy" by Kealey Bultena (Informational)
"Fairfax, Montgomery officials to share experience delaying school start times" by Cindy Huang (News Article)
"Changing School Start Times Has Ripple Effects — And Those Ripples Could Sink Many Families" by Johannah Haney (Opinion)
"Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education" by Ronni Newton (News Article)

Supplemental Texts Included

Unit Skills/Topics:
Reading:
- Central Idea

Writing:
- Argument writing
- Argument structure
- Addressing a specific audience

- Revising for purpose and audience
- Conducting research to answer a question
- Gathering and integrating information from multiple sources

Language
- Grade appropriate academic vocabulary

Speaking and Listening:
- Collaborative discussion and debate

Culminating Task: Research-Based Argumentative Essay: Imagine that you have the opportunity to speak directly to your school's student government about your school's start time. In this final unit culminating task, a Research-Based Argumentative Essay, you will incorporate survey data and research into an essay to convince a specific audience of your stance on the ideal school start time for your school. Support your argument with evidence from your research.

Standards Addressed:
Reading Information (RI)
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)
- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit 6: *Twelve Angry Men*
May-June

Unit Summary and Lesson Overviews

Unit summary: This 360 Unit is centered around Reginald Rose's play Twelve Angry Men, an exploration of how a single juror can influence the outcome of a case. In this unit students examine how each of the jurors grapple with the responsibility of finding a defendant "guilty" or "not guilty". Students have the opportunity to read the play aloud as a class, while tracking the development of specific jurors as the drama unfolds. Students participate in Related Media Explorations that expose them to the jury deliberation process and the effects of a diverse jury on case outcomes. In addition, they read informational texts that provide knowledge building for major concepts in the play. As the unit culminates, students engage in a discussion about character development to inform their understanding of the benefits and challenges of a jury. To demonstrate their learning, students will craft a literary analysis essay by learning how to incorporate academic language and context for their evidence within their writing.

Essential Question: What are the benefits and challenges of a jury system?

Knowledge Building: the role of jury trials in the American justice system, implications of a diverse jury on case outcomes.

Core Texts:
Twelve Angry Men by Reginald Rose (Drama)
"Presumption of Innocence" by New York Courts (Informational)
"What is Confirmation Bias?" by Shahram Heshmat (Informational)
"False Memories and How They Form" by Kendra Cherry
Supplemental texts included

Unit Skills/Topics:
Reading:
- Theme development
- Impact of dialogue
- Author's point of view
- Development of central idea

Writing:
- Expository writing
- Clarifying the relationships among ideas
- Using precise language
- Revising for purpose and audience

Language:
- Active and passive voice

- Grade appropriate academic vocabulary

Speaking and Listening:
- Acknowledge new information

Culminating Task: Literary Analysis Essay: You have read the play Twelve Angry Men by Reginald Rose and non-fiction articles discussing the role of a jury in the justice system. Select one character whose development throughout the play has been significant. Using your chosen character and the nonfiction articles, answer the following question: How does the play highlight the benefits and challenges of our jury system?

Standards Addressed:
Reading Literature (RL)
- RL 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Information (RI)
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies,

or categories).

- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)

- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening (SL)

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating

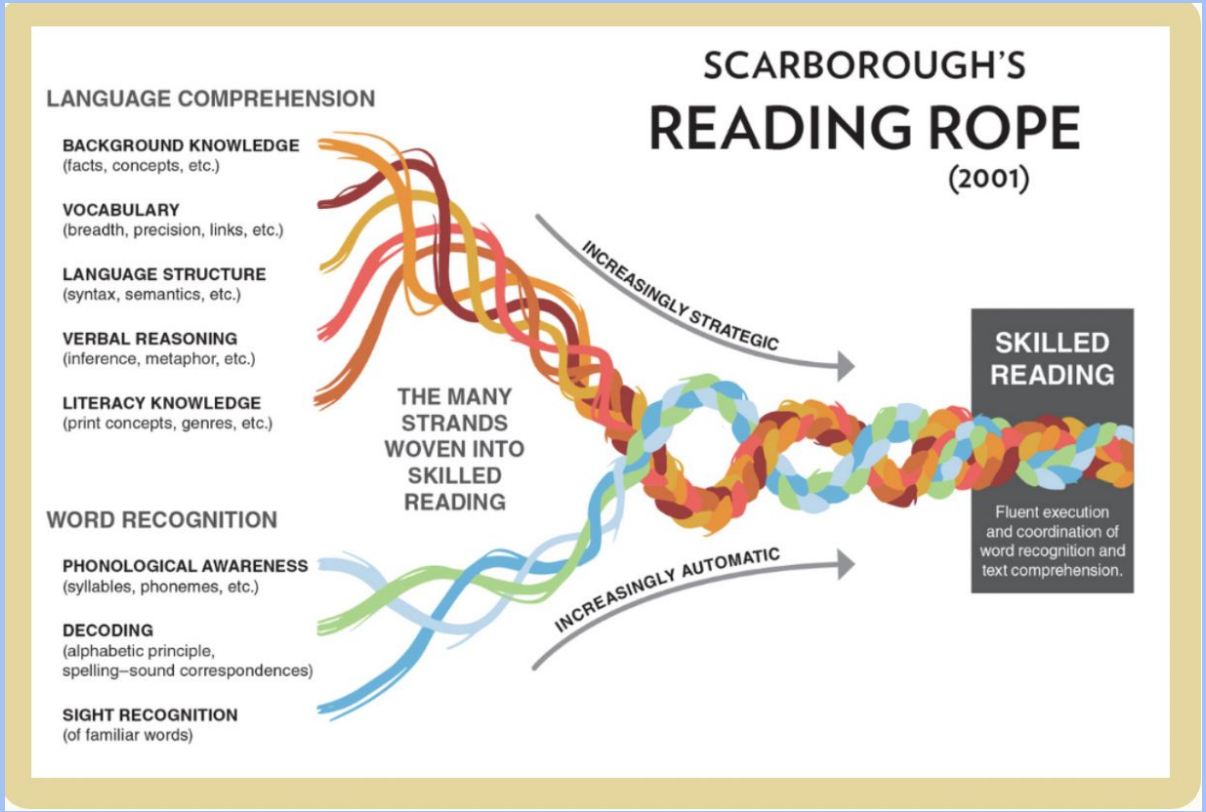
command of formal English when indicated or appropriate.

CommonLit 360

Curriculum & Instruction Update

May 27, 2026

CommonLit and the Science of Reading



What is CommonLit 360?

- A comprehensive English Language Arts (ELA) curriculum for grades 6–12.
- Developed by CommonLit, a nonprofit organization
- Designed to support reading, writing, speaking, and listening skills.
- Offers both digital and printable resources for flexible implementation.

Guiding Principles

CommonLit 360 is designed around four guiding principles.

1. Students can engage with and learn rigorous, grade-level content.
2. Teachers drive student outcomes.
3. Deep engagement fosters deep learning.
4. Learning is fundamentally social.

Key Features

- **Standards-Aligned Units**
  - Thematic units built around essential questions.
  - Incorporates diverse genres and high-quality texts.
- **Integrated Instruction**
  - Combines reading, writing, vocabulary, grammar, and discussion lessons.
  - Emphasizes critical thinking and text-based analysis.
- **Assessment Tools**
  - Includes formative assessments and writing rubrics.
  - Provides data to inform instruction and track student progress.

A Full Year of Learning

CommonLit 360 is a comprehensive curriculum, horizontally-aligned for standards coverage across a yea and vertically-aligned to grow students' skills over time. Relevant topics engage students as they build knowledge along with reading, writing, speaking and listening skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 6	**Characters Who Change and Grow** Thematic	**The Recipe for Success** Informational	***The Giver*** Novel	**Our Changing Oceans** Research	**The Forces that Shape Us** Thematic	**The Power of Play** Argument
Grade 7	**Community and Belonging** Thematic	**Adolescence** Informational	***Brown Girl Dreaming*** Novel	**Social Media: Risks and Rewards** Research	**Influential Voices** Thematic	**School Electives: Which Ones Matter Most?** Argument
Grade 8	**The Art of Suspense** Thematic	**Conveying Courage** Informational	***Twelve Angry Men*** Drama	**Contact Sports: Worth the Risk?** Research	**Not That Different** Thematic	**The Debate Over School Start Time** Argument

Unit Design

Vocabulary Activities

Grammar & Usage Activities

Unit Intro Lesson	**Writing Lesson 1:** Writing a Strong Claim	**Discussion Skill Lesson**	**Writing Lesson 2:** Writing a Complete Paragraph	**Reading Lesson 5:** "The Tell-Tale Heart"	**Reading Lesson 6:** "The Cone"	**Reading Lesson 7:** "The Psychology of Suspense"	**Writing Lesson 3:** Exemplar Essay Review	**Drafting The Literary Analysis Essay**

Reading Lesson 1: "Button, Button"	**Reading Lesson 2:** "Lamb to the Slaughter"	**Reading Lesson 3:** "Ruthless"	**Reading Lesson 4:** "Lather and Nothing Else"	**Narrative Writing Prompt**	**Related Media Exploration**	**Discussion Lesson 2**	**Writing Lesson 4:** Planning the Culminating Task	**Writing Lesson 5:** Peer Review & Revision

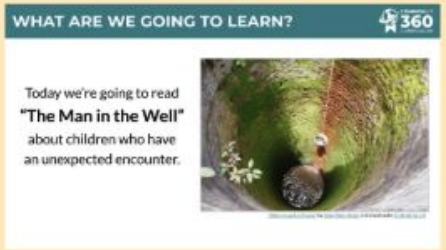
Unit Skills Assessment 1 **Unit Skills Assessment 2**

8th Grade Unit 1: The Art of Suspense

Reading Lessons

Before Reading

Launch the lesson by briefly introducing **focus skills, background knowledge**, and **text.**



During Reading

Read the text and engage with others by guiding students through the text and the During Reading questions.

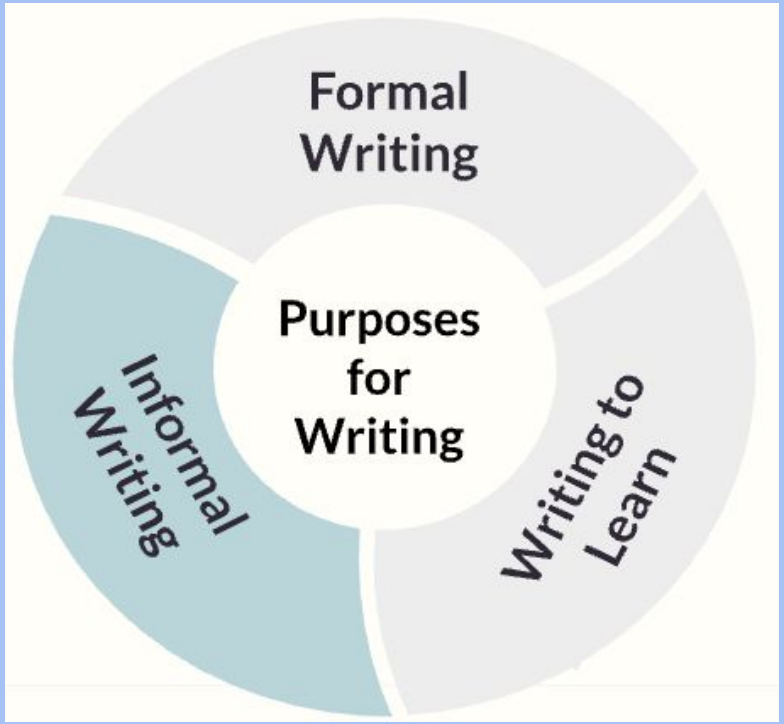
- **MODALITIES**
- **QUESTION TYPES**
- **ROUTINES**

After Reading

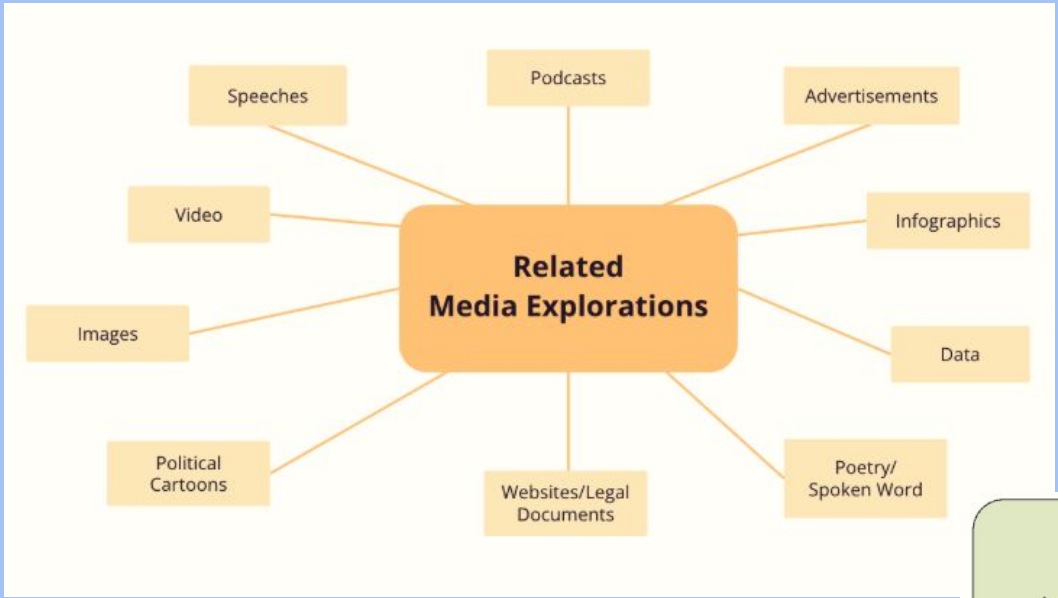
Finish strong with discussion, further analysis, and formative assessment questions

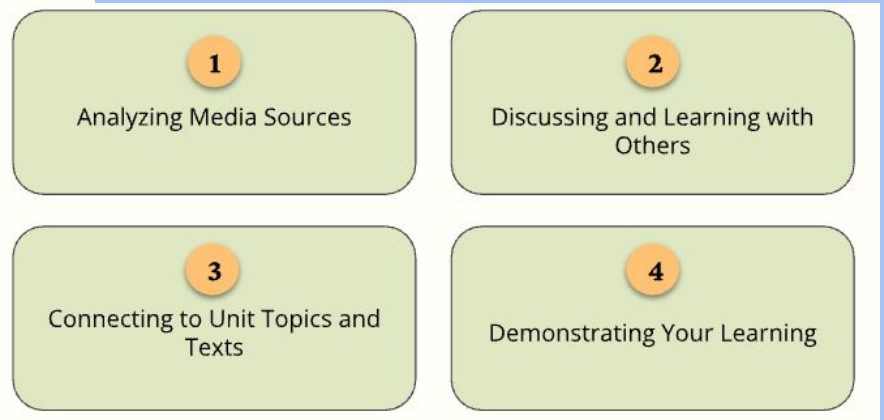
- **STUDENT-LED DISCUSSIONS**
- **FORMATIVE ASSESSMENT**
- **TAKEAWAYS**

Writing Lessons

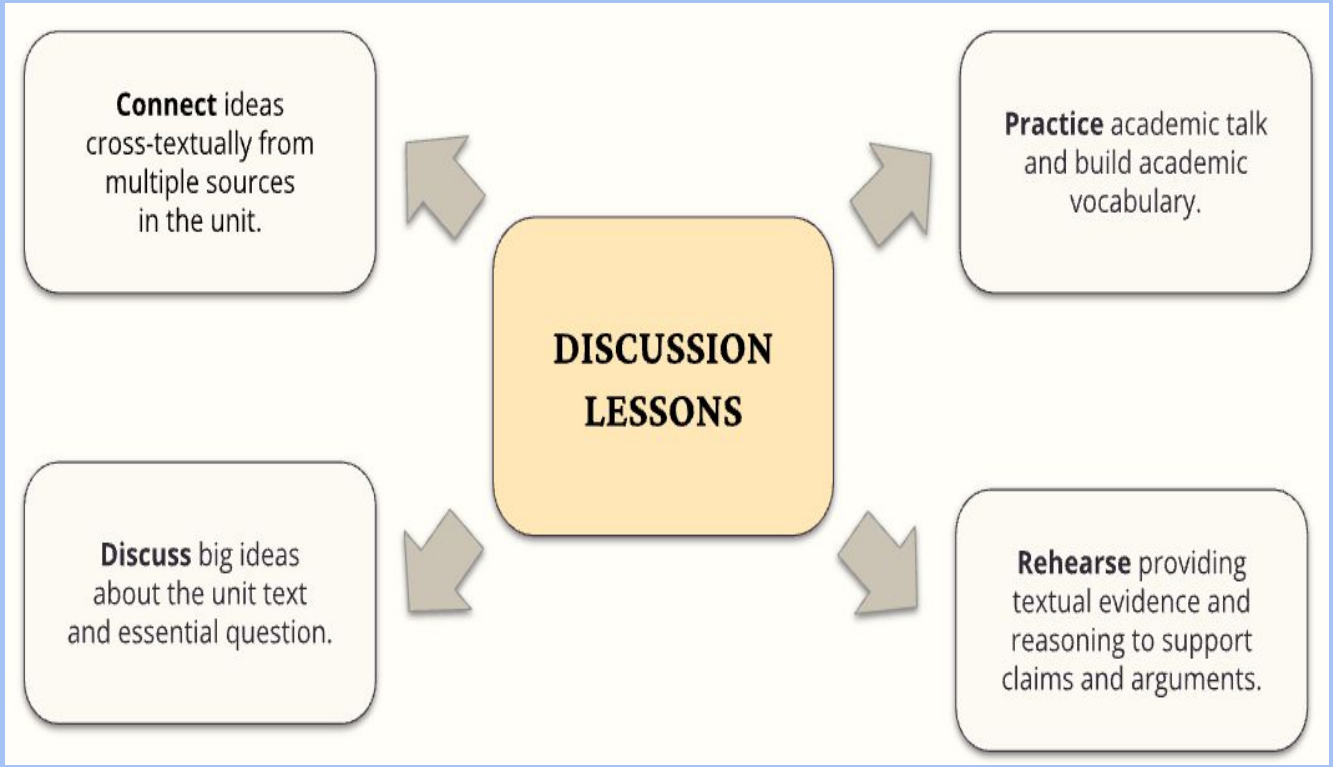


Related Media Exploration Lessons





Discussion Lessons



Vocabulary & Grammar Lessons

Vocabulary Activities

- **Unit Intro Lesson**
- **Writing Lesson 1:** Writing a Strong Claim
- **Discussion Skill Lesson**
- **Writing Lesson 2:** Writing a Complete Paragraph
- **Reading Lesson 5:** "The Tell-Tale Heart"

Grammar & Usage Activities

- **Reading Lesson 6:** "The Cone"
- **Reading Lesson 7:** "The Psychology of Suspense"
- **Writing Lesson 3:** Exemplar Essay Review
- **Drafting The Literary Analysis Essay**

- **Reading Lesson 1:** "Button, Button"
- **Reading Lesson 2:** "Lamb to the Slaughter"
- **Reading Lesson 3:** "Ruthless"
- **Reading Lesson 4:** "Lather and Nothing Else"
- **Narrative Writing Prompt**
- **Related Media Exploration**
- **Discussion Lesson 2**
- **Writing Lesson 4:** Planning the Culminating Task
- **Writing Lesson 5:** Peer Review & Revision

Assessments

Summative

CommonLit 360
Unit Culminating Tasks

Formative

CommonLit 360
Lesson Data

Vocabulary and
Grammar Quizzes

Unit Skills Assessments

Benchmark

CommonLit's
Assessment Series

Pre Assessment
Mid Year
Post Assessment

Instructional Supports

- **Scaffolding for Diverse Learners**
  - Supports English Language Learners and students with disabilities.
  - Offers differentiated instruction strategies.
- **Professional Development**
  - On-demand training modules for educators.
  - Resources to facilitate effective curriculum implementation.
- **User-Friendly Design**
  - Editable slide decks and lesson plans.
  - Easy integration with learning management systems.

Benefits of Using CommonLit 360

- **Engaging Content**
  - Features relatable themes and diverse perspectives.
  - Encourages student connection and reflection.
- **Research-Based Approach**
  - Curriculum developed with input from educators.
  - Backed by evidence showing improved literacy outcomes.

Feedback from Our Teachers

Student engagement is high!

Articles are relevant and rigorous.

Short stories are engaging.

Formative data allows us to immediately pivot and give feedback.

Accommodations are built in to support students with listening and translation.

Teaching something new is exciting and makes us feel energized.

Student choice is built in- choice boards for reading and choice of research topics.

Students are organically using the vocabulary.

Student discourse is built into the units.

Lessons are well planned and we can see the progression of skills.

Lessons allow us to use a variety of engagement strategies.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 d.

AGENDA REPORTING FORM

Agenda Topic: SHS English Grade 9, Unit 1 - REVISED Curriculum - First Reading.

Summary of Issue: SHS English Grade 9, Unit 1 - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS English Grade 9, Unit 1 - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Reading and Writing At The High School Level: Intro to Analysis
Teacher:	Grade 9 Cohort
Grade Level/Course:	9
Length/Dates:	20-22 block periods (dates vary)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will get an introduction to the essential reading and writing skills necessary to succeed at the high school level. Students will read a class anchor text to practice close reading skills and will write a thematic analysis based on that text.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
R9.1: Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **R9.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **R9.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. **W9.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **L9.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L9.4:** 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.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (critical thinking) 2. Students can produce effective and well-grounded writing for a range of purposes and audiences. (communication)

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?	**RL 9.1** ● Effective analysis requires direct textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. ● Analytical readers use strategies such as paraphrasing, summarizing, and selecting evidence to understand what the text says explicitly. ● Effective readers combine direct textual evidence and important context to make inferences. **RL 9.2** ● Effective readers notice patterns, consider important moments in the text, and track characters' conflicts/journeys/experiences to determine thematic topics. ● Effective readers consider the end result of a character's conflicts/journeys/experiences to determine an author's overall theme/purpose. ● Writing summaries requires different strategies based on the length of the text and purpose for reading. For a full narrative, students can use the SWBST strategy to help summarize. For excerpts, students can shorten the passage by focusing on only essential information. **RL 9.4** ● When available, students can use dictionaries and/or digital resources to determine the meaning of words and select the most relevant definition. When these resources are not available, students can use their knowledge of context clues, root words, prefixes, and suffixes to determine meaning. **W 9.4** ● Students can use the CAST organizational method to structure their writing. Students can edit according to the expectations of formal academic writing in order to develop writing appropriate to task, purpose, and audience. **L 9.1** ● Proper grammar enables clear, effective and precise communication.

	L 9.4 ● Possessing a strong vocabulary can make someone a stronger reader and writer.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	**RL 9.1** ● How do students select meaningful evidence? ● How do students support explicit interpretations of the text? ● How do students make logical inferences about a text? **RL 9.2** ● How do students determine thematic topics? ● How do students determine themes? ● How do students write an objective summary? **RL 9.4** ● How do students determine the meaning of unknown words? **W 9.4** ● How do students produce clear and coherent writing that is organized, developed, and has style, and is appropriate for the task, purpose, and audience? **L 9.1** ● Why is it important to understand and use proper grammar? **L 9.4** ● Why is developing a strong vocabulary important as a reader and writer?

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.

<u>Definitions:</u>
 	
RL9.1
● Evidence
● Inference
● Paraphrasing
 	
RL9.2
● Theme
● Analysis/unpacking
● Summarizing
● Setting
● Characterization
  ○ Direct
  ○ Indirect
● Conflict
● Climax
● Resolution
● SWBST (Somebody, Wants, But, So, Then)
 	
RL9.4
● Context
 	
W9.4
● CAST Organizational Structure (Claim, Add-To, Support, Tie Back)
● MLA Format
 	
L9.1
● Nouns
  ○ Proper
  ○ Abstract
  ○ Singular
  ○ Plural
● Antecedents
● Pronouns
  ○ Singular
  ○ Plural
● Verbs
  ○ Tense
  ○ Case
  ○ Action
	<u>Reading Skills:</u>
	
	RL9.1
	Students will be able to:
	● Select relevant evidence to support text analysis
	● Draw inferences based on context and purpose
	● Accurately paraphrase text
	
	RL9.2
	Students will be able to:
	● Identify thematic topics/themes
	● Summarize passages
	● Summarize excerpts for focus element
	● Summarize full texts
	● Read for a purpose
	
	RL9.4
	Students will be able to:
	● Identify the meaning of words using context
	
	W 9.4
	Students will be able to:
	● Write claims that reflect appropriate analysis of the text (what/ how/ why format)
	● Select evidence that supports claims
	● Elaborate to specifically explain how evidence supports the what and why of the claim.
	● Organize using CAST organizational structure
	● Edit for style (task, purpose, audience)
	
	L9.1
	Students will be able to:
	● Capitalize proper nouns
	● Identify antecedents
	● Identify verbs
	● Write in the “literary present” tense
	● Swap unnecessary linking/helping verbs with action verbs in their writing
	● Ensure subject-verb agreement in their writing

○ Linking / Verbs of being ○ Helping ○ Subject-Verb Agreement **L9.4** ● PowerPlus Lesson 1 vocabulary	**L9.4** **Students will be able to:** ● Use the PowerPlus Lesson 1 vocabulary words effectively in communication

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.

Reading Summative:

- ACA: Summative - AWNAAP Reading ACA ; Modified ACA assessment A Whole Nation
- ACC: '24 Summative - AWNAAP Reading ACC
  - **Goal**: Students will demonstrate their current reading abilities.
  - **Role**: Student
  - **Audience**: Teacher
  - **Situation**: Using a short story, students will identify literary elements and explain how they are developed using evidence.
  - **Performance/Product**: A completed close-reading assessment.
  - **Standards and Criteria for Success**: Point values included in linked assessment.

Writing Summative:

- ACA: ACA Writing Summative MDG.docx
- ACC: Summative - CAST Analysis ATTWN.docx ; Summative - CAST Analysis Animal Farm .docx
  - **Goal**: Students will demonstrate their current writing abilities.
  - **Role**: Student
  - **Audience**: Teacher
  - **Situation**: Using a short story, students will write a CAST paragraph based on a provided prompt (prompt may vary).
  - **Performance/Product**: A well-developed CAST paragraph containing a claim, effective evidence, and insightful elaboration.
  - **Standards and Criteria for Success**: See rubric linked in the English I shared drive.

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

Handouts:

- Reading Resource Packet (ACA)
- Writing Resource Packet (ACA)
- Writing Fundamentals Packet (ACC)

Formative Assessments:

- Q1 Reading Formative

Graphic Organizers:

- CAST Organizer (Located in Writing Resource Packet under the English I shared drive)

Recommended Anchor Texts:

- *And Then There Were None* [ACC]
- *Animal Farm* [ACC]
- "The Most Dangerous Game" [ACA]

Summative Assessment Text ACA & ACC:

- "A Whole Nation and a People"

Recommended ACA Texts for Supplemental Instruction:

- "Death by Scrabble"
- "Man in the Well"
- "Charles"
- "Lamb to the Slaughter"
- "Cemetery Path"
- "The Elevator"

Evaluative Criteria

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

Reading Formative: Quiz consists of open-ended questions that teachers grade based on a shared answer key. All students must complete the reading formative by Block 11 so that teachers can pass back and review the assessment. Teachers then re-collect the assessment.

Reading Summative: Test consists of open-ended questions that teachers grade based on a shared answer key. All teachers pass back and review the assessment before the end of the quarter. Teachers then re-collect the assessment.

Writing Summative: Link to 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.

See learning map/learning cards inside the English I shared drive for pacing.

Other Evidence

Assessment Evidence

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

- Writing Benchmark
- CommonLit Benchmark
- Common Lit short stories/target lessons
- Exit tickets
- Unit Terms/Academic Vocabulary (quiz)
- PowerPlus Vocab Lesson 1
- Reading formative (quiz)
- Reading summative (test)
- Writing summative (test)

Stage 3: Instructional Design

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

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Curriculum Map for Unit 1		
Learning Target:	**Relevance:**	**Success Criteria:**

• *Describes what the students will learn in the lesson.*
• *Comes from STAGE 1 stands, and EU's*
• *Targets map out the progression of learning over the course of the unit.*
	• *Gives students a reason for the learning. ("The WHY")*
	• *Should support one of the following:*
	  ○ *Global relevance*
	  ○ *Real-world connected*
	  ○ *Student interest*
	  ○ *Necessary for large scale processes, plans or concepts*
		• *Describes what students need to do to be successful in the lesson (meet the target).*
		• *Provides students the answers to, "How will I know when I have met the learning target."*
		• *Connects to the assessment(s) for the lesson/unit.*

Learning Target:	**Relevance:**	**Success Criteria:**
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

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

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Learning Target:	**Relevance:**	**Success Criteria:**
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

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

Intro to Analysis

Reading and Writing at the High School Level

Grade 9 Cohort | 20-22 Block Periods

Unit Overview

An introduction to essential reading and writing skills necessary to succeed at the high school level, focusing on close reading and thematic analysis.

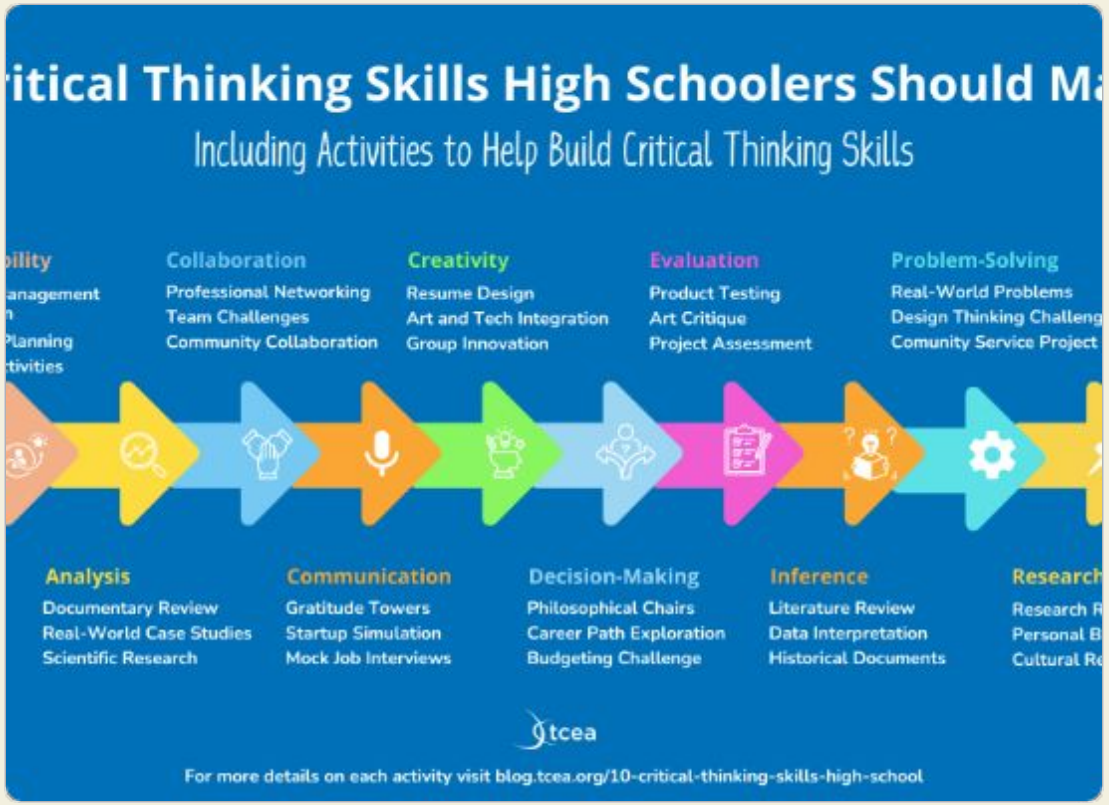
CORE ACADEMIC STANDARDS

- **R9.1:** Cite strong and thorough evidence to support explicit analysis and inferences.
- **R9.2:** Determine a theme or central idea and analyze its development over the course of the text.
- **R9.4:** Determine figurative and connotative meanings of words and phrases; analyze impact of word choice.
- **W9.4:** Produce clear and coherent writing appropriate to task, purpose, and audience.
- **L9.1:** Demonstrate command of the conventions of standard English grammar and usage.

VISION OF THE GRADUATE

Transdisciplinary Goals

- **Critical Thinking:** Students inquire, identify, and ethically solve real-world problems through reasoning.
- **Communication:** Students effectively use interpersonal skills in a range of formal and informal contexts.



ENDURING UNDERSTANDINGS: READING

Evidence & Inference

Effective analysis requires direct textual evidence to support what the text says explicitly as well as inferences. Readers combine direct evidence and important context to reach logical conclusions.

Themes & Patterns

Readers notice patterns and track characters' conflicts/journeys to determine thematic topics. Considering the end result of these experiences reveals the author's overall purpose.

ENDURING UNDERSTANDINGS: WRITING

CAST Organization

Structure writing using **Claim, Add-To, Support, and Tie Back**. Formal academic writing requires specific editing for task, purpose, and audience.

Grammar & Vocabulary

Proper grammar enables clear and precise communication. A strong vocabulary enhances both reading comprehension and the ability to express complex ideas effectively.

ESSENTIAL QUESTIONS

Evidence

How do students select meaningful evidence and support explicit interpretations?

Themes

How do students determine thematic topics and write an objective summary?

Writing

How do students produce coherent writing that is organized and appropriate?

KEY ACADEMIC CONCEPTS

Domain	Key Terms & Definitions
RL 9.1 / 9.2	Evidence, Inference, Paraphrasing, Theme, Analysis, Summarizing
Literary Elements	Setting, Characterization (Direct/Indirect), Conflict, Climax, Resolution
Writing Models	CAST (Claim, Add-To, Support, Tie Back), MLA Format, SWBST Summary
Language	Nouns (Proper/Abstract), Pronouns, Antecedents, Literary Present Tense

SKILLS: WHAT STUDENTS CAN DO

Reading Skills

- Identify thematic topics and themes
- Draw inferences based on context
- Summarize full texts using SWBST

Writing Skills

- Write claims in What/How/Why format
- Elaborate to explain how evidence supports claims
- Use appropriate style and vocabulary based on audience and purpose.

SUMMATIVE ASSESSMENTS

Reading & Writing Evidence

Reading ACA/ACC: Using a short story, students will identify literary elements and explain development using text evidence in a close-reading assessment.

Writing Summative: Students write a CAST paragraph based on a provided prompt, focusing on claim development and insightful elaboration.

Common Scoring

Writing assessments are scored using common rubrics.

Reading assessments are scored using common practices including point distribution and calibration.

INSTRUCTIONAL RESOURCES

Recommended Anchor Texts

- *And Then There Were None* (Agatha Christie)
- *Animal Farm* (George Orwell)
- "The Most Dangerous Game" (Richard Connell)
- "A Whole Nation and a People" (Summative Text)

Supplemental stories are located in the shared drive.

Questions?

Intro to Analysis | Grade 9

English

English I Shared Drive Resources Available

Curriculum Map & Learning Cards

Included

IMAGE SOURCES

https://blog.tcea.org/wp-content/uploads/2024/09/10-Critical-Thinking-Skills-High-School-Students.png

Source: blog.tcea.org

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https://substackcdn.com/image/fetch/$s_!N8yc!,f_auto,q_auto:good,fl_progressive:steep/https%3A%2F%2Fsubstack-post-media.s3.amazonaws.com%2Fpublic%2Fimages%2Fb8bc3017-3076-4325-a521-9ee1f04c9a36_4000x3000.jpeg

Source: parknotes.substack.com

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https://theliterarylifestyle.com/wp-content/uploads/2024/09/classic-books.jpg

Source: theliterarylifestyle.com

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https://buildingbooklove.com/wp-content/uploads/2024/07/Blog-Header-55.jpg

Source: buildingbooklove.com

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 e.

AGENDA REPORTING FORM

Agenda Topic: SHS English Grade 10, Unit 1 - REVISED Curriculum - First Reading.

Summary of Issue: SHS English Grade 10, Unit 1 - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS English Grade 10, Unit 1 - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Characterization, Point of View, and Perspective and Theme
Teacher:	Eric Lindblom, Melanie Montagna, Ashley Slubowski, Megan Bucknall, Elisabeth Pasqua, Martha Rogers, Kathy Reilly, Erin Luddy
Grade Level/Course:	English II
Length/Dates:	Quarter 1
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will analyze how a complex character develops throughout the class novel. Students will also determine themes for texts. They will be able to analyze how those themes emerge in the text.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L4: 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. Supporting ACC ONLY SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
ELA disciplinary transfer goals: 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (critical thinking) 2. Students can produce effective and well-grounded writing for a range of purposes and audiences.(communication) 3. Students can employ effective speaking and listening skills for a range of purposes and audiences.(communication)

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?	Each EU listed should correspond to at least 1 or more EQ below.
	RL1:
	● Purposeful readers:
	  ● understand that the reader is an active participant in developing understanding.
	  ● cite and analyze evidence/details that support understandings.
	  ● understand that not all evidence is created equal.
	  ● draw inferences from the evidence or details the authors provide, some of which are obvious and some of which are implied.
	RL2:
	● Authors express themes or central ideas in their writings.
	● The theme or central idea of a text may evolve as a text progresses.
	RL3:
	● Authors create complex characters to:
	  ○ further the conflict.
	  ○ develop the theme.
	W4
	● Effective writing is clear, coherent, organized and developed with relevant support.
	● Writers should account for task, purpose, and audience when writing.
	SL1 (ACC ONLY)
	● An effective communicator and collaborator poses and responds to questions and clarifies, verifies, or challenges alternative or opposing perspectives.
	L1
	● Proper grammar enables clear, effective and precise communication.
	L4
	● Possessing a strong vocabulary can make someone a stronger reader and writer.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. RL1 ● What does it mean to read with a purpose? ● How do readers effectively analyze a text? ● How do readers make logical inferences about a text? RL2 ● What do authors communicate through their writing beyond the literal text? ● Does the theme or central idea have to remain consistent throughout a text? RL3 ● Why do authors create complex characters? W4 ● What is effective writing? ● What should writers consider when creating a text?

	SL1 (ACC ONLY) ● What does it mean to be an effective communicator and collaborator? L1 ● Why is it important to understand and use proper grammar? L4 ● Why is developing a strong vocabulary important as a reader and writer?

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:
RL1:
● The difference between explicit and implicit evidence.
● The qualities of strong and weak evidence.
RL2:
● The differences between thematic topics and theme statements
RL3:
● Indirect/direct characterization
● STEAL (speech, thoughts, effect on others, actions, looks)
● round/flat, static/dynamic characters
● Literary POV (narration style)
  ○ 1st, 2nd, 3rd Omniscient, 3rd Limited, 3rd Objective
● Narrative POV (Perspective)
  ○ Thoughts, feelings, beliefs, biases, morals, values
  ○ Character perspective and Narrator perspective
W4:
Process:
● Brainstorming
● Outlining
● Drafting
Development:
● A clear thesis/claim includes a what, how, and why
● What distinguishes relevant, sufficient evidence
● Techniques for elaboration
Organization:
● CAST format
● Transition words/phrases
Style:
● Language and structure determines tone
	Students will be able to:
	RL1
	● Read closely to:
	  ○ Identify what the text says explicitly and implicitly.
	  ○ Draw logical inferences from the text.
	  ○ Cite strong text evidence to support their own inferences.
	  ○ Evaluate the quality of evidence.
	RL2:
	● Determine the theme of a piece of literature
	RL3:
	● Determine when an author uses direct or indirect characterization
	● Determine whether a character is flat or round, static or dynamic
	● Analyze a character's development over the course of a text
	● Analyze how characterization develops theme
	● Analyze how the Literary POV impacts the text
	● Analyze how the Narrative POV (Perspective) impacts the text
	W4:
	Process:
	● Generate ideas
	● Plan and draft a full writing piece
	Development:
	● Establish and maintain a clear purpose (thesis/claim)
	● Develop the topic with well-chosen, relevant and sufficient evidence
	● Explain how the details/evidence develop the focus
	● Clarify the relationships between the focus and the evidence/details
	Organization:
	● Create an organization that establishes a clear relationship between ideas.
	● Use words/phrases/ clauses to link major sections of the text.

• Audience dictates appropriate tone and style
• Formal writing avoids slang, cliches, contractions, and first and second personal pronouns
L1:
• Prepositions/Prepositional phrases
• Appositives/Appositive Phrases
• Participles/Participial phrases
• Gerunds/Gerund phrases
• Infinitives/infinitive phrases
 	
L4:
• Vocabulary Power Plus Lesson 8
	Style:
	• Establish and maintain an appropriate style and tone through appropriate language and sentence structure.
	• Determine a specific audience
	• Write using formal voice and precise language
	L1:
	• Identify and correctly use the following:
	  ○ Prepositions/Prepositional Phrases
	  ○ Appositives/Appositive phrases
	  ○ Participles/Participial Phrases
	  ○ Gerunds/Gerund Phrases
	  ○ Infinitives/Infinitive Phrases
	L4:
	• Correctly incorporate words from the vocabulary lesson into their speech and writing

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.
GRASPS 1: Summer Reading Benchmark • **(ACA: "Tell-Tale Heart")** • **(ACC: "Dr. Heidegger's Experiment")** • **Goal**: Students will demonstrate their current writing abilities, focusing specifically on analyzing the theme and its development. • **Role**: Student • **Audience**: Teacher • **Situation**: Using a text read over the summer, students will identify a theme and analyze its development. • **Performance/Product**: A well-developed CAST paragraph that uses specific text evidence to support ideas. • **Standards and Criteria for Success**: (Rubric included in document linked above) **GRASPS 2A: ACA CAST Assessment (In Class x1 70%)** • **Goal**: Students will utilize the writing process to create an essay examining the development of a theme within a longer text • **Role**: Student • **Audience**: Teacher • **Situation**: Students will read a text, determine a theme within the text, and analyze how the author develops that theme; students will go through the drafting process in order to complete their drafts • **Performance/Product**: A fully-drafted and revised analytical essay in MLA format • **Standards and Criteria for Success**: Rubric **GRASPS 2B: ACC CAST Assessment (Take Home Essay x1 70%)** • **Goal**: Students will utilize the writing process to create a close-read essay • **Role**: Student • **Audience**: Teacher • **Situation**: Students will read a text, determine a theme within the text, and analyze how the author develops that theme; students will go through the drafting process in order to complete their drafts

- **Performance/Product**: A fully-drafted and revised analytical essay in MLA format
- **Standards and Criteria for Success**: Rubric

GRASPS 3: Pressure Writing Assessment (Timed Response x2 70%)

- **Goal**: Students will generate a piece of analytical writing examining the development of a theme within a shorter text
- **Role**: Student
- **Audience**: Teacher
- **Situation**: Students will read a text, determine a theme within the text, and analyze how the author develops that theme
- **Performance/Product**: A piece of analytical writing that includes a thesis statement and at least two body paragraphs
- **Standards and Criteria for Success**: Rubric

Accelerated Timed Response	Academic Timed Response
Text	Text (with in-text questions)
Planning/Response Sheet	Planning/Response Sheet

Resources

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

Quarter 1 Learning Map

Texts:
*Anthem**
*Fahrenheit 451**
Jane Eyre
Native Son
The Pearl

***May work better in Quarter 2**
All levels must read 4 novels in the year - ACC may read more than 4, but do not sacrifice depth for volume.

- ACC **must** read 2 higher challenge novels in the year: *Native Son, Jane Eyre, Othello, Lord of the Flies, Silas Marner*
- Other Novels: *Fahrenheit 451, Anthem, The Catcher in the Rye, The Pearl, The House on Mango Street, The Old Man and the Sea.*
- All classes **must** do either *Fahrenheit 451* or *Anthem* (or both).

Evaluative Criteria

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

Rubric for all writing

*Still need to make common Point of View/Perspective quiz before compiling answer key

*Still need to make common Characterization quiz before compiling answer key

ACA Q1 Reading Summative (answers in comments throughout doc)

ACC Q1 Reading Summative (answers in comments throughout doc)

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

Access the shared drive English II

When teaching POV, be sure to distinguish the following two types of POV from one another:
USE THESE CATEGORIES:

Literary POV (narration)
First, Second, Third
(How the author chooses to write the story)

Narrative POV (perspective):
Character's Perspective
Author's Perspective
(How the author chooses to project feelings, thoughts, biases, etc)

Other Evidence

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

All levels have the following common assessments:

- Pre-Assessments: CommonLit - Meeting 2, Summer Reading Benchmark - Meeting 3
- Skill Quizzes (POV, Character) **x.5 70%)**: Meetings 8 and 15
- Summative Reading Assessment (**x2 70%)**: Meeting 11
- Summative Writing Assessment (**timed response**, **x2 70%**): Meeting 20

ACC also has the following assessments:

- Socratic Seminars (**x.5 70%: Teacher will have 2-3 Seminars: Students must participate in 1 for the quiz grade**)
- Take-home close reading passage and CAST (x**1 70%)**: Given Meeting 14, due Meeting 18

- Students with extended time need to use Learning Lab/Study Skill; they cannot miss large meetings of instruction
- Students need to come on their own time to make up assessments
- Small class-based assessments can be created, but they must be targeted and direct. Do not have too many more than other classes of the same level.

Assessments All Levels:
Reading Summative x2 70%
Timed Response x2 70%
POV Quiz x.5 70%
Character Quiz x.5 70%

+ ACC Assessments:
Take Home Close Read x1 70%
Socratic Seminar x.5 70%: Teacher will have 2-3 Seminars: Students **must** participate in 1 for the quiz grade

Stage 3: Instructional Design

Q1 Learning Cards Map

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

ENGLISH II: QUARTER 1

Characterization, Point of View, Perspective & Theme

Unit Overview & Curriculum Framework

Vintage book stack

Unit Summary & Goals

Analysis Focus

Students analyze how complex characters develop throughout class novels to advance the plot.

Theme Identification

Determine central themes and analyze their emergence and shaping through specific narrative details.

Core Skills

Close reading, analytical writing (CAST paragraph format), and coherent academic communication.

Vision of the Graduate

Critical Thinking

Students identify and solve real-world problems through reasoning and reflection, analyzing character choices as mirrors to human behavior.

Communication

Students effectively use interpersonal skills in a range of formal and informal contexts, mastering the art of the analytical argument.

Reading Literature Standards

RL.1: Evidence

Cite strong and thorough textual evidence to support explicit analysis and inferences drawn from the text.

RL.2: Theme

Determine a theme and analyze its development over the course of the text, providing an objective summary.

RL.3: Character

Analyze how complex characters develop, interact with others, and advance the plot or develop the theme.

Enduring Understandings

- **Active Participation:** Readers are active participants in developing understanding through purposeful reading.
- **Theme Evolution:** Themes or central ideas evolve as a text progresses and is refined by specific details.
- **Complex Motivations:** Authors create complex characters to further conflict and develop broader themes.
- **Writing Integrity:** Effective writing is clear, coherent, and organized with relevant support.
- **Grammar & Voice:** Proper grammar and vocabulary enable clear and precise communication.

Essential Questions

Reading

Analysis: How do readers effectively analyze a text and make logical inferences?

Writing

Communication: What should writers consider when creating a text?

Skills

Development: Why is developing a strong vocabulary and proper grammar important?

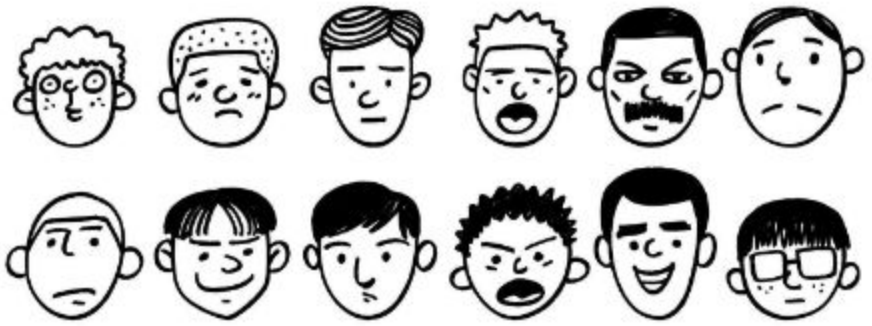
Narrative Voice & Perspective

Literary POV (Narration)

The author's choice of narrative voice—First, Second, or Third Person narration style that dictates how the story is told.

Narrative POV (Perspective)

How the author projects feelings, thoughts, biases, morals, and values through a specific character or narrator.



Content & Mastery Goals

Domain	Core Knowledge & Competencies
Characterization	Direct/Indirect, STEAL (Speech, Thoughts, Effect, Actions, Looks), Round/Flat, and Static/Dynamic models.
Writing Process	Brainstorming, CAST formatting, transition words, and maintaining formal academic style/tone.
Grammar Tools	Prepositional, Appositive, Participial, Gerund, and Infinitive phrases for precise communication.

Curriculum Resources

Suggested Texts

- **Core:** Fahrenheit 451, Anthem.
- **ACC / High Challenge:** Native Son, Jane Eyre, Othello, Lord of the Flies.
- **Additional:** The Pearl, The House on Mango Street.

Vocabulary

Power Plus Lesson 8.

Assessment Roadmap

Skill Quizzes

Meetings 8 & 15: POV and Characterization.

Reading Summative

Meeting 11: Comprehensive Reading Skills.

Writing Task

Meeting 20: Timed Analytical Response (CAST).

Final Review

Unit synthesis and feedback loops.

Questions?

Stage 1: Desired Results & Standards Review

English II | Quarter 1 Curriculum Framework

Image Sources

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 f.

AGENDA REPORTING FORM

Agenda Topic: SHS English Grade 11, Unit 1 - REVISED Curriculum - First Reading.

Summary of Issue: SHS English Grade 11, Unit 1 - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS English Grade 11, Unit 1 - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Analyzing Persuasion
Teacher:	Grade 11 Cohort
Grade Level/Course:	Grade 11 - Accelerated and Academic - English III
Length/Dates:	9-10 weeks (about 22 blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on identifying argumentative techniques and appeals (more in depth than ethos, pathos, logos), and with this understanding, analyzing and evaluating an author's use of those argumentative components.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
RI 6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **RI.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RI.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (*may only use first part of this standard*) **RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **L.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

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

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (critical thinking)
2. Students can produce effective and well-grounded writing for a range of purposes and audiences. (communication)

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Delete the transfer goals that do not apply to your unit:

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

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

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	*Each EU listed should correspond to at least 1 or more EQ below.* **RI 6** Authors write with a specific purpose or point of view in a text. Authors use specific rhetoric to convey their point of view. Authors make specific choices regarding how content and style contribute to the power, persuasiveness, and beauty of a text. **RI 5** Authors organize their writing in ways that clearly address the audience and purpose. Readers must evaluate the effectiveness of the choices authors make in a text. Authors make specific choices regarding structure that create clear, convincing, and engaging writing. **RI 1** Readers and writers need to cite strong evidence to support the analysis of what the text says explicitly and/or implicitly. Authors may have elements of their text that remain uncertain to the reader to compel readers to draw their own conclusions. Authors can imply meaning rather than simply state meaning. **RI 2**

	Authors develop central ideas and purpose. Authors may develop more than one central meaning and/or purpose. Authors may have central meanings that interact to contribute to the purpose of the text. **W4** Development, organization, and style of writing must be made appropriate to a given task. Task, purpose, and audience must be addressed in clear and coherent writing. Writers choose and organize details to achieve clarity and coherence. **L1** Proper grammar enables clear, effective and precise communication. **L4** Possessing a strong vocabulary can make someone a stronger reader and writer.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	*Each EQ listed should correspond to at least 1 or more EU above.* **RI 6** How do authors develop a specific point of view in their text? Why do authors use specific rhetoric? Why do authors make specific choices regarding how to structure and support their point of view? **RI 5** Why do authors organize their writing in specific ways? Why should readers evaluate authors' choices? How do authors create clear, convincing, and engaging writing? **RI 1** Why do readers need to cite evidence when analyzing a text? Why might the author leave matters uncertain? Why do authors leave parts of the text ambiguous or vague? **RI 2** Why do authors write with purpose? How do authors create central ideas that interact? **W4** Why do writers make deliberate choices when organizing and developing their ideas? Why do writers develop style in their writing? **L1** Why is it important to understand and use proper grammar?

	L4 Why is developing a strong vocabulary important as a reader and writer?

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
(RI 5) The kinds of choices the author can make, including but not limited to- ● Text structure ● Time manipulation (flashbacks/flashforwards) ● Order of events ● Diction ● Rhetorical and literary techniques ○ List Resource **(RI 1) Evidence** ● That authors include uncertainties, gaps, or inconsistencies to add meaning. ● Identifying effective evidence **(RI 2) Main Concepts/Themes** ● The author's purpose/position on an issue ● The purpose of persuasion **(W 4)** **Process:** ● The steps of the writing process(brainstorming, outlining, drafting, revising, editing) **Development:** ● The elements of a clear thesis/purpose ● What distinguishes relevant, sufficient evidence ● Techniques for elaboration **Organization**: ● Organizational structures ● Transition words/phrases **Style**: ● Elements of author's craft	**(RI 5)** ● Students will identify and define elements of rhetoric. ● Students will identify the ways that authors structure an argument. ● Students will analyze rhetorical elements within text. ● Students will analyze an author's choices concerning how to structure a text. ● Students will analyze the function and patterns of rhetorical elements as it pertains to the text. ● Students will use a strategy to identify and analyze the speaker, occasion, audience, purpose, subject, and tone in an argumentative text. ● Students will independently find patterns in an author's use of rhetorical elements. **(RI 1)** ● Students will be able to cite strong, thorough, and relevant evidence to support their analysis of the text. ● Students will be able to draw inferences from a text. ● Students will be able to analyze what the author says explicitly as well as what the author leaves uncertain. **(RI 2)** ● Students will identify the author's purpose ● Students will be able to analyze how persuasion develops that purpose. **(W 4)** ● Students will develop and organize ideas into a cohesive written response that utilizes academic vocab, diction, and appropriate tone. **(RI 6)**

● Different types of writing(narrative, explanatory, analytical, argument analysis) ● Language and structure determines tone ● Audience dictates appropriate tone and style **(RI 6)** ● The author's point of view contributes to the communication (of information and bias). ● The use of rhetorical devices and techniques contribute to the effectiveness of the author's purpose ● The impact of the author's choices contribute to the effectiveness of their writing.	● Students will be able to understand the author's purpose in a text. ● Students will be able to articulate how an author's rhetorical choices impact the effectiveness or persuasiveness of the piece. ● Students will be able to identify an author's purpose and position on an issue.

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.
Summative Reading Assessment Reading Summative ● **Goal:** Demonstrate ability to identify the elements of an argument and analyze the function of those elements. ● **Role:** Student ● **Audience:** Teacher ● **Situation:** Students independently identify and analyze the presence of and purpose of argumentative appeals in an author's argument ● **Product/Performance/Purpose:** Close-reading assessment: Cold read of a text, answer multiple choice & some short answer questions ● **Standards and Criteria for Success:** Demonstrate accuracy with answers using the sample article.. Summative Writing Assessment Writing Summative ● **Goal:** Demonstrate ability to identify the elements of an argument and analyze the function of those elements. ● **Role:** Student ● **Audience:** Teacher ● **Situation:** Students will perform a cold read of a text, complete pre-writing work, and compose an analysis based on the given prompt. ● **Product/Performance/Purpose:** timed written response (analytical essay)

- **Standards and Criteria for Success:** Compose an essay that cites and analyzes relevant and accurate evidence that directly relates to thesis statement and claims.

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

Resources

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

Q1 Rubrics

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

Additional Texts:

Articles/Texts

Other Evidence

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

Formative performance assessments (mostly close-reading quizzes)
Formative learning activities addressing:

- Persuasive techniques and appeals
- Critical reading skills
- Analytical processes
- Supporting evidence
- Essay writing in a timed response environment
- Purpose/Position/Theme/Main idea
- Effective annotating

Stage 3: Instructional Design

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

For stage 3: See Learning map (LINK)

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:**

• *Describes what the students will learn in the lesson.*
• *Comes from STAGE 1 stands, and EU's*
• *Targets map out the progression of learning over the course of the unit.*
	• *Gives students a reason for the learning. ("The WHY")*
	• *Should support one of the following:*
	  ○ *Global relevance*
	  ○ *Real-world connected*
	  ○ *Student interest*
	  ○ *Necessary for large scale processes, plans or concepts*
		• *Describes what students need to do to be successful in the lesson (meet the target).*
		• *Provides students the answers to, "How will I know when I have met the learning target."*
		• *Connects to the assessment(s) for the lesson/unit.*

Learning Target:	**Relevance:**	**Success Criteria:**
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*		

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:**

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

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.		
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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:**

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

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

UNIT OVERVIEW

Analyzing Persuasion

Grade 11: English III

Teacher: Grade 11 Cohort | Length: 9-10 weeks

UNIT SUMMARY

This unit focuses on identifying argumentative techniques and appeals and analyzing and evaluating an author’s use of those argumentative components.

PRIORITY STANDARDS

- **RI 6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- **RI 5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

TRANSFER GOALS (VISION OF THE GRADUATE)

Critical Thinking

Students inquire, identify, and ethically solve real-world problems through reasoning and reflection.

Communication

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

Collaboration

Students flexibly and cooperatively work with others and assume shared responsibility for goals.

ENDURING UNDERSTANDINGS

- Authors write with a specific purpose or point of view in a text.
- Authors make specific choices regarding structure that create clear, convincing, and engaging writing.
- Readers and writers need to cite strong evidence to support analysis.
- Authors can imply meaning rather than simply state meaning.
- Development, organization, and style of writing must be appropriate to task.
- Proper grammar enables clear, effective and precise communication.

ESSENTIAL QUESTIONS

- How do authors develop a specific point of view in their text?
- Why do authors make specific choices regarding structure and support?
- Why do readers need to cite evidence when analyzing a text?
- Why is it important to understand and use proper grammar?

STUDENTS WILL KNOW...

Text structure, time manipulation (flashbacks), diction, and rhetorical techniques.
To evaluate the effectiveness of arguments, one must identify the central argument and the strength of the evidence included.

STUDENTS WILL BE ABLE TO...

- Identify and define elements of rhetoric.
- Analyze rhetorical elements within text.
- Cite strong, thorough, and relevant evidence to support analysis.
- Analyze what the author says explicitly as well as what the author leaves uncertain.

PERFORMANCE TASKS

Assessment Evidence	Product / Purpose
Reading Assessment	Cold read of a text; answer multiple choice & short answer questions identifying argumentative elements.
Writing Assessment	Timed analytical essay response based on a cold read and pre-writing analysis.

IMAGE SOURCES

https://media.istockphoto.com/id/1460007178/photo/library-books-on-table-and-background-for-studying-learning-and-research-in-education-school.jpg?s=612x612&w=0&k=20&c=OV_sdcIWUExHy0VKPeZwyen2mO6g1NwAIBbLPT_Hd30=

Source: www.istockphoto.com

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https://www.sessionlab.com/wp-content/uploads/active-learning-strategies-in-action.jpg

Source: www.sessionlab.com

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 g.

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science Wildlife Global Conservation – NEW Curriculum - First Reading.

Summary of Issue: SHS Agricultural Science Wildlife Global Conservation – NEW Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Agricultural Science Wildlife Global Conservation – NEW Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Advanced Wildlife Global Conservation ACC

This course is designed to provide students with a comprehensive understanding of wildlife conservation, ecology, and the human impacts on global species through a geographic, cultural, and historical lens. Aligned with the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Standards, this course prepares students with both academic knowledge and real-world analytical skills essential for careers in wildlife biology, conservation, natural resource management, and environmental education.

Students will explore major wildlife regions of the world—including Africa, North America, Asia, and South America—while investigating the intersection of human development, conservation policy, and ecological sustainability. Emphasis will be placed on species identification, geographic mapping of habitat ranges, historic and modern conservation strategies, and ethical considerations related to wildlife management and preservation.

As part of the experiential learning component, students will use GIS tools to study wildlife habitat corridors, analyze species case studies, and engage in a conservation-focused capstone experience. Students will also examine the role of ecotourism, regulated hunting, and modern conservation careers.

Unit I: Introduction to Wildlife Ecology & African Conservation

Unit Summary and Lesson Overviews

Duration: 2–3 Weeks

Unit Summary and Lesson Overviews:
This introductory unit explores the foundational concepts of wildlife science, focusing on African ecosystems and the historical and modern impacts of colonization, hunting, and conservation efforts. Students will gain an understanding of habitat mapping, species classification, and the transition from trophy hunting to modern ecotourism.

Unit Skills/Topics:

- Principles of wildlife conservation and species classification
- African geography and habitat types
- Overview of African wildlife: ungulates and predators
- The “Scramble for Africa” and colonial influence on ecosystems
- Hunting culture of the Victorian era and its ecological impacts
- Transition from hunting safaris to photography and ecotourism
- GIS-based mapping of species habitat ranges

AFNR Standards Addressed:

- AS.06.01. Classify animals according to taxonomic classification systems and habitat use.
- ESS.03.01. Evaluate human activities that impact natural ecosystems.
- NRS.02.04. Evaluate biodiversity conservation methods in global hotspots.
- CRP.02.01. Consider ethical dimensions of wildlife management decisions.

Unit II: The History of U.S. Conservation & U.S. National Parks

Unit Summary and Lesson Overviews

This unit focuses on the roots of the conservation movement in the United States, exploring the contributions of key figures and institutions. Students will assess how the establishment of national parks shaped global conservation models and discuss the evolving use of taxidermy and dioramas in public education.

Unit Skills/Topics:

- Historical overview: Theodore Roosevelt, John Muir, Gifford Pinchot
- Creation and purpose of the National Park Service
- Population growth and land use challenges
- Role of NGOs: National Geographic Society, Sierra Club
- Use of taxidermy in museums and public education
- U.S. Scenic Trails and conservation legislation

AFNR Standards Addressed:

- ESS.01.01. Evaluate the development of conservation policy and national parks.
- CRP.04.02. Communicate the importance of historical conservation initiatives.
- CS.01.02. Interpret historical texts and media on conservation efforts.

Unit III: North American Wildlife Management

Unit Summary and Lesson Overviews

Duration: 2–3 Weeks

Unit Summary and Lesson Overviews:

In this unit, students will analyze native North American big game species, their habitats, and the role of wildlife management practices such as regulated hunting and species reintroduction programs. Students will use GIS tools to overlay habitat ranges and conservation areas.

Unit Skills/Topics:

- Identification and ecology of bison, elk, moose, mountain lions, bears, bighorn sheep
- Mapping species ranges in relation to U.S. National Parks and Forests
- Wolf reintroduction case studies
- Hunting regulations and conservation funding
- Subspecies differentiation and range fragmentation

AFNR Standards Addressed:

- AS.03.01. Analyze wildlife population dynamics and habitat needs.
- ESS.03.04. Evaluate the outcomes of species reintroduction programs.
- NRS.02.03. Apply spatial data tools to wildlife habitat planning.

Unit IV: Global Biodiversity: Asia & South America

Unit Summary and Lesson Overviews

This unit expands the global lens, focusing on high-priority conservation areas in Asia and South America. Students will assess the ecological challenges caused by human activity and explore conservation approaches in diverse ecosystems including the Amazon Rainforest and Asian national parks.

Unit Skills/Topics:

- Asian geography, human density, and wildlife pressure
- Tiger subspecies and Asiatic elephants: status and threats
- National parks and reserves in Asia
- Amazon biodiversity and deforestation
- Wildlife trafficking and endangered birds in South America
- Case studies of protected areas and conservation responses

AFNR Standards Addressed:

- ESS.01.02. Assess impacts of deforestation and land use on biodiversity.
- NRS.02.01. Compare regional conservation strategies and outcomes.
- CRP.07.01. Use critical thinking to propose conservation solutions.

Unit V: Local Conservation & Wildlife of Connecticut

Unit Summary and Lesson Overviews

Duration: 1–1.5 Weeks

Unit Summary and Lesson Overviews:
Students will investigate local wildlife populations, land use patterns, and management practices. Using GIS and local datasets, students will evaluate hunting regulations, species distribution, and the role of public lands in conservation.

Unit Skills/Topics:
- Connecticut Department of Energy & Environmental Protection (DEEP)
- Local hunting and trapping rules and ethics
- GIS mapping of public hunting lands and wildlife corridors
- Common species in Connecticut (e.g., deer, turkey, fox, waterfowl)
- Private vs. public land conservation approaches

AFNR Standards Addressed:
- NRS.02.02. Use GIS and remote sensing to assess wildlife habitat in a local context.
- ESS.03.03. Examine the effects of urbanization and land fragmentation.
- CRP.06.01. Apply problem-solving to local conservation challenges.

Unit VI: The Future of Wildlife & Conservation Careers

Unit Summary and Lesson Overviews

Duration: 1.5–2 Weeks

Unit Summary and Lesson Overviews:
The final unit addresses current and emerging threats to global wildlife populations, the role of conservation institutions, and career pathways in wildlife sciences. Students will complete a capstone project proposing a species-specific conservation plan.

Unit Skills/Topics:
- Endangered species and the IUCN Red List
- Recent wildlife extinctions and climate-related stressors
- The role of zoos and aquariums in conservation education and breeding
- Conservation career pathways: wildlife biology, park services, ecotourism

- Final project: Design a conservation action plan for a threatened species

AFNR Standards Addressed:

- ESS.01.03. Analyze factors contributing to species vulnerability.
- BS.01.01. Evaluate the use of breeding programs and genetics in conservation.
- CRP.10.02. Identify career opportunities aligned with wildlife and natural resources.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 h.

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science Wildlife Biology and Conservation – NEW Curriculum - First Reading.

Summary of Issue: SHS Agricultural Science Wildlife Biology and Conservation – NEW Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Agricultural Science Wildlife Biology and Conservation – NEW Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Course Name: Wildlife Biology & Conservation

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, this course equips students with both technical and practical skills necessary for success in animal-related fields.

This semester-long course introduces students to the study of wildlife biology and management with a focus on Connecticut's ecosystems. Students will explore the definitions and classifications of wildlife, investigate animal adaptations, and examine human–wildlife interactions. Emphasis is placed on hands-on learning, outdoor observation, conservation practices, and career exploration within the field of natural resources.

Through a combination of theoretical learning and practical activities, students will consider the role wildlife plays in natural resources, the challenges associated with managing these resources, and the strategies used to conserve and sustain them for future generations.

Continuing Unit: Identification of Connecticut Wildlife

September ~ November

Unit Summary and Lesson Overviews

In this continuing wildlife identification unit, students develop species identification and observation skills through daily hands-on research activities focused on a different wildlife species and special identifying feature each class period. Students explore wildlife classification and scientific naming, Connecticut habitats and ecosystems, species ranges, diets, physical characteristics, and wildlife signs such as tracks, scat, calls, nests, and feathers. Through field identification activities, matching exercises, classification projects, and evidence analysis, students strengthen their ability to identify wildlife using both direct observations and environmental clues. Throughout the unit, students complete daily species entries to build long-term identification skills and conclude the unit with a quiz after 15 entries to demonstrate knowledge retention and application.

Unit Skills/Topics:

- Wildlife Classification & Scientific Names
  - Topics: Scientific naming (binomial nomenclature), taxonomy basics, family/genus/species.
  - Purpose: Ensures students can use correct terminology and understand species relationships.
- Habitats, Ranges, and Diets
  - Topics: Connecticut habitats (forest, wetland, grassland, suburban), species ranges, food webs.

    - Purpose: Connects wildlife to ecosystems and teaches ecological niches.
- Physical Identification Skills
    - Topics: Recognizing male vs. female, juvenile vs. adult.
    - Special Characteristics: feathers, fur, markings, antlers, size differences.
    - Purpose: Builds observation skills for accurate field identification.
- Wildlife Signs & Evidence
    - Topics: Animal tracks, scat, calls, feathers, nests, dens, and other field evidence.
    - Purpose: Trains students to identify species even when the animal is not visible.

- Applied Identification Practice
    - Purpose: Reinforces knowledge through hands-on, real-world application.

Activities:

- Field ID walks
- Track casts
- Call recognition
- Scat identification
- Matching games
- Classification projects.

Agricultural, Food, and Natural Resources Standards Addressed:

- NRS.01.02.04.a. Research and examine the characteristics used to identify wildlife and insects
- NRS.01.02.04.b. Apply identification techniques to determine the species of wildlife or insect

Continuing Unit: Reptile Care & Maintenance

September ~ November

Unit Summary and Lesson Overviews

In this hands-on reptile care unit, students develop practical animal husbandry skills through daily habitat maintenance, feeding, health observation, and environmental management. Students clean and maintain enclosures using proper sanitation procedures while ensuring temperature, humidity, lighting, and enrichment are appropriate for each species. They provide species-specific diets, monitor feeding behavior and consumption, and maintain detailed feeding records. Students also conduct regular health evaluations by observing behavior and performing basic physical checks for signs of illness or stress, documenting findings in care logs. The unit emphasizes habitat management by maintaining conditions that support natural behaviors and applying principles similar to those used in zoos and wildlife rehabilitation.

Unit Skills/Topics:

- Daily Habitat Maintenance
  - Clean enclosures following proper sanitation protocols
  - Maintain temperature, humidity, and lighting appropriate for each species
  - Set up enrichment items to support natural behaviors
- Feeding & Nutrition
  - Provide species-specific diets
  - Monitor consumption and adjust portions as needed
  - Record feeding activity
- Health Evaluation
  - Observe reptiles for normal and abnormal behaviors
  - Perform physical health checks (skin, eyes, shells, movement, respiration)
  - Record observations and identify potential health concerns
- Habitat Care & Management
  - Ensure enclosures mimic natural conditions
  - Monitor environmental parameters and make adjustments to improve reptile welfare
  - Apply principles of habitat management similar to zoos or wildlife rehabilitation
- Data Collection & Record Keeping
  - Track feeding, health, and behavioral observations in logs
  - Analyze trends to make care or management recommendations
- Conservation & Ethical Thinking
  - Evaluate how proper care supports species longevity
  - Reflect on ethical responsibilities in captive wildlife care

Activities:

- Safely handle and feed reptiles
- Clean and maintain habitats to species-specific standards
- Perform basic health assessments
- Recognize species-specific behaviors and needs
- Monitor growth, diet, and environmental conditions
- Connect animal husbandry practices to wildlife management principles

Agricultural, Food, and Natural Resources Standards Addressed:

- NR.01.03.01.a – Explain how vertebrates (reptiles) interact with their habitats and ecosystems.
- NR.02.01.01.a – Apply wildlife management principles through hands-on care and habitat management.
- NR.02.01.02.a – Evaluate the impact of human actions (feeding, habitat modification) on animal health and behavior.
- ESS.01.01.01.a – Demonstrate the importance of maintaining animal health and welfare through proper care.
- ESS.03.02.01.a – Describe the roles of humans in managing and conserving wildlife populations.

Unit 1: What is Wildlife? What is Wildlife Conservation?

September ~ November

Unit Summary and Lesson Overviews

In this unit, students explore foundational concepts of wildlife science by defining what wildlife is and distinguishing between domestic, wild, and feral animals through real-world examples such as house cats, feral cats, and lions. Students examine the “gray areas” in wildlife classification while building an understanding of conservation history in the United States and Connecticut, including key milestones, major figures, and the development of the conservation movement. The unit also introduces core concepts such as conservation, preservation, and wildlife management, along with the roles of organizations like the U.S. Fish & Wildlife Service and Connecticut DEEP. Through these topics, students build a strong historical and conceptual foundation for understanding how wildlife is managed and protected today.

Unit Skills/Topics:

- Definitions of wildlife
  - Domestic vs. Wild vs. Feral
  - Concepts & Connections: House Cat vs. Feral Cat vs. Lion
  - Gray Area In Wildlife
- History of conservation in the U.S. & Connecticut
  - What is Conservation? Preservation? Management?
  - History of Conservation → Conservation Movement
  - Major Milestones in CT & U.S. History
  - Key Players in Conservation in US & CT
  - U.S. Fish & Wildlife Service
  - Connecticut’s DEEP (Department of Energy & Environmental Protection)

Activities:

- Urban vs. wild animal debate
- Timeline of Conservation Sorting Activity → Major Milestones In US & CT
- Case Study of Passenger Pigeon
- History of Wildlife Management Chapter & Questions
- Conservation in CT Research Project

Agricultural, Food, and Natural Resources Standards Addressed:

- NR.01.01.01.a – Define and distinguish between renewable and nonrenewable natural resources, including wildlife.
- NR.01.01.02.a – Describe the relationship between humans and natural resources.
- NR.01.02.02.a – Identify and categorize wildlife according to characteristics and classification systems.
- ESS.01.02.01.a – Describe the historical events that have shaped current natural resource conservation practices.

- ESS.03.01.01.a – Identify major policies and legislation that affect natural resources (e.g., Lacey Act, Endangered Species Act)
- NR.01.02.02.a – Identify key figures and movements in the history of conservation (e.g., Theodore Roosevelt, Aldo Leopold, Gifford Pinchot)

Unit 2: Classification of Organisms & Native/Invasive Species

September ~ November

Unit Summary and Lesson Overviews

In this unit, students explore how organisms are classified through taxonomy and the history behind scientific classification systems. Students learn how animals are organized into hierarchical levels—Domain, Kingdom, Phylum, Class, Order, Family, Genus, and Species—and apply this structure to real examples. The unit also focuses on major vertebrate groups, including mammals, birds, reptiles, amphibians, and fish, with emphasis on identifying key characteristics of each. Additionally, students examine native and invasive species in Connecticut, learning how to identify examples and understand their ecological impacts. Throughout the unit, students connect classification concepts to real-world wildlife management practices and conservation decision-making.

Unit Skills/Topics:

- Classification of Organisms → Taxonomy
  - History of Taxonomy
  - How animals are classified
  - Broken Down in Each Level: Domain, Kingdom, Phylum, Class, Order, Family, Genus, & Species

- Major vertebrate groups
  - Mammals
  - Birds
  - Reptiles
  - Amphibians
  - Fish

- Native vs. invasive species in Connecticut
  - Identifying examples of each
  - Discussing ecological impacts
  - Connecting to management practices

Activities:

- Binomial Nomenclature Classification Chart
- Taxonomy Pyramid Assignment
- Classification Relay Race
- Species Sorting Challenge

- Invasive Species Song Project

Agricultural, Food, and Natural Resources Standards Addressed:

- NRS.01.02.01.a. Explain the purpose of classifying organisms and using dichotomous keys.
- NR.01.02.02.a – Identify and categorize wildlife according to characteristics and classification systems.
- ESS.01.01.01.a – Summarize the importance of natural resources (including biodiversity) to humans and the environment.
- NR.01.02.02.a – Classify organisms using accepted taxonomic principles.
- NR.01.02.03.a – Differentiate between species using structural, behavioral, and ecological characteristics.
- NR.01.02.02.a – Identify vertebrate groups and classify species accordingly.
- NR.01.03.01.a – Explain adaptations that allow vertebrates to survive in specific ecosystems.
- NR.01.02.02.a – Classify organisms into native or invasive based on characteristics and ecological roles.
- NR.02.02.01.a – Assess how invasive species disrupt ecological balance.
- NR.02.01.02.a – Compare and contrast management practices for native and invasive species.

Unit 3: Habitats, Ecosystems & Niches

September ~ November

Unit Summary and Lesson Overviews

In this unit, students examine Connecticut's major habitat types—including forests, wetlands, rivers, lakes and ponds, coastal estuaries, and urban/suburban environments—and the key wildlife species found within each. Students explore how habitat characteristics influence animal adaptations and survival. The unit also introduces ecological concepts such as niches, trophic levels, food chains, and food webs, helping students understand energy flow and species roles as producers, consumers, and decomposers, including the importance of keystone species and differences between specialists and generalists using Connecticut wildlife examples. Additionally, students investigate habitat fragmentation and its impacts on wildlife populations, along with conservation strategies such as wildlife corridors, greenways, buffer zones, and protected lands. Throughout the unit, students connect ecological concepts to real-world human-wildlife interactions and current conservation efforts in Connecticut.

Unit Skills/Topics:

- **Connecticut Habitat Types**
  - Forests, wetlands, rivers, freshwater lakes/ponds
  - Coastal habitats and estuaries
  - Urban/suburban wildlife habitats
  - Key species found in each habitat
  - How habitat types influence wildlife adaptations
- **Niches & Species Roles in an Ecosystem**

    - Definition of a niche
    - Fundamental vs. realized niche
    - Keystone Species
    - Producer, consumer, decomposer roles
    - Specialists vs. generalists
    - Examples using CT species
- **Ecosystems, Food Chains & Food Webs**
    - Energy flow: sun → producers → consumers
    - Trophic levels and food pyramids
    - Constructing CT-based food chains
    - How food webs show interdependence
    - Impact of losing a species from a food web
- **Habitat Fragmentation & Conservation**
    - Causes of fragmentation (roads, development, agriculture)
    - Impacts on wildlife movement and population health

    - Wildlife corridors, greenways, and buffer zones
    - Role of wildlife preserves, state forests, and refuges
    - Human–wildlife conflict and mitigation
    - Current CT conservation initiatives

Activities:

- CT Habitat Gallery Walk
- Build-a-Niche Card Sort
- Food Web Construction Project
- Wildlife Preserve Design Challenge
- Niche Role Dice Game
- Ecosystem Case Study: Connecticut River or Long Island Sound

Agricultural, Food, and Natural Resources Standards Addressed:

- NRS.01.01.02.a. Summarize the components that comprise all ecosystems.
- NRS.01.01.02.b. Analyze the interdependence of organisms within an ecosystem (e.g., food webs, niches, impact of keystone species, etc.) and assess the dependence of organisms on nonliving components (climate, geography, energy flow, nutrient cycling, etc.).
- NRS.01.01.02.c. Conduct analyses of ecosystems and document the interactions of living species and non-living resources.
- NRS.01.01.03.c. Evaluate biodiversity in ecosystems and devise strategies to enhance the function of an ecosystem and the

availability of natural resources by increasing the level of biodiversity

Unit 4: Wildlife Observation & Population Ecology

September ~ November

Unit Summary and Lesson Overviews

In this hands-on wildlife monitoring unit, students learn how scientists study and manage wildlife populations through real-world data collection and field techniques. Students explore the purpose of wildlife monitoring for conservation, research, and management while working with different types of data such as abundance, behavior, migration, and health indicators. The unit introduces observation and tracking methods including direct and indirect observations, animal signs (tracks, scat, calls, rubs), transects, quadrat sampling, and basic mark–recapture techniques for estimating populations. Students also examine modern tools like camera traps and citizen science platforms, along with scat and track analysis to interpret wildlife presence and behavior. Additionally, students study carrying capacity, limiting factors, and population growth models to understand how wildlife populations change over time and how human activity influences ecosystem balance.

Unit Skills/Topics:

- **How Scientists Study Wildlife**
  - Purpose of wildlife monitoring (management, conservation, research)
  - Types of wildlife data: abundance, behavior, migration, health
  - Ethical considerations in wildlife study
  - Citizen science + CT-based monitoring programs (DEEP, eBird, FrogWatch)
- **Observation, Tracking & Population Estimates**
  - Direct vs. indirect observations
  - Tracking methods: scat, tracks, trails, rubs, calls
  - Mark–recapture basics
  - Transects and quadrat sampling
  - Interpreting field data to estimate populations
- **Camera Traps, Scat & Wildlife Sign**
  - How camera traps are set, baited, and interpreted
  - Scat analysis to determine diet
  - Identifying tracks, prints, and gait patterns
  - Using field guides and apps for verification (Seek, iNaturalist)
- **Carrying Capacity, Limiting Factors & Population Curves**
  - Definition of carrying capacity
  - Biotic vs. abiotic limiting factors
  - Logistic vs. exponential growth curves

- Human impacts on carrying capacity

Activities:

- Wildlife Observation Tips & Tricks Infographic
- Field Observation Journal
- Tracking Station Lab
- Population Sampling Simulation
- Camera Trap Data Analysis
- Scat & Tracks Identification Challenge
- Population Curve Modeling Activity

Agricultural, Food, and Natural Resources Standards Addressed:

- NRS.01.02.04.a. Research and examine the characteristics used to identify wildlife and insects
- NRS.01.02.04.b. Apply identification techniques to determine the species of wildlife or insect
- AS.01.02.04.a. Identify and summarize wildlife management methods.
- AS.01.02.04.b. Research and summarize local wildlife populations, challenges and ecological measures that are being utilized.
- AS.01.02.04.c. Devise and evaluate plans to manage wildlife populations to achieve optimal ecological health.
- NRS.03.03.03.c. Use GIS data for a given area to devise a management plan for the management, conservation, improvement, and enhancement of its natural resources.

Unit 5: Adaptations & Ethology

September ~ November

Unit Summary and Lesson Overviews

In this unit, students explore physical and behavioral adaptations in wildlife and how these traits help animals survive in different environments. Students learn what adaptations are and why they develop, including physical traits such as body coverings, coloration, and specialized body structures, as well as behavioral strategies like migration, hibernation, torpor, and daily or seasonal activity patterns. The unit emphasizes recognizing survival patterns in predator-prey relationships, including camouflage, mimicry, and defensive behaviors, with examples from Connecticut wildlife such as snowshoe hares, red foxes, black bears, and owls. Students focus on observing and identifying patterns in how animals adapt to environmental conditions rather than memorizing complex systems, building foundational skills for wildlife observation and identification.

Unit Skills/Topics:

- **Physical & Behavioral Adaptations**
  - What adaptations are and why they evolve
  - Physical adaptations: body coverings, specialized limbs, coloration
  - Behavioral adaptations: migration, hibernation/torpor, daily/seasonal patterns
  - Predator vs. prey strategies (camouflage vs. pursuit, mimicry, defense mechanisms)
  - Case studies using CT wildlife (snowshoe hare, red fox, black bear, owls)
- **Survival Strategies**
  - Camouflage & disruptive coloration
  - Migration patterns in CT species
  - Hibernation vs. torpor vs. dormancy
  - Warning coloration and mimicry
  - Adaptations for extreme environments (cold, heat, aquatic)

Activities:

- Wildlife Observation Tips & Tricks Infographic
- Field Observation Journal
- Tracking Station Lab
- Population Sampling Simulation
- Camera Trap Data Analysis
- Scat & Tracks Identification Challenge
- Population Curve Modeling Activity
- Ecosystem Web Collapse Activity

Agricultural, Food, and Natural Resources Standards Addressed:

- NRS.01.01.03.b. Analyze how biodiversity develops through evolution, natural selection and adaptation; explain the importance of biodiversity to ecosystem function and availability of natural resources.

Unit 6: Human & Wildlife Conflicts

September ~ November

Unit Summary and Lesson Overviews

In this unit, students explore wildlife conflicts in Connecticut and the factors that lead to increased interactions between humans and wildlife. Students examine common conflict species such as deer, black bears, coyotes, raccoons, and turkeys, and investigate how

habitat loss, food availability, and suburban expansion contribute to these interactions. The unit also introduces the concept of overpopulation in wildlife biology, including how populations are monitored and how excess numbers can impact ecosystems and human communities. Students compare ecological carrying capacity with cultural carrying capacity and analyze how public perception and human attitudes influence wildlife management decisions. Through Connecticut-based case examples, students develop an understanding of how wildlife managers balance ecological health with human concerns in real-world situations.

Unit Skills/Topics:

- **Connecticut Wildlife Conflicts**
  - Common conflict species: deer, black bears, coyotes, raccoons, turkeys
  - Causes of conflict: habitat loss, food availability, urban/suburban expansion
  - Human behaviors that increase conflict (feeding wildlife, unsecured trash)
- **Overpopulation & Management**
  - What overpopulation means in wildlife biology
  - Ecological vs. cultural carrying capacity
  - How wildlife managers assess population levels
  - Impacts of overpopulation on ecosystems and humans
- **Cultural Carrying Capacity**
  - Definition and how it differs from biological carrying capacity
  - How public attitudes shape wildlife management decisions
  - Case examples from CT (bear management, deer populations, coyote sightings)

Activities:

- Local Case Studies
- Role-Play Debate: “Should Connecticut Allow Bear Hunting?”
- Mini Research Project: Urban Wildlife Adaptations

Agricultural, Food, and Natural Resources State Standards Addressed:

- NRS.02.05.03.a. Examine and describe how communication can be used to influence behavior, call people to action and instill a sense of civic behavior related to the conservation, management, enhancement and improvement of natural resources.

Unit 7: Conservation, Wildlife Laws & Career

September ~ November

Unit Summary and Lesson Overviews

In this unit, students explore wildlife conservation priorities in Connecticut by examining Species of Greatest Conservation Need (SGCN), including what qualifies a species for this designation and the major threats they face such as habitat loss, climate change, fragmentation, and pollution. Students learn how conservation status influences management decisions and identify examples of Connecticut SGCN species. The unit also introduces key wildlife laws and policies, including the Endangered Species Act and state-level regulations enforced by Connecticut DEEP, emphasizing why permits and protections are necessary for wildlife conservation. Additionally, students investigate careers in wildlife and natural resources, such as wildlife biologists, conservation officers, wildlife rehabilitators, and environmental educators, while learning about required skills, education pathways, and job responsibilities to understand the diversity of careers in the field.

Unit Skills/Topics:

- **Connecticut Species of Greatest Conservation Need (SGCN)**
  - What SGCN means and why species are listed
  - Threats: habitat loss, climate change, fragmentation, pollution
  - Examples of CT SGCN species
  - How conservation status guides management
- **Wildlife Laws & Policies**
  - Overview of the Endangered Species Act
  - State-level protections and DEEP regulations
  - Why permits and regulations exist
  - Role of government agencies in conservation
- **Careers in Wildlife & Natural Resources**
  - Wildlife biologist, conservation officer/game warden
  - Wildlife rehabilitator, environmental educator
  - Skills, education pathways, and daily responsibilities
  - Importance of career diversity in conservation

Activities:

- Guest Speaker (DEEP Officer or Biologist)
- Mock Wildlife Permit Application
- SGCN Species Research & Awareness Poster
- Wildlife Careers Gallery Walk
- Project: Wildlife Job Profile One-Pager

Agricultural, Food, and Natural Resources Standards Addressed:

- ESS.02.01.01.c. Evaluate the impact of laws associated with environmental service systems for their impact on wildlife, people, the environment and the economy.
- ESS.02.01.02.c. Evaluate the impact and effectiveness of government agencies (i.e., local, state, and federal) associated with

environmental service systems (e.g., regulation of consumption, prevention of damage to natural resources systems, management of ecological interactions, etc.).

- ESS.02.01.03.c. Evaluate the impact of policies, practices and initiatives common in business and advocacy groups associated with environmental service systems on wildlife, people, the environment and the economy.
- NRS.03.01.02.a. Research and describe methods by which wildlife can be sustainably harvested (e.g., controlled harvests, hunting licenses, regulations, etc.).
- CS.04.01.01.b. Analyze available practices to steward natural resources in AFNR systems (e.g., wildlife and land conservation, soil and water practices, etc.).
- NRS.02.04.01.c. Devise a plan to improve the conservation, protection, improvement and enhancement of natural resources based on economic value and practices.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 i.

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science Aquaculture – REVISED Curriculum - First Reading.

Summary of Issue: SHS Agricultural Science Aquaculture – REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Agricultural Science Aquaculture – REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Course Name: Aquaculture

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, this course equips students with both technical and practical skills necessary for success in animal-related fields.

This semester-long course introduces students to the study of aquaculture systems and aquatic animal management with a focus on sustainable fish production and system operation. Students will explore the foundations of aquaculture, investigate fish biology and health, and examine how environmental conditions and human management decisions influence aquatic systems. Emphasis is placed on hands-on learning, system monitoring, responsible animal care, and career exploration within aquaculture and natural resource fields.
Through a combination of theoretical learning and practical activities, students will consider the role aquaculture plays in global food systems, the challenges associated with managing aquatic environments, and the strategies used to operate sustainable and ethical aquaculture systems.

Continuing Unit: Reptile & Fish Tank Care & Maintenance

September ~ November

Unit Summary and Lesson Overviews

In this hands-on laboratory unit, students spend approximately 30–40 minutes each Monday, Tuesday, Wednesday, and Friday caring for reptiles and aquatic systems while building skills in animal husbandry, habitat maintenance, feeding and nutrition, health observation, water quality management, and record keeping. Students clean and maintain enclosures and tanks, monitor environmental conditions, provide species-specific care, observe animal behaviors and health, and apply conservation and ethical care practices related to reptiles, fish, aquaculture, and wildlife management.

Unit Skills/Topics:

- **Daily Habitat Maintenance**
  - Clean reptile enclosures and fish tanks following proper sanitation protocols.
  - Perform twice-weekly aquarium maintenance (glass cleaning, gravel vacuuming, algae control).
  - Maintain temperature, humidity, UVB lighting (reptiles) and temperature, dissolved oxygen, and filtration (fish).
  - Safely refill tanks and perform partial water changes.
  - Set up enrichment items for reptiles and habitat complexity for fish (hides, plants, rock structures).
- **Feeding & Nutrition**

    - Provide species-specific reptile diets (insects, vegetables, pellets).
    - Provide correct fish feed types and observe feeding behaviors.
    - Monitor consumption, adjust portions, and prevent overfeeding.
    - Record all feeding activity in logs for both reptiles and fish.
    - Analyze nutritional needs based on species, age, and health.
- **Health Evaluation**
    - Observe reptiles and fish for normal vs. abnormal behaviors.
    - Perform basic health checks on reptiles (skin, eyes, shells, mobility, respiration).
    - Conduct daily fish health observations (schooling, color, gasping, fin damage, gill movement).
    - Identify signs of stress in both groups (lethargy, unusual hiding, appetite loss, aggression).
    - Document all health concerns and propose potential causes.
- **Habitat Care & Management**
    - Ensure reptile enclosures mimic natural environmental conditions.
    - Maintain water quality parameters suitable for fish species (pH, ammonia, nitrite, nitrate, temperature).
    - Monitor UVB exposure, humidity gradients, and thermal gradients for reptiles.
    - Adjust environmental variables to promote animal welfare.
    - Apply ecological and management principles used in zoological and aquaculture systems.
- **Data Collection & Record Keeping**
    - Maintain weekly Water Quality Logs (pH, ammonia, nitrite, nitrate, temperature trends).
    - Record species observations for reptiles and fish (feeding, behavior, growth, health).
    - Track tank parameters in twice-weekly tank management logs.
    - Analyze patterns to recommend habitat or system improvements.
    - Use evidence from data to justify environmental adjustments.
- **Conservation & Ethical Thinking**
    - Explain how proper husbandry improves long-term species health and welfare
    - Evaluate ethical responsibilities in caring for captive reptiles and fish.
    - Discuss how improper care impacts animal survival, behavior, and ecosystem stability.
    - Connect classroom practices to wildlife conservation principles (e.g., minimizing stress, environmental enrichment, water quality protection).

Activities:

- Safely handle and feed reptiles
- Clean and maintain habitats to species-specific standards
- Perform basic health assessments
- Recognize species-specific behaviors and needs
- Monitor growth, diet, and environmental conditions
- Connect animal husbandry practices to wildlife management principles

Agricultural, Food, and Natural Resources Standards Addressed:

- NR.01.03.01.a – Explain how vertebrates (reptiles) interact with their habitats and ecosystems.
- NR.02.01.01.a – Apply wildlife management principles through hands-on care and habitat management.
- NR.02.01.02.a – Evaluate the impact of human actions (feeding, habitat modification) on animal health and behavior.

- ESS.01.01.01.a – Demonstrate the importance of maintaining animal health and welfare through proper care.
- ESS.03.02.01.a – Describe the roles of humans in managing and conserving wildlife populations.

Continuing Unit: Identification of Fish in Aquaculture

September ~ November

Unit Summary and Lesson Overviews

In this continuing unit, students develop fish identification and classification skills through daily hands-on research activities using a different fish species and related equipment each class period. Students explore scientific naming and taxonomy, habitats and species ranges, diets and food webs, physical identification traits, and special characteristics used for accurate identification. Through repeated observation, research, and applied practice, students strengthen their understanding of fish species, ecosystems, and field identification skills, culminating in a quiz after completing 15 species entries to demonstrate knowledge retention and application.

Unit Skills/Topics:

- Fish Classification & Scientific Names
  - Topics: Scientific naming (binomial nomenclature), taxonomy basics, family/genus/species.
  - Purpose: Ensures students can use correct terminology and understand species relationships.
- Habitats, Ranges, and Diets
  - Topics: habitats, species ranges, food webs.
  - Purpose: Connects wildlife to ecosystems and teaches ecological niches.
- Physical Identification Skills
  - Topics: Recognizing male vs. female, juvenile vs. adult.
  - Special Characteristics
  - Purpose: Builds observation skills for accurate field identification.
- Applied Identification Practice
  - Purpose: Reinforces knowledge through hands-on, real-world application.

Agricultural, Food, and Natural Resources Standards Addressed:

- NRS.01.02.04.a. Research and examine the characteristics used to identify wildlife and insects
- NRS.01.02.04.b. Apply identification techniques to determine the species of wildlife or insect
- AQ.03.01.02.a. Classify species of aquatic organisms as fresh water, marine, or diadromous, and by their genus and species

Unit 1: Aquaculture Foundations

January ~ June

Unit Summary and Lesson Overviews

In this introductory aquaculture unit, students explore the foundations of aquaculture and aquatic ecosystems while developing basic system management and fish identification skills. Students learn about different aquaculture production methods, including freshwater, marine, pond, flow-through, and recirculating aquaculture systems (RAS), while examining aquaculture's role in local and global food systems. The unit also introduces aquatic ecosystems, food webs, nutrient cycles, dissolved oxygen, and environmental impacts on aquatic life. Students study external fish anatomy and connect physical structures to movement, feeding behaviors, and habitat preferences through observations and hands-on activities. Throughout the unit, students gain practical experience setting up and maintaining basic aquaculture systems, including filtration, aeration, substrate setup, and beginning tank cycling procedures.

Unit Skills/Topics:

- **Aquaculture Foundations**
  - Define aquaculture and explain major production methods
  - Identify differences between freshwater, marine, pond, flow-through, and RAS systems
  - Explain aquaculture's role in CT, the U.S., and global food systems
  - Use basic aquaculture terminology and system vocabulary correctly

- **Aquatic Ecosystems**
  - Describe how food webs, nutrient cycles, and dissolved oxygen support aquatic life
  - Predict how environmental disruptions affect water ecosystems
  - Compare natural vs. artificial aquatic environments

- **Fish External Anatomy**
  - Identify major external structures (fins, gills, operculum, lateral line, caudal types)
  - Connect anatomy to movement, feeding style, and habitat preference
  - Perform external anatomy observation using live fish, photos, or models

- **System Setup Skills**
  - Set up a basic aquaculture tank with substrate, water, filtration, and aeration
  - Explain how a biofilter works
  - Begin initial cycling of a tank

Activities

- Aquaculture intro stations
- Build-a-system diagramming activity
- "Is this aquaculture?" case study sort
- Tank setup lab: cycling a tank (biofilter, substrates, testing)

- Fish external anatomy labeling lab (using preserved specimens or models)

Agricultural, Food, and Natural Resources Standards Addressed:

- AQ.01.01.01.a. Identify and summarize the origin, significance, distribution and commercial importance of different aquatic species.
- AQ.01.01.01.b. Evaluate and describe characteristics of aquatic organisms that developed in response to the aquatic specie's environment and led to their commercial use.
- AQ.02.01.01.a. Explain the implications of animal welfare and animal rights for aquaculture production.
- AQ.04.01.01.a. Identify the following external morphological features of a finfish: dorsal, pectoral, pelvic, anal, caudal and adipose fins, lateral line, and operculum.

Unit 2: Water Quality & System Management

January ~ June

Unit Summary and Lesson Overviews

In this unit, students develop a deeper understanding of aquaculture water systems through hands-on practice with water chemistry, filtration, and system maintenance. Students learn to measure and interpret important water quality parameters such as pH, dissolved oxygen, ammonia, nitrite, nitrate, hardness, and temperature while maintaining accurate data logs and using testing equipment properly. The unit explores the nitrogen cycle and biological filtration, helping students understand how waste is processed in aquatic systems and how to identify and troubleshoot issues related to tank cycling and water quality imbalances. Students also examine aquaculture system design by comparing tank, pond, flow-through, and recirculating aquaculture systems (RAS), tracing water movement through filtration systems, pumps, and pipes. Throughout the unit, students gain practical maintenance skills by cleaning filters, performing water changes, monitoring flow rates, and resolving common system problems to promote healthy aquatic environments.

Unit Skills/Topics:

- **Water Chemistry & Testing**
  - Measure pH, dissolved oxygen, ammonia, nitrite, nitrate, hardness, temperature
  - Calibrate water testing equipment
  - Interpret results and compare to species-specific tolerance ranges
  - Record and track water quality data in logs
- **Nitrogen Cycle & Biological Filtration**
  - Describe ammonia production and conversion into nitrite/nitrate
  - Identify signs of a tank that is not cycled
  - Manage a tank through the cycling process
  - Troubleshoot nitrogen cycle problems (spikes, crashes, overload)

- **System Design & Water Flow**
  - Compare tank, pond, flow-through, and RAS designs
  - Trace water movement through pumps, pipes, filters, and tanks
  - Measure flow rate and identify obstructions in systems
  - Explain mechanical, chemical, and biological filtration roles
- **System Maintenance Skills**
  - Clean and maintain filters safely
  - Perform partial water changes
  - Resolve common system issues (low DO, cloudy water, leaks, clogging)

Activities

- Weekly water testing (tank logs!)
- Water quality problem-solving scenarios
- Create a flow diagram of the nitrogen cycle
- “Fix my tank” diagnostic cards
- Comparing different water system schematics

Agricultural, Food, and Natural Resources Standards Addressed:

- AQ.14.03.01.a. Identify water quality factors that are important in aquaculture systems.
- AQ.14.03.01.b. Describe the water quality factors most likely to be involved with aquaculture losses.
- AQ.14.03.01.c. Demonstrate proper technique for taking water samples to perform water quality assessments.
- AQ.14.03.02.a. Discuss factors that affect dissolved oxygen levels in aquaculture systems.
- AQ.14.03.02.b. Conduct dissolved oxygen test. Analyze and record test results.
- AQ.14.03.02.c. Demonstrate methods of correcting dissolved oxygen deficiency in aquaculture systems.
- AQ.14.03.03.a. Explain the importance of water temperature in aquaculture systems.
- AQ.14.03.03.b. Take, record and analyze water temperature measurements.
- AQ.14.03.04.a. Define acid, base and neutral pH as it relates to water quality in aquaculture systems. AQ.14.03.04.b. Take, record and analyze pH measurements. AQ.14.03.04.c. Demonstrate methods of correcting the pH of water in aquaculture systems
- AQ.14.03.06.a. Discuss total ammonianitrogen (TAN) in aquaculture systems.
- AQ.14.03.06.b. Take, record and analyze TAN measurements.
- AQ.14.03.06.c. Analyze management practices that will reduce TAN in aquaculture systems.
- AQ.14.03.07.a. Explain the following as it relates to aquaculture systems: water hardness, carbon dioxide, salinity, iron, chlorine, and hydrogen sulfide.
- AQ.09.01.03.a. Identify and describe the following parts of a recirculating aquaculture system (RAS): tank, sump or reservoir, pump, solid waste filter, U/V sterilizer, heat exchanger, bio-filter, and aeration.

Unit 3: Species Identification, Internal Anatomy, Husbandry & Nutrition

January ~ June

Unit Summary and Lesson Overviews

In this unit, students explore fish anatomy, physiology, nutrition, and health management through hands-on observation and aquaculture practices. Students identify major internal organs and examine how body systems influence fish growth, movement, feeding, and overall health while comparing anatomical differences between carnivorous, herbivorous, and omnivorous species. The unit also focuses on feeding and nutrition, including selecting appropriate feed types, monitoring feeding behavior, tracking growth and feed conversion ratios, and evaluating nutritional components in fish diets. Students develop health evaluation skills by observing normal and abnormal behaviors, identifying signs of stress, and understanding how environmental conditions affect fish physiology. Additionally, students are introduced to common fish diseases and learn to recognize symptoms, distinguish between environmental and infectious issues, and propose basic corrective actions to improve fish health and welfare.

Unit Skills/Topics:

- **Internal Anatomy & Physiology**
  - Identify internal organs (digestive tract, swim bladder, kidneys, heart, gills)
  - Explain physiological functions that affect growth and health
  - Compare anatomy between carnivorous, herbivorous, and omnivorous fish
- **Feeding & Nutrition**
  - Provide appropriate feed types based on species & life stage
  - Monitor feeding behavior and adjust portions
  - Track feed conversion ratios (FCR) and growth data
  - Evaluate nutritional components (protein, fat, vitamins) in feed
- **Health Evaluation & Stress Indicators**
  - Observe fish for normal vs. abnormal behavior
  - Identify signs of stress (gasping, flashing, color change, lethargy)
  - Describe physiological responses to stress (oxygen depletion, pH shifts)
  - Perform daily visual health checks
- **Disease Recognition Basics**
  - Recognize symptoms of common diseases (fungal infections, parasites, bacterial issues)
  - Distinguish environmental vs. infectious problems
  - Propose basic corrective actions

Activities

- Species ID cards (student-created)
- Internal anatomy diagram OR virtual dissection
- Feeding trials & growth data charting
- Observation lab: Signs of stress & disease
- Guest speaker (local hatchery technician or DEEP officer)

Agricultural, Food, and Natural Resources Standards Addressed:

- AQ.02.01.01.c. Implement and evaluate quality assurance programs and procedures for aquatic animal production.
  AQ.02.01.02.a. Research and summarize the challenges involved in working with aquatic animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.).
- AQ.02.01.02.b. Analyze and document aquatic animal welfare procedures used to ensure safety and maintain low stress when moving aquatic animals.
- AQ.02.01.02.c. Devise, implement and evaluate safety procedures and plans for working with aquatic animals.
- AQ.04.01.05.a. Describe the properties, locations, functions and types of aquatic species organs.
- AQ.04.01.05.c. Relate the importance of aquatic species organs to the health, growth and reproduction of animals.

Unit 4: Systems Technology, Production, Harvesting & Processing

January ~ June

Unit Summary and Lesson Overviews

In this unit, students apply knowledge from previous aquaculture units to explore aquaculture systems technology, water and waste management, harvesting practices, and production cycles while completing a budgeted tank proposal project. Students identify and work with aquaculture equipment such as pumps, filters, plumbing, air stones, and aeration systems while examining how water flow and oxygenation support fish health. The unit also focuses on waste management, filtration maintenance, and strategies for reducing waste buildup in aquatic systems. Students learn basic harvesting, grading, sorting, and fish processing techniques while discussing how production decisions connect to market demands and efficiency. Throughout the unit, students use their accumulated knowledge of aquaculture systems, fish care, water quality, and system design to plan and develop a functional aquaculture tank setup within a realistic budget.

Unit Skills/Topics:

- **Aquaculture Systems Technology**
  - Identify and describe pumps, air stones, diffusers, filters, and plumbing
  - Explain how oxygenation, aeration, and flow maintain fish health
  - Assemble a small-scale RAS model
- **Waste & Water Management**
  - Explain how solids and dissolved wastes accumulate
  - Maintain mechanical and biological filter components
  - Implement strategies to reduce waste buildup
- **Harvesting & Processing**
  - Describe humane harvesting practices

    - Understand basic grading, sorting, and netting techniques
    - Explain processing steps (gutting, filleting, packaging)
    - Connect production decisions to market demands

- **Production Cycle Skills**
    - Outline the full aquaculture production cycle (egg → grow-out → harvest)
    - Identify bottlenecks or inefficiencies in different production systems

Activities

- Species ID cards (student-created)
- Internal anatomy diagram OR virtual dissection
- Feeding trials & growth data charting
- Observation lab: Signs of stress & disease
- Guest speaker (local hatchery technician or DEEP officer)

Agricultural, Food, and Natural Resources Standards Addressed:

- AQ.09.01.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of aquatic species.
- AQ.09.01.02.c. Select equipment and implement handling procedures and improvements to enhance production efficiency of aquatic species.
- AQ.09.01.03.b. Explain the basic electrical, plumbing and mechanical components of aquaculture systems.
- AQ.12.01.01.a. Identify standards for food safety, recommendations and processes.
- AQ.12.01.02.c. Prepare, preserve and market aquatic species for retail sales.
- AQ.12.01.03.a. Describe the reasons for grading both before and during harvesting.
- AQ.12.01.03.b. Evaluate the process of preparing an aquaculture product from harvest to final packaging.
- AQ.12.01.03.c. Grade processed aquaculture product according to recognized standards.
- AQ.12.01.04.a. Identify and describe specific aquaculture products and value added modifications.
- AQ.01.02.01.a. Identify and categorize terms and methods related to aquaculture production (e.g., sustainable, conventional, humanely raised, natural, organic, etc.).
- AQ.01.02.01.b. Analyze the impact of aquaculture production methods on end product qualities (e.g., price, sustainability, marketing, labeling, animal welfare, etc.).

Unit 5: Biosecurity, Ethics & Careers

January ~ June

Unit Summary and Lesson Overviews

In this unit, students examine the environmental, ethical, and professional aspects of aquaculture while building connections between aquaculture practices and real-world industry applications. Students evaluate the benefits and challenges of aquaculture, including issues related to invasive species, nutrient pollution, disease spread, and sustainability certifications such as ASC and BAP. The unit also introduces biosecurity and disease management practices, with students developing strategies and protocols to reduce contamination risks and prevent disease outbreaks in aquaculture systems. Students explore ethical considerations related to fish welfare, handling, stocking density, feeding, and harvesting while reflecting on human responsibilities in captive aquatic care. Additionally, students investigate aquaculture and fisheries careers, connect classroom skills to industry roles, and complete career research activities focused on training requirements, job responsibilities, and workforce demand.

Unit Skills/Topics:

- **Sustainability & Environmental Impact**
  - Evaluate the ecological pros and cons of aquaculture
  - Identify risks: escapees, invasive species, nutrient pollution, disease spread
  - Compare sustainable certifications (ASC, BAP)
- **Biosecurity & Disease Management**
  - Apply biosecurity principles: quarantine, sanitation, restricted movement
  - Identify contamination risks and propose solutions
  - Create protocols to prevent disease spread in aquaculture systems
- **Ethics in Aquaculture**
  - Evaluate ethical considerations of raising fish for food
  - Discuss welfare in tank density, handling, feeding, and harvesting
  - Reflect on human responsibility in captive aquatic care
- **Career Exploration**
  - Investigate careers: hatchery tech, aquaculture farmer, fisheries biologist, system engineer
  - Connect skills learned to job responsibilities
  - Create a career one-pager with training requirements and industry demand

Activities

- Ethics & Sustainability Reflection
- Case Study Analysis
- Career One-Pager
- Biosecurity Scenario Quiz

Agricultural, Food, and Natural Resources Standards Addressed:

- AQ.05.02.01.a. Explain the importance of biosecurity to the aquaculture industry.
- AQ.05.02.01.b. Discuss procedures at the local, state and national levels to ensure biosecurity of the aquaculture industry.
- AQ.05.02.01.c. Implement a biosecurity plan for an aquaculture production operation.
- CS.05.02.01.a. Examine and categorize careers in each of the AFNR pathways.
- CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.
- CS.05.02.01.c. Interpret and evaluate the results of a personal career assessment and connect them to potential careers in

AFNR pathways.

- CS.05.02.02.a. Research and describe careers in each of the AFNR pathways and choose potential careers connecting to personal interests and skills.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 j.

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science Horticulture/Floral Design – REVISED Curriculum - First Reading.

Summary of Issue: SHS Agricultural Science Horticulture/Floral Design – REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Agricultural Science Horticulture/Floral Design – REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Course Name: Horticulture/ Floral Design

Students explore the horticulture industry, including career pathways, plant classification systems, and environmental factors such as plant hardiness zones. They develop foundational safety skills, learn proper equipment use, and practice communication skills essential in agricultural careers. This unit also introduces plant anatomy and the environmental conditions necessary for plant growth, with students applying these concepts through greenhouse management, seed starting, and basic equipment operation. Tractor safety and skills training are emphasized throughout, along with an introduction to propagation techniques, seed biology, and plant hormones.

Building on this foundation, students begin developing practical floral design skills needed for competitions, with a focus on artistic expression, safety in the plant lab, and the connection between horticulture, aesthetics, and culture. They deepen their understanding of floral design through enhancements, wiring and taping techniques, container and vase arrangements, and the principles of floral aesthetics. Students then apply their skills in preparation for the Flower Show Booth Build, exploring commercial greenhouse production of poinsettias and holiday greenery. The unit culminates with students creating products for real-world holiday sales, emphasizing merchandising, wiring, mechanics, and advanced construction techniques for centerpieces, corsages, and boutonnieres, while refining skills in focal placement, flower conditioning, and design preparation for sale or competition.

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Unit 1: Exploring Horticulture and Plant Taxonomy
September ~ November

Unit Summary and Lesson Overviews

Unit Summary
Students explore the horticulture industry, career pathways, plant classification systems, and environmental considerations such as plant hardiness zones. Students develop foundational safety skills, learn essential equipment use, and practice communication skills used in agricultural careers.

Skills & Topics

- Introduction to horticulture careers and industries
- Plant classification and botanical naming
- Hardiness zones and plant adaptability
- Horticultural equipment safety
- Hand signals for equipment communication
- Crafting an “elevator speech”
- Identification of Nursery Landscape Contest plants

Agriculture, Food and Natural Resources Standards Addressed:

- CS.01: Analyze career paths in agriculture & environmental systems
- AS.06.03: Follow safety instructions when using equipment
- PS.01: Apply knowledge of plant systems to production & management
- PS.03: Identify and classify plants using scientific taxonomy

Unit 2: Parts of the Plant and Plant Growth
September ~ November

Unit Summary and Lesson Overviews

Unit Summary

This unit focuses on plant anatomy and the environmental factors essential for growth. Students apply these concepts to greenhouse management, seed starting, and equipment operation. Tractor safety and skills training are emphasized.

Skills & Topics

- Plant parts and their functions
- Photosynthesis, respiration, transpiration
- Light, temperature, water, and nutrient requirements
- Seed starting practices
- Greenhouse structure & functions
- Tractor parts identification
- Tractor operation safety and skill practice
- Continued Elevator Speech refinement
- Nursery Landscape Contest plant practice

Agriculture, Food and Natural Resources Standards Addressed:

- PS.02: Plant structure, function & biochemical processes
- PS.03: Environmental influences on plant growth
- AS.06.01–06.03: Safe operation of agricultural machinery
- CS.02: Communication in agriculture industries

Unit 3: Floral Design Foundations & Flower Show Booth Build

September ~ November

Unit Summary and Lesson Overviews

Unit Summary

Students explore propagation techniques, seed biology, and plant hormones while beginning practical floral design skills needed for competitions. Emphasis is placed on artistic skill, safety in the plant lab, and connecting horticulture to aesthetics and culture.

Skills & Topics

- Auxins, gibberellins, cytokinins, ethylene
- Rooting hormone application
- Seed structure, viability, germination
- Propagation tools & lab safety
- Boutonniere design and wiring
- Flower Show booth design planning
- Elevator speech improvement
- Nursery Landscape Contest plant practice

Agriculture, Food and Natural Resources Standards Addressed:

- PS.01 & PS.02: Plant propagation and seed biology
- AGP.01: Apply principles of artistic design
- CS.02: Produce effective agricultural presentations

Unit 4: Floral Design: Enhancements, Arrangements & Flower Show Build

September ~ November

Unit Summary and Lesson Overviews

Unit Summary

Students deepen their understanding of floral design by studying enhancements, wiring and taping techniques, container and vase arrangements, and principles of floral aesthetics. This unit prepares students for the final Flower Show Booth Build.

Skills & Topics

- Design principles: balance, proportion, rhythm, scale, harmony, focal point

- Floral enhancement materials (ribbons, picks, decorative wire)
- Bow-making techniques
- Container arrangements
- Vase arrangements
- Flower identification
- Flower Show booth design & installation

Agriculture, Food and Natural Resources Standards Addressed:

- AGP.01–03: Floral design, artistic principles, anatomy of floral products
- PS.01: Plant care and post-harvest handling
- CS.02: Design and create agricultural displays

Unit 5: Holiday Sales & Seasonal Production
September ~ November

Unit Summary and Lesson Overviews

Unit Summary

Students explore commercial greenhouse production of poinsettias and holiday greenery. They prepare products for real-world holiday sales, learning merchandising, wiring, mechanics, and construction of seasonal arrangements.

Skills & Topics

- Poinsettia growth stages & photoperiodism
- Wreath types & construction
- Door swags, cemetery boxes, holiday centerpieces
- Floral business logistics (pricing, sales displays)
- Foiling and wrapping techniques
- Greenery identification
- Holiday tool ID

Agriculture, Food and Natural Resources Standards Addressed:

- PS.01 & PS.03: Greenhouse crop production
- AGP.02: Holiday floral design & mechanics
- ABS.04: Marketing and merchandising agricultural products

Unit 6: Holiday Sales Continued: Advanced Floral Design

September ~ November

Unit Summary and Lesson Overviews

Unit Summary

Students conclude the holiday sequence with advanced construction techniques for centerpieces, corsages, and boutonnieres. Emphasis is on wiring, taping, focal placement, flower conditioning, and preparing designs for sale or competition.

Skills & Topics

- Holiday centerpiece construction
- Boxwood designs
- Three-flower boutonniere
- Corsage wiring and taping
- Floral foam preparation & hydration
- Customer service & stress management in agriculture
- Nursery Landscape Contest practice

Agriculture, Food and Natural Resources Standards Addressed:

- AGP.01–03: Advanced floral design
- PS.01: Care of cut flowers & post-harvest handling
- AS.02: Responsibilities in agricultural careers & well-being

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 k.

AGENDA REPORTING FORM

Agenda Topic: Illustrative Math, Grade 7 Accelerated- NEW Curriculum - First Reading.

Summary of Issue: Illustrative Math, Grade 7 Accelerated- NEW Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the Illustrative Math, Grade 7 Accelerated- NEW Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

SPS Grade 7 Accelerated Mathematics Curriculum Overview: Year at a Glance

The Southington Public Schools 6-8 mathematics curriculum is based on the Connecticut Common Core Standards for Mathematics (CCSS-M). The CT math standards emphasize two key components: the content expectations at each grade level (content standards), and the Standards for Mathematical Practice (SMP). The standards for mathematical practice (SMP) are practices that students are expected to engage in each year, and are consistent throughout grades K-12. Within the curricular units below, you will find the specific CCSS-M addressed in each unit within this grade level.

Unit 1: Introducing Proportional Relationships *September*	
Unit Summary and Lesson Overviews	**Family Resources**
In this unit, students will develop the idea of proportional relationship. They will work with proportional relationships that are represented in tables, as equations, and on graphs. **Core Curriculum Resource:** Illustrative 360 Grade 7 Unit 2: Introducing Proportional Relationships **Unit Skills:** ● Determine the constant of proportionality for a proportional relationship represented in a table, and interpret it in context. ● Explain how to calculate unknown values in a table that represents a proportional relationship. ● Use an equation to solve problems involving a proportional relationship. ● Write an equation of the form to represent a proportional relationship, given a table or a description of the situation. ● Determine whether the values in a table could represent a proportional relationship. ● Use a table to determine whether an equation represents a proportional relationship. ● Determine whether a given graph represents a proportional relationship. ● Identify the constant of proportionality from the graph of a proportional relationship. ● Interpret points on the graph of a proportional relationship. **Common Core State Standards Addressed:** ● 7.RP.A.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per	Kendall Hunt IM Family Support

hour.

- 7.RP.A.2: Recognize and represent proportional relationships between quantities.
- 7.RP.A.2.A: Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- 7.RP.A.2.B: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- 7.RP.A.2.C: Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.
- 7.RP.A.2.D: Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

Unit 2: Measuring Circles

October

Unit Summary and Lesson Overviews	Family Resources
In this unit, students will apply their knowledge of proportional relationships in the context of measuring circles. Students will find the area and circumference of circles. **Core Curriculum Resource:** Illustrative 360 Grade 7 Unit 3: Measuring Circles **Unit Skills:** • Recognize that there are proportional relationships between the circumference, diameter, and radius of circles and express these relationships using equations. • Solve problems involving circumference. • Justify that the area of a circle can be calculated with the formula A= πr^2 • Recognize that the area of a circle is not proportional to its diameter or radius. • Solve problems involving the area of a circle. **Common Core State Standards Addressed:** • 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Kendall Hunt IM Family Support

- 7.G.A.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- 7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- 7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- 7.RP.A.2: Recognize and represent proportional relationships between quantities.
- 7.RP.A.2.A: Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- 7.RP.A.2.C: Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.

Unit 3: Proportional Relationships and Percentages

October

Unit Summary and Lesson Overviews	Family Resources
In this unit, students deepen their understanding of proportional relationships and percentages. They solve multi-step problems and work with situations that involve fractional amounts. Students will apply percent increase and decrease to solve problems in a variety of real world situations such as tax, tip, interest, mark up, discount, depreciation, and commission. **Core Curriculum Resource:** Illustrative 360 Grade 7 Unit 4: Proportional Relationships and Percentages **Unit Skills:** • Create algebraic expressions that represent a situation involving adding or subtracting a fraction of the initial value. • Solve problems about proportional relationships with fractional quantities. • Use long division to generate a decimal representation of a fraction. • Create algebraic expressions or equations that represent a situation involving percent increase or decrease.	Kendall Hunt IM Family Support

- Use diagrams to solve problems involving percent increase or decrease.
- Calculate measurement error, and express it as a percentage of the actual value.
- Solve problems involving tax, tip, simple interest, markup, markdown, or commission.

Common Core State Standards Addressed:

- 7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a= 1.05a means that “increase by ” 5 % is the same as “multiply by 1.05 .”

- 7.NS.A.2.d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

- 7.RP.A.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.

- 7.RP.A.2: Recognize and represent proportional relationships between quantities.

- 7.RP.A.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Unit 4: Rational Number Arithmetic

October ~ November

Unit Summary and Lesson Overviews	Family Resources
In this unit, students will revisit the idea of signed numbers, then apply that understanding to adding, subtracting, multiplying, and dividing rational numbers. Diagrams and tables are used for students to gain understanding. Students will apply this new knowledge of rational numbers to one-step equations. **Core Curriculum Resource:** Illustrative 360 Grade 7 Unit 5: Rational Number Arithmetic **Unit Skills:** • Apply addition and subtraction of signed numbers to represent situations and solve problems. • Calculate the sum or difference of two rational numbers. • Apply multiplication and division of signed numbers to represent situations and solve problems. • Calculate the product or quotient of two rational numbers. • Apply the four operations with rational numbers to solve problems.	Kendall Hunt IM Family Support

- Write equations with negative numbers to represent a situation.
- Solve equations with negative numbers to represent a situation.

Common Core State Standards Addressed:

- 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.
    - 7.RP.A.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
- 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
    - 7.NS.A.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
        - 7.NS.A.1.A: Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
        - 7.NS.A.1.B: Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
        - 7.NS.A.1.C: Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
        - 7.NS.A.1.D: Apply properties of operations as strategies to add and subtract rational numbers.
- 7.NS.A.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
    - 7.NS.A.2.A: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying

signed numbers. Interpret products of rational numbers by describing real-world contexts.

  - 7.NS.A.2.B: Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
  - 7.NS.A.2.C: Apply properties of operations as strategies to multiply and divide rational numbers.

- 7.NS.A.3: Solve real-world and mathematical problems involving the four operations with rational numbers.1
- 7.EE.B.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
- 7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Unit 5: Probability and Sampling

November/December

Unit Summary and Lesson Overviews	Family Resources
In this unit, students work with probability and sampling. They use their understanding of basic chance experiments to quantify how likely events are to happen and develop a working understanding of probability. Then they design and use simulations to further understand probability as the frequency of the event occurring when repeating an experiment many times. Students represent sample spaces using tables, tree diagrams, and lists, and use the number of outcomes in a sample space to calculate an expected probability. **Core Curriculum Resource:** Illustrative 360 Grade 7 Unit 8: Probability and Sampling **Unit Skills:** • Describe methods to obtain a random sample from a population, and explain why it is representative of the population.	Kendall Hunt IM Family Support

- Explain why samples are necessary and describe a sample and population for a given statistical question.
- Describe a multi-step experiment that could be used to simulate a compound event in a real-world situation, and justify that it represents the situation.
- Interpret or create a list, table, or tree diagram that represents the sample space of a compound event, and use the sample space to write the probability for an event.
- Use the results from a repeated experiment to estimate the probability of an event, and justify the estimate.
- Use the sample space to determine the probability of an event, and express it as a fraction, decimal, or percentage.
- Determine whether two populations are likely to be meaningfully different by reasoning about center and spread.
- Use the proportion of a random sample that is within a certain category to make inferences about the population, and explain the reasoning.

Common Core State Standards Addressed:

- 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.

- 7.SP.A : Use random sampling to draw inferences about a population

- 7.SP.C Investigate chance processes and develop, use, and evaluate probability models.

    - 7.SP.C.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

    - 7.SP.C.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

    - 7.SP.C.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

        - 7.SP.C.7.A: Develop a uniform probability model by assigning equal probability to all

outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.

- 7.SP.C.7.b: Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

- 7.SP.C.8.C: Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Unit 6: Equations and Inequalities

December~ January

Unit Summary and Lesson Overviews	Family Resources
In this unit, students will write and solve equations of the forms px+q=r and p(x+q)=r, and solve inequalities where p, q, and r are rational numbers. **Core Curriculum Resource:** Illustrative 360 Accelerated Grade 7 Unit 3: Equations and Inequalities **Unit Skills:** • Create diagrams and equations in the form px+q=r and p(x+q)=r to represent situations. • Interpret equations in the form px+q=r and p(x+q)=r that represent relationships in diagrams and situations. • Solve equations of the form px+q=r and p(x+q)=r including those that involve fractions, decimals, and negative numbers, and explain the solution method. • Solve word problems leading to equations of the form px+q=r or p(x+q)=r • Draw and label a graph on a number line that represents all the solutions to an inequality. • Solve an inequality of the form px+q > r or px+q < r and interpret the solution. • Write an inequality of the form px+q > r or px+q < r to represent a situation with a constraint. **Common Core State Standards Addressed:** • 7.EE.B.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply	Kendall Hunt IM Family Support

properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

- 7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- 7.EE.B.4.A: Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
- 7.EE.B.4.B: Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.

Unit 7: Expressions and More Equations

January

Unit Summary and Lesson Overviews	Family Resources
In this unit, students will work with writing equivalent expressions and use reasoning to solve equations, including equations that have a variable on both sides of the equal sign. **Core Curriculum Resource:** Illustrative 360 Accelerated Grade 7 Unit 4: Expressions and More Equations **Unit Skills:** • Apply properties of operations to write an expression with fewer terms that is equivalent to a given expression. • Apply the distributive property to factor or expand an expression. • Write equivalent equations and describe the moves that are used. • Write equivalent equations to solve linear equations in one variable. • Describe features of linear equations that have one solution, no solution, or many solutions. • Interpret the solution of an equation in one variable in context.	Kendall Hunt IM Family Support

Common Core State Standards Addressed:

- 7.EE.A: Use properties of operations to generate equivalent expressions.
- 7.EE.A.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 7.NS.A.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- 8.EE.C: Analyze and solve linear equations and pairs of simultaneous linear equations.
- 8.EE.C.7 : Solve linear equations in one variable.
- 8.EE.C.7.A: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).
- 8.EE.C.7.B: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Unit 8: Linear Relationships

February~ March

Unit Summary and Lesson Overviews	Family Resources
In this unit, students will connect the geometric understanding of dilations and similar triangles with the algebraic understanding of slope and equations of a line. Students are introduced to nonproportional linear relationships by building on earlier work around similarity and slope. Then students solve systems of linear equations using graphic and algebraic methods. Students advance their understanding of lines by examining slopes in the context of data. **Core Curriculum Resource:** Illustrative 360 Accelerated Grade 7 Unit 2: Scale Drawings, Similarity, and Slope Illustrative 360 Accelerated Grade 7 Unit 5: Linear Relationships **Unit Skills:** • Comprehend the term “slope” to mean a number that tells how steep a line is. • Create an equation relating the quotient of the vertical and horizontal side lengths of a slope triangle to the slope of a line and use it to justify whether a point *(x, y)* is on the line by verifying that the values of *x* and *y* satisfy the equation.	Kendall Hunt IM Family Support (slope only) Kendall Hunt IM Family Support

- Create an equation that represents a linear relationship.
- Create and compare graphs that represent linear relationships with the same rate of change but different initial values.
- Interpret the slope and *y*-intercept of the graph of a line in context.
- Create multiple representations of a linear relationship, including a graph, equation, and table.
- Determine pairs of values that satisfy or do not satisfy a linear relationship using an equation or graph.
- Interpret the slope of a non-increasing line in context.
- Categorize systems of equations, including systems with infinitely many or no solutions, and calculate the solution for a system using a variety of strategies.
- Comprehend that solving a system of equations means finding values of the variables that make both equations true at the same time.
- Create a system of equations that represents a situation and interpret the solution in context.

Common Core State Standards Addressed:

- 8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software.

- 8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

- 8.EE.B: Understand the connections between proportional relationships, lines, and linear equations

- 8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

- 8.EE.B.6: Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.

- 8.EE.C: Analyze and solve linear equations and pairs of simultaneous linear equations.

- 8.EE.C.8: Analyze and solve pairs of simultaneous linear equations.

- 8.EE.C.8.A: Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations

simultaneously. • 8.EE.C.8.B: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6 • 8.EE.C.8.C: Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	

Unit 9: Functions and Volume

March~ April

Unit Summary and Lesson Overviews	Family Resources
In this unit, students are formally introduced to the concept of a function as a relationship between “inputs” and “outputs” in which each allowable input determines exactly one output. They study the different ways functions can be represented, making connections between the representations and interpreting what they mean in context. Next, students analyze and describe cross-sections of prisms, pyramids, and polyhedra. They understand and use the formula for the volume of a right rectangular prism and solve problems involving area, surface area, and volume. Students build on their knowledge of the formula for the volume of a right rectangular prism, learning formulas for volumes of cylinders, cones, and spheres. Students express functional relationships described by these formulas as equations, focusing on situations involving proportional relationships. **Core Curriculum Resource:** Illustrative 360 Accelerated Grade 7 Unit 6: Functions and Volume **Unit Skills:** • Comprehend the structure of a function as having one and only one output for each allowable input. • Draw the graph of a function that represents a context, and explain which quantity is a function of which. • Interpret multiple representations of functions, including graphs, tables, and equations, and explain how to find information in each type of representation. • Calculate the surface area and volume of a prism. • Calculate the volume of a cylinder. • Calculate the volume of a cone or sphere. • Solve problems involving cones, cylinders, and spheres. **Common Core State Standards Addressed:**	Kendall Hunt IM Family Support

- 8.F.A: Define, evaluate, and compare functions.
- 8.F.A.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.1
- 8.F.A.2: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
- 8.F.A.3: Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.B.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- 7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- 7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
- 7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- 7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- 8.G.C: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- 8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve

real-world and mathematical problems. • 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	

Unit 10: Exponents and Scientific Notation

April

Unit Summary and Lesson Overviews	Family Resources
In this unit, students deepen their understanding of exponents, powers of 10, and place value before being introduced to scientific notation. They build on work done in grade 6, where students focused on whole-number exponents with whole-number, fraction, decimal, or variable bases, but did not formulate rules regarding the use of exponents. **Core Curriculum Resource:** Illustrative 360 Accelerated Grade 7 Unit 7: Exponents and Scientific Notation **Unit Skills:** • Use exponent rules to generate equivalent numerical expressions for powers of 10. • Use exponent rules to generate equivalent numerical expressions for expressions with different bases and bases other than 10. • Calculate with numbers in scientific notation and interpret them in context. • Identify numbers written in scientific notation, including scientific notation that has been generated by technology. **Common Core State Standards Addressed:** • 8.EE.A.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. • 8.EE.A.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger. • 8.EE.A.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for	Kendall Hunt IM Family Support

seafloor spreading). Interpret scientific notation that has been generated by technology	

Unit 11: Pythagorean Theorem and Irrational Numbers

May

Unit Summary and Lesson Overviews	Family Resources
This unit introduces students to irrational numbers with a focus on connecting geometric and algebraic representations of square roots, cube roots, and the Pythagorean Theorem. **Core Curriculum Resource:** Illustrative 360 Accelerated Grade 7 Unit 8: Pythagorean Theorem and Irrational Numbers **Unit Skills:** • Comprehend the term "irrational number" to mean a number that is not rational and that $\sqrt{2}$ is an example of an irrational number. • Comprehend the term "square root of *n*" and the notation $\sqrt{n}$ to mean the side length of a square whose area is *n* square units. • Use the square root symbol to represent solutions to equations of the form $x^2 = n$ and represent the square root as a point on the number line. • Calculate the distance between two points in the coordinate plane by using the Pythagorean Theorem. • Explain an area-based algebraic proof of the Pythagorean Theorem. • Use the Pythagorean Theorem to calculate unknown side lengths of right triangles and to solve problems within a context • Coordinate representations of a cube root, including cube root notation, decimal representation, the edge length of a cube of given volume, and a point on the number line. • Represent rational numbers as equivalent decimals and fractions. **Common Core State Standards Addressed:** • 8.NS.A : Know that there are numbers that are not rational, and approximate them by rational numbers. ○ 8.NS.A.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a	Kendall Hunt IM Family Support

rational number ● 8.EE.A.2: Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. ● 8.G.B: Understand and apply the Pythagorean Theorem. ● 8.G.B.6: Explain a proof of the Pythagorean Theorem and its converse. ● 8.G.B.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. ● 8.G.B.8: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. ● 8.NS.A.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	

Accelerated Math-Grade 7

Curriculum & Instruction Update

Accelerated Grade 7

- Grade 7 students with a strong background in math are recommended for an accelerated math course that combines both grade 7 and grade 8 standards into one year, preparing students for a high school credit Algebra 1 course in grade 8.

Curriculum utilized in all math courses in grades 6-8:

Illustrative 360 Math

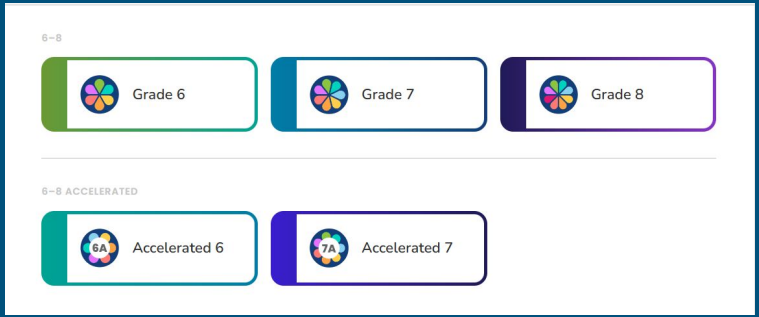
Our on grade level math classes utilize these resources:

- Grade 6
- Grade 7
- Grade 8
- Algebra 1

Our old scope and sequence for grade 7 accelerated math consists of the major units from the “on grade” level 7 and 8 Illustrative units.

Illustrative Math 360- Accelerated units (gr. 6 and 7)

- The IM v.360 Accelerated Grades 6–7 curriculum is a two-year, standards-aligned pathway that compacts all middle school (Grades 6–8) mathematics content into Grades 6 and 7, preparing students for Algebra 1 by Grade 8.
- Provides a coherent and rigorous accelerated pathway without skipping essential standards or creating learning gaps.
- Content from Grades 6–8 is strategically reorganized and compacted across two years.



Why the need for change?

- Based on feedback from grade 7 math teachers, there were some concerns about the Illustrative Math grade 7 and 8 scope and sequence for accelerated math. Some of the concerns centered around:
    - Some gaps in grade 7 standards
    - Flow of content
- Based on these concerns, grade 7 math teacher representatives from both buildings revised a new scope and sequence that adapted the portions of the accelerated Illustrative units for grade 6 and grade 7 that better covered the grade 7 and grade 8 standards.
- All grade 7 math teachers agreed to pilot this scope and sequence for the 25-26 school year.

What we changed

- We aligned our original scope and sequence to the IM Accelerated gr. 6-7 pathway (focusing only the grade 7 and grade 8 standards since we begin acceleration in grade 7)
- This allowed students to complete all grade 7 domains before acceleration
- Reorganized sequence to build conceptual understanding
- Ensures better coverage of Grade 7 standards (including statistics)
- Improves coherence across units

Impact on student learning

- Stronger understanding of proportional reasoning
- Better grasp of equations and structure
- Meaningful understanding of slope and functions
- Improved Algebra 1 readiness

Fall iReady= 38% of accelerated students were in the upper green band

Winter iReady= 70% of accelerated students were in the upper green band

Spring iReady- TBD

Illustrative Accelerated 360- *Open Education Resource*- Free to access

Updated Changes for 2026- 2027 School Year

When surveyed about the results of the revisions, grade 7 math teachers wanted to:

- Keep the revised sequence of topics and order of learning topics.
- Keep the accelerated grade 7 units from Illustrative
- Replace the accelerated grade 6 units with on grade level grade 7 units where applicable.

Original and Updated Scope and Sequence

Grade 7 Accelerated Math Updated Scope and Sequence

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 l.

AGENDA REPORTING FORM

Agenda Topic: SHS Accounting 1 - REVISED Curriculum - First Reading.

Summary of Issue: SHS Accounting 1 - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Accounting 1 - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: The Accounting Cycle
Teacher:	Lillian Schena
Grade Level/Course:	10-12 ACC/Accounting I
Length/Dates:	13 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the accounting cycle for a sole proprietorship. Through interactive activities, students will learn to classify accounts, analyze transactions, and prepare financial statements according to Generally Accepted Accounting Principles (GAAP). Students will also interpret and evaluate financial statements to make informed business decisions, utilizing both manual and digital tools such as Excel.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
III. Financial Analysis **Achievement Standard:** Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions. **IV. Accounting Applications** **Achievement Standard:** Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. **V. Accounting Process** **Achievement Standard:** Complete the steps in the accounting cycle in order to prepare the financial statements. **VI. Interpretation and Use of Data** **Achievement Standard:** Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. From the National Standards for Business Education © 2020 by the National Business Education Association, 1914 Association Drive, Reston, VA 20191.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
• Apply foundational accounting knowledge to complete financial statements accurately. • Use critical thinking to evaluate business performance based on financial reports. • Utilize technology, such as Excel, to efficiently complete accounting processes.

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 will analyze and solve accounting problems by reasoning through transactions and evaluating financial outcomes.

Creativity/Innovation Transdisciplinary Goal:
Students will design and refine financial records using creative approaches to complete accounting tasks.

Collaboration Transdisciplinary Goal:
Students will collaborate in group activities to solve problems and complete financial exercises.

Communication Transdisciplinary Goal:
Students will effectively present financial results and analysis through written communication.

Citizenship Transdisciplinary Goal:
Students will demonstrate an ethical understanding of financial practices and their impacts on businesses and communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. Identify and describe generally accepted accounting principles currently (GAAP) and explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements That a business goes through several steps to complete the accounting cycle and the steps need to be completed in order. Financial Statements are needed to make informed decisions by owners, managers, and investors. Temporary accounts provide comparison information for business owners.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. Why is it important for a business owner to follow certain procedures and keep accurate records? Why is it important for a business owner to keep personal finance separate from business finances? Why would lenders be interested in financial statements? Why is it important for a business to close temporary accounts?

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

Ch 3-10 has content vocabulary terms for each chapter. ● How to classify accounts ● Analyze transactions and how they affect accounts ● How to journalize and post transactions ● How to prepare a trial balance ● How to prepare a worksheet ● How to prepare a balance sheet ● How to prepare an income statement ● How to journalize and post-closing entries ● How to prepare a post-closing trial balance	Perform operations needed to complete the accounting cycle for an accounting period for a sole proprietorship. ● Classify accounts ○ Assets, Liabilities, Owner's Equity, Revenue & Expense ● Analyze source documents ● Journalize Business Transactions ● Post to the General Ledger ● Prepare a Worksheet ● Prepare an Income Statement ● Prepare a Statement of Changes in Owner's Equity ● Prepare a Balance Sheet ● Close Temporary Accounts ● Prepare a Post-closing Trial Balance Working Papers and Excel will be used to complete the above activities.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
● **Goal:** To demonstrate mastery of the accounting cycle by preparing accurate and complete financial statements for a sole proprietorship. ● **Role:** You are an accountant hired to organize and present financial records for a small business. ● **Audience:** The business owner evaluating the business's financial health. ● **Situation:** The business owner requires detailed financial reports and wants assurance of compliance with GAAP (Generally Accepted Accounting Principles). ● **Product/Performance/Purpose:** Students will prepare a comprehensive financial package, including: ➢ Worksheet ➢ Income Statement ➢ Statement of Owner's Equity ➢ Balance Sheet ➢ Post-Closing Trial Balance ● **Standards and Criteria for Success:** ➢ Adherence to GAAP principles. ➢ Accuracy in classifying accounts, journalizing transactions, and preparing financial statements. ➢ Proper formatting and professional presentation using working papers and Excel.

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

Textbook: *Accounting Fundamentals* (McGraw Hill Publishers)
Chapter Materials: Demonstration Problems, Working Papers, and Concept Assessments for each chapter
Microsoft Excel
Online tools such as e-book problems, Kahoot, Yahoo Finance to review/research public company reports

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

Rubric-based evaluation focusing on accuracy, completeness, and presentation quality.
Feedback provided on proper use of accounting methods, adherence to GAAP, and clarity in financial statements.

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

- Emphasize the sequence of steps in the accounting cycle during instruction to help students connect tasks.
- Provide examples of professional financial statements to set expectations.
- Encourage students to use Excel templates for consistent formatting.

Other Evidence

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

- Performance assessment - one problem per chapter graded for accuracy
- Exit Tickets
- Tests

Stage 3: Instructional Design

Learning Target:	Success Criteria:
• I can understand the accounting equation. ○ Assets = Liabilities + Owner's Equity • I can identify account types and determine their increase or decrease related to business transactions.	• I will be able to determine the amounts missing from the accounting equation. • I will be able to classify accounts and determine their effect on the accounting equation.

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

- Notes on Ch 3 Section 1
- Complete Prob. 3-1 together

- Notes on Ch 3 Section 2
- Analyze transactions for increases or decreases using examples shown in a PowerPoint
- Complete Prob. 3-2 together
- Exit Ticket

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

Problems 3-4, 3-5, and 3-6

Learning Target:	**Success Criteria:**
• I can identify account types and determine their increase or decrease related to business transactions.	• I will be able to classify accounts and determine their effect on the accounting equation. • I will ensure the accounting accounting is in balance after each transaction

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

- Review answers to 3-4 through 3-6
- Take notes on Ch 3 section 3
- Practice analyzing transactions - examples shown through PowerPoint
- Complete Prob. 3-3 together, 3-8, & 3-9 independently

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

Problems 3-8 & 3-9

Learning Target:	**Success Criteria:**
• I can identify accounts and determine their increase or decrease related to business transactions. • I can keep the accounting equation in balance after determining the increases or decreases on accounts.	• I will be able to analyze business transactions, identify accounts affected, and determine their effect on the accounting equation.

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

- Review answers to 3-8 & 3-9
- Kahoot
- Complete 3-7, 3-10, and Reinforcement 3A (work with a partner)

- Review answers to problems 3-7 this class, and next class for 3-10, and 3A

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

Kahoot
Problems 3-10 & 3A

Learning Target:	**Success Criteria:**
• I can identify accounts and determine their increase or decrease related to business transactions. • I can keep the accounting equation in balance after determining the increases or decreases on accounts.	• I will be able to analyze business transactions, identify accounts affected, and determine their effect on the accounting equation.

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

Review answers to 3-10 & 3A

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

Ch 3 Test - Business Transactions & The Accounting Equation

Learning Target:	**Success Criteria:**
• I can create a chart of accounts. • I can analyze business transactions using debits and credits.	• I will prepare a chart of accounts using account numbers that identify the type of account. • I will be able to analyze business transactions, identify accounts affected, and use debits and credits to explain increases and decreases.

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

- Notes
- Complete Prob. 4.1 & Dem. 4-1
- Practice analyzing transactions into debit and credit parts using examples presented through PowerPoint (students will use whiteboards to record their answers)
- Complete Dem. 4-2 & 4-3 and Prob. 4-2, 4-3, and 4-4

Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
• Problems 4-2, 4-3, and 4-4 • Exit Ticket

Learning Target:	**Success Criteria:**
• I can analyze business transactions using debits and credits. • I can calculate ending account balances.	• I will be able to analyze business transactions, identify accounts affected, and use debits and credits to explain increases and decreases. • I will determine ending balances for each account and record amounts on the normal balance side for each account.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Review answers to 4-2, 4-3, and 4-5 • Kahoot • Work with a partner to create 5 transactions for a business & then analyze those transactions using debits and credits and record the entries in T accounts • Complete Prob. 4-5, and 4-6 in working papers	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Problems 4-5 & 4-6, Partner T Chart	

Learning Target:	**Success Criteria:**
• I can analyze business transactions using debits and credits. • I can calculate ending account balances.	• I will be able to analyze business transactions, identify accounts affected, and use debits and credits to explain increases and decreases. • I will determine ending balances for each account and record amounts on the normal balance side for each account.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Review answers to Prob. 4-5, and 4-6	

- Work on Reinf. 4A
- Accounting Problem Extra T-Chart
- Ch 4 Concept Assessment

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

Problem 4A

Learning Target:	Success Criteria:
• I can apply what I have learned about business transactions using my accounting knowledge.	• I will be able to analyze business transactions, identify accounts affected, and determine their changes.

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

- Review 4A and Accounting Problem (Extra T Chart)

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

Chapter 4 Test - Transactions That Affect Assets, Liabilities, & Owner's Equity

Learning Target:	Success Criteria:
• I can identify temporary and permanent accounts and explain the difference. • I can analyze business transactions using debits and credits.	• I will classify account types and determine their rules for debits and credits • I will identify if an account is permanent or temporary • I will be able to analyze business transactions, identify accounts affected, and use debits and credits to explain increases and decreases.

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

- Notes
- Complete Demonstration Problems together
- Complete Prob. 5.1, 5-2, 5-3, and 5-4 in working papers and upload to Canvas
- Complete Ch 5 Concept Assessment upload to Canvas

Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Problem 5-1 through 5-4

Learning Target:	**Success Criteria:**
• I can analyze business transactions using debits and credits. • I can calculate account balances. • I can determine if my debits and credits are equal.	• I will be able to analyze business transactions, identify accounts affected, and use debits and credits to explain increases and decreases. • I will be able to record the transactions using T accounts, calculate ending balances, and check for the equality of debits and credits.

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

- Review Prob. 5-2, 5-3, & 5-4
- Complete Prob. 5-5 together
- Complete Prob. 5-6 & 5-7 in working papers and upload to Canvas

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

Quiz
Problems 5-6 & 5-7

Learning Target:	**Success Criteria:**
• I can analyze business transactions using debits and credits. • I can calculate ending balances. • I can test for the equality of debits and credits.	• I will be able to record the transactions using T accounts, calculate ending balances, and test for the equality of debits and credits to complete an accounting problem using working papers.

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

- Review Concept Assessment and Prob. 5-6 & 5-7
- Complete Prob. 5-8 and review answers
- Reinforcement Prob. 5A
- Kahoot

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

Problems 5-8 & 5A
Kahoot

Learning Target:	**Success Criteria:**
• I can apply what I have learned for transactions that relate to the revenue, expenses, and withdrawals.	• I will apply my knowledge and skills to complete a chapter assessment for transactions that relate to the revenue, expenses, and withdrawals.

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

- Review answers to 5A

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

Chapter 5 Test - Transactions That Affect Revenue, Expenses, and Withdrawals

Learning Target:	**Success Criteria:**
• I can identify the four types of source documents that are needed for business transactions. • I can journalize business transactions using the General Journal.	• I will analyze a business transaction using a source document. • I will record business transactions in a General Journal.

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

- Notes
- Complete Problem 6.1
- Review information on how to journalize.
- Complete Dem. 6.1-6.5, review answers

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

- Problems 6-2 and 6-3

Learning Target:	**Success Criteria:**

• I can journalize business transactions using the General Journal.	• I will analyze a business transaction using a source document. • I will record business transactions in a General Journal.

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

- Complete Problems 6-4 and 6-5 in your working papers.
- Complete Ch 6 Concept Assessment.

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

Problem 6-4 and 6-5

Learning Target:	Success Criteria:
• I can create a journal template in Excel. • I can journalize business transactions using the General Journal in Excel	• I will analyze a business transaction using a source document. • I will record business transactions in a General Journal in Excel.

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

- Review Prob. 6-4 & 6-5
- Create a journal template in Excel.
- Complete 6-6 & 6-7 in Excel upload to Canvas.

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

Quiz
Prob. 6-6 and 6-7

Learning Target:	Success Criteria:
• I can apply the rules of debits and credits when analyzing business transactions to be able to journalize the information using the General Journal.	• I will apply what I have learned to the Chapter 6 assessment.

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

- Review answers to Prob. 6-6 and 6-7

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

Chapter 6 Test - Recording Transactions in the General Journal

Learning Target:	**Success Criteria:**
• I can open accounts in a General Ledger. • I can post from the General Journal to the General Ledger.	• I will open accounts and post using my working papers. I will use Post Ref. marks to indicate I have posted.

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

- Notes
- Complete Demonstration Problems 7-1, 7-2, & 7-3 together
- Complete Problems 7-1, 7-2, and 7-5
- Concept Assessment

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

Problem 7-5

Learning Target:	**Success Criteria:**
• I can post from the General Journal to the General Ledger. • I can record a correcting entry in the General Journal and post to the General Ledger. • I can create a Trial Balance to prove the equality of debits and credits. • I can open accounts. • I can record business transactions.	• I will post from the General Journal to the General Ledger. • I will journalize and post a correcting entry • I will prepare a Trial Balance using the information from the General Ledger to test for the equality of debits and credits. • I will open accounts in the General Ledger and journalize all transactions in the General Journal

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

- Review Prob. 7-1, 7-2, and 7-5
- Notes
- Finish Demonstration Problems, Complete 7-3 & 7-4 together
- Kahoot
- Complete 7-6, and Prob. 7-7 in your working papers

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

(They can be listed/linked below)
Kahoot Problems 7-6 and 7-7

Learning Target:	**Success Criteria:**
• I can open accounts with and without beginning balances using Excel. • I can post from the General Journal to the General Ledger using Excel. • I can create a Trial Balance to prove the equality of debits and credits using Excel.	• I will use Excel to complete Prob. 7-8 by opening the Excel workbook in Canvas and saving it as 7-8. I will complete the problem by opening accounts, journalizing, posting and preparing a Trial Balance.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Review answers to Concept Assessment and Problem 7-7 Problem 7-8	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Quiz Problem 7-8	

Learning Target:	**Success Criteria:**
• I can apply what I have learned about posting and preparing a trial balance on an assessment.	• I will apply what I have learned to demonstrate my knowledge and skills on the Ch 7 Assessment.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Review answers to 7-8	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Chapter 7 Test - Posting Journal Entries to General Ledger Accounts	

Learning Target:	**Success Criteria:**
• I can understand the importance of a work sheet.	• I will complete a work sheet using information from the ledger.

• I can identify the sections and the information that goes on a work sheet. • I can complete a work sheet manually.	• I will determine if the business has net income or a net loss.

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

- Notes
- Demonstration Problems 8-1 - 8-6
- Complete Prob. 8-1 - 8-4 in working papers
- Concept Assessment

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

Problem 8-4

Learning Target:	Success Criteria:
• I can create a template in Excel for a work sheet. • I can complete work sheets in Excel using formulas.	• I will complete a work sheet using information from the ledger and entering the data in Excel. • I will use formulas in Excel for all calculations. • I will determine if the business has net income or a net loss.

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

- Review answers to 8-1 - 8-4
- Create a work sheet template in Excel.
- Complete 8-5 and 8-6 in Excel.

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

Problems 8-5 and 8-6

Learning Target:	Success Criteria:
• I can complete a worksheet and determine if the business has net income or net loss.	• I will complete a work sheet using information from the ledger. • I will determine if the business has net income or a net loss.

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

Tasks can be linked in here. Include technology integration as applicable to support learning.
Review 8-5 and 8-6 Kahoot Complete 8-7 & 8-8 in your working papers Complete Ch 8 Concept Assessment
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Problem 8-8

Learning Target:	**Success Criteria:**
• I can demonstrate my knowledge of a work sheet. • I can demonstrate my skills needed to complete a work sheet manually.	• I will answer questions related to a work sheet. I will complete a work sheet using information from the ledger. I will determine if the business has net income or a net loss. The ending amounts should be equal.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Review Concept Assessment and Problems 8-7 & 8-8	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Chapter 8 Test - The Six-Column Work Sheet	

Learning Target:	**Success Criteria:**
• I can identify the sections of the worksheet that are needed to prepare financial statements. • I can prepare three financial statements in the correct order.	• I will prepare an Income Statement, Statement of Changes in Owner's Equity, and a Balance Sheet.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Notes • Complete Demonstration Problems together • Problems 9-1, 9-2, and 9-4 in working papers	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Problem 9-4

Learning Target:	Success Criteria:
• I can identify the sections of the worksheet that are needed to prepare financial statements. • I can prepare three financial statements in the correct order.	• I will prepare an Income Statement, Statement of Changes in Owner's Equity, and a Balance Sheet.

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

- Review answers to 9-1 through 9-4
- Problem 9-5 in working papers
- Problem 9-6 in Excel
- Concept Assessment

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

Problems 9-5 and 9-6

Learning Target:	Success Criteria:
• I can prepare three financial statements in the correct order.	• I will prepare an Income Statement, Statement of Changes in Owner's Equity, and a Balance Sheet.

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

- Review answers to 9-5 and 9-6
- Review Concept Assessment
- Kahoot
- Problem 9-7

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

- Problem 9-7
- Kahoot

Learning Target:	Success Criteria:

• I can answer questions regarding financial statements and prepare financial statements.	• I will apply my knowledge and skills on financial statement information to be successful on the assessment.

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

- Review answers to 9-7

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

Chapter 9 Test - Financial Statements for a Sole Proprietorship

Learning Target:	Success Criteria:
• I can close temporary accounts. • I can prepare a post-closing trial balance.	• I will have four closing entries using the GJ that reduce temporary accounts to zero balances. • I will prepare a post-closing trial balance to test for the equality of debits and credits.

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

- Notes
- Complete Demonstration Problems
- Problems 10-1, 10-3, 10-4, and 10-5

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

Problems 10-4 and 10-5

Learning Target:	Success Criteria:
• I can close temporary accounts. • I can prepare a post-closing trial balance.	• I will have four closing entries using the GJ that reduce temporary accounts to zero balances. • I will prepare a post-closing trial balance to test for the equality of debits and credits.

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

- Review answers to Problems 10-1 through 10-5

- Complete 10-6 and 10-7
- Start 10-8 by completing the worksheet in Excel

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

Problem 10-6 and 10-7

Learning Target:	Success Criteria:
• I can close temporary accounts. • I can prepare a post-closing trial balance.	• I will have four closing entries using the GJ that reduce temporary accounts to zero balances. • I will prepare a post-closing trial balance to test for the equality of debits and credits.

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

- Review Problems 10-6 and 10-7
- Finish 10-8 in Excel or working papers. Use the General Ledger in working papers to post closing entries.
- Concept Assessment

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

Problem 10-8

Learning Target:	Success Criteria:
• I can complete the last steps in the accounting cycle.	• I will demonstrate my skills and knowledge on questions and problems related to completing the accounting cycle.

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

Review Problem 10-8 and Concept Assessment

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

Chapter 10 Test - Completing the Accounting Cycle for a Sole Proprietorship

Resources Any materials and resources related to Stage 3 learning activities.
Accounting Fundamentals Textbook **Working Papers for Each Chapter** **Resources** https://kahoot.com/

Unit Overview	
Unit Title:	Unit 2: Cash Control and Banking Activities
Teacher:	L. Schena
Grade Level/Course:	10-12
Length/Dates:	2 weeks (4-5 class periods)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on the importance of keeping accurate financial records, implementing internal and external controls, and performing key banking activities. Students will learn how to reconcile bank statements, prepare deposit slips, and manage check transactions both manually and electronically. The unit integrates technology to enhance understanding and application in real-world business settings.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. • Identify and apply internal control procedures to safeguard assets and ensure the integrity of the accounting information system.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
• Develop financial literacy skills relevant to business and personal banking. • Enhance problem-solving abilities in financial reconciliation. • Apply technology to improve efficiency in banking processes.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
• Critical Thinking: Students will analyze financial data, identify discrepancies, and apply banking principles to resolve real-world accounting problems. • Communication: Students will articulate financial concepts clearly in both written and verbal formats. • Citizenship: Students will understand ethical financial practices and their impact on businesses and individuals

Enduring Understanding(s):	• Internal controls are necessary to protect assets and keep reliable records • External controls are necessary to protect cash ○ Bank accounts

What are the big picture understandings that are transferable across contexts, places, and times?	○ Signature verification ● Preparing a check stub needs to be done before a check is prepared ● Bank reconciliation is an important internal control ● Electronic funds can be deposited or transferred to make electronic payments

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● Why is it important for a business to reconcile each month? ● What are internal controls? ● What are external controls? ● How can technology be used for checking account records?

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
● How to protect assets using internal controls ● How to protect cash using external controls ● How to keep reliable records ● How to reconcile a bank statement **Content Vocabulary:** ● Internal Controls ● External Controls ● Checking account ● Check ● Depositor ● Signature card ● Deposit slip ● Endorsement ● Blank endorsement ● Special endorsement ● Restrictive endorsement ● Payee ● Drawer ● Drawee ● Voiding a check ● Bank statement ● Canceled checks ● Imaged checks ● Outstanding checks ● Outstanding deposits ● Bank service charge ● Stop payment order ● Electronic Fund Transfer ● Bankcard ● ATM	● Prepare a deposit slip ● Fill out a check stub and write a check. ● Reconcile a bank statement

Stage 2: Evidence of Student Learning

Performance Tasks

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

Goal -Your goal is to accurately manage the checking account of a small business by recording transactions, completing a check register, reconciling a monthly bank statement, and maintaining a positive cash balance.
Role- You are the office manager/bookkeeper for a sole proprietorship. It is your responsibility to manage the business checkbook, by filling out deposits, writing checks, updating the checkbook register, reconciling the bank statement, and proving the cash balance in the General Ledger matches the checkbook balance.
Audience - Your business teacher (acting as the company's accountant)
Situation - The owner gives you information to perform banking activities

- Beginning account balance
- A list of deposits and expenses
- A monthly bank statement

Product/Performance/Purpose -

- Business Check Register
- Record all checks, deposits, transactions, and fees.Completed Checks
- Properly fill out all business checks using correct formatting
- Bank Reconciliation Statement
- Reconcile the check register with the bank statement

Standards and Criteria for Success - Identify and apply internal control procedures to safeguard assets and ensure the integrity of the accounting information system

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

Textbook: *Accounting Fundamentals* (McGraw Hill Publishers)
Chapter Materials: Demonstration Problems, Working Papers, and Concept Assessment
Online tools: Excel, e-book problems, and Kahoot

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

- This unit works best when students treat the checkbook like a real job — emphasize the importance of accuracy.
- Plan to model every step before students attempt it independently.
- Expect students to struggle with information that is recorded on the check stubs at first; this is normal.

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
• Performance assessment - Problem 11-7 graded for accuracy • Ch 11 Test

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
• I can complete a deposit slip for a business. • I can record the deposit amount on the next available check stub. • I can fill out a check stub and check.	• I will have a completed deposit slip that includes cash and check deposits. • I will have a completed check stub and check with updated checking account balance.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Complete Demonstration Problems 11-1 and 11-2 together • Independent Practice Problems 11-1, 11-2, and 11-3	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
• Problem 11-4	

Learning Target:	**Success Criteria:**
• I can reconcile a bank statement. • I can include bank service charges in the checkbook register • I can record bank service charges in the journal • I can post journal entry above to the accounts in the general ledger	• I will enter information on a bank reconciliation form following the directions on the form. • The reconciled balance will equal the amount in the checkbook. • The reconciled balance and the checkbook balance will agree with the balance in the cash in bank account in the GL.
Learning Activities What is the actual instructional task that supports student learning in this lesson?	

Tasks can be linked in here. Include technology integration as applicable to support learning.
• Complete Demonstration Problems 11-3, 11-4, and 11-5 together • Independent Practice Problem 11-5
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
• Problem 11-6

Learning Target:	**Success Criteria:**
• I can complete banking activities for a sole proprietorship.	• I will have a completed deposit slip that includes cash and check deposits. • I will have a completed check stub and check with updated checking account balance. • I will enter information on a bank reconciliation form following the directions on the form. • The reconciled balance will equal the amount in the checkbook. • The reconciled balance and the checkbook balance will agree with the balance in the cash in bank account in the GL.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Students will independently complete banking activities for a sole proprietorship.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
- Problem 11-7	

Learning Target:	**Success Criteria:**
• I can complete banking activities for a sole proprietorship.	• I will have a completed deposit slip that includes cash and check deposits. • I will have a completed check stub and check with updated checking account balance. • I will enter information on a bank reconciliation form following the directions on the form.

	• The reconciled balance will equal the amount in the checkbook. • The reconciled balance and the checkbook balance will agree with the balance in the cash in bank account in the GL.

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

Students will learn how to use Excel for banking activities.

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

Problem 11A

Learning Target:	Success Criteria:
• I can create a checkbook register using Excel.	• I will create a checkbook register using Excel. • I will format the spreadsheet to enhance the readability and understanding for checkbook transactions. • I will use formulas to calculate balances after each entry. • I will check that the ending checkbook balance agrees with the amount listed in the Cash in Bank account in the General Ledger.

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

Students will demonstrate their knowledge and skills by completing a performance assessment on cash controls and banking activities.

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

Chapter 11 Test

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

Chapter 11 Test

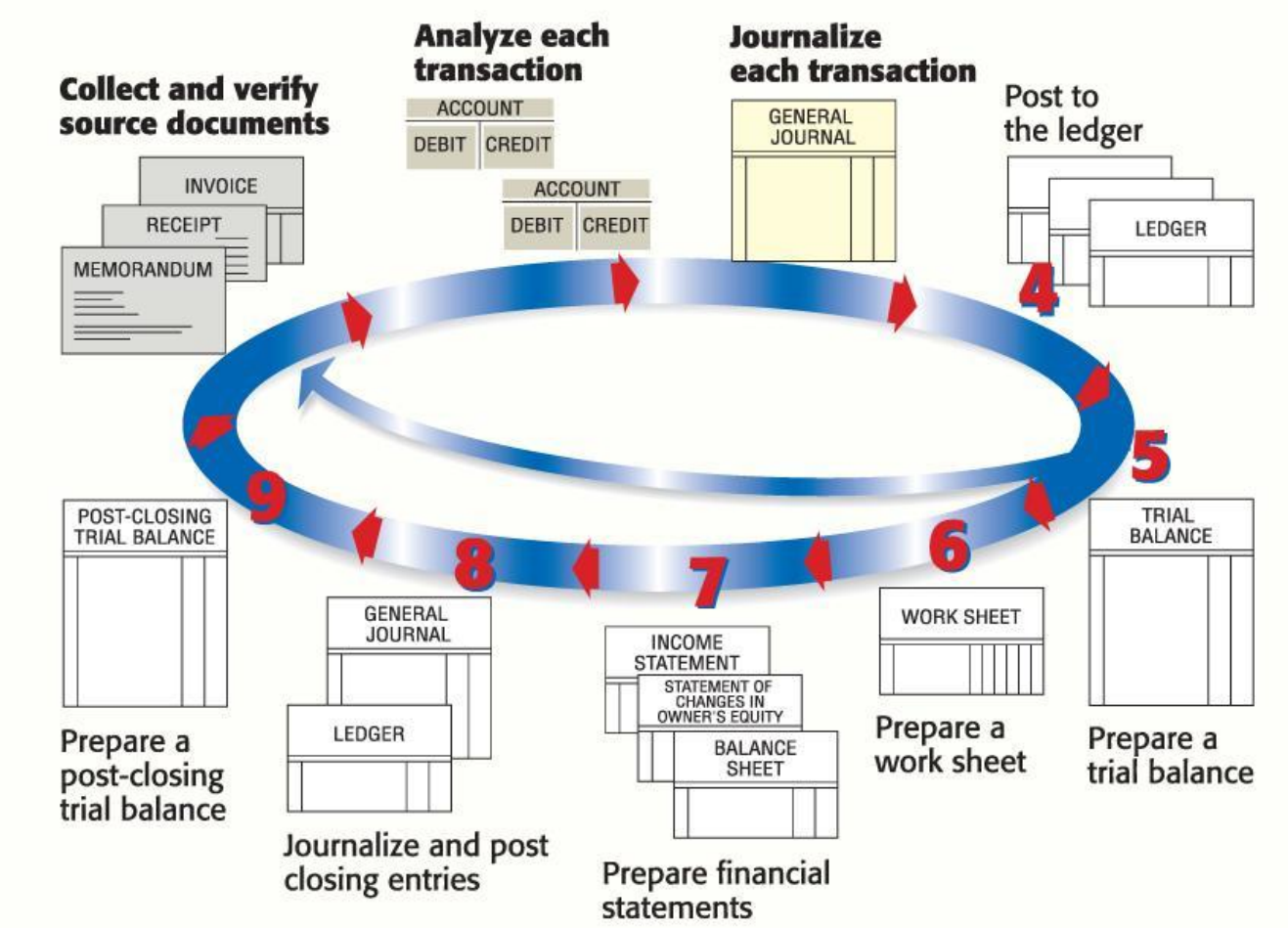
Semester 1 or 2

UNIT 1: THE ACCOUNTING CYCLE

UNIT SUMMARY AND CONTEXT

OVERVIEW

This unit introduces students to the accounting cycle for a sole proprietorship. Through interactive activities, students will learn to classify accounts, analyze transactions, and prepare financial statements according to Generally Accepted Accounting Principles (GAAP). Students will also interpret and evaluate financial statements to make informed business decisions, utilizing both manual and digital tools such as Excel.



INTRODUCTION TO UNIT 1: THE ACCOUNTING CYCLE

Comprehensive Accounting Cycle

Students learn the full accounting cycle from basic equations to closing entries for sole proprietorships.

Role of GAAP (Generally Accepted Accounting Principles)

GAAP ensures financial reporting is consistent, comparable, and transparent for all stakeholders.

Interactive Learning Approach

Instruction includes collaborative activities, demonstration problems, and technology integration with Excel.

Practical Application Skills

Students gain hands-on experience analyzing transactions and preparing financial statements independently.

STANDARDS, GOALS, AND TRANSFER SKILLS

STANDARDS AND TRANSFER GOALS

Alignment with Business Standards

The unit meets National Business Education Standards focusing on financial analysis and accounting principles.

Critical Thinking and Creativity

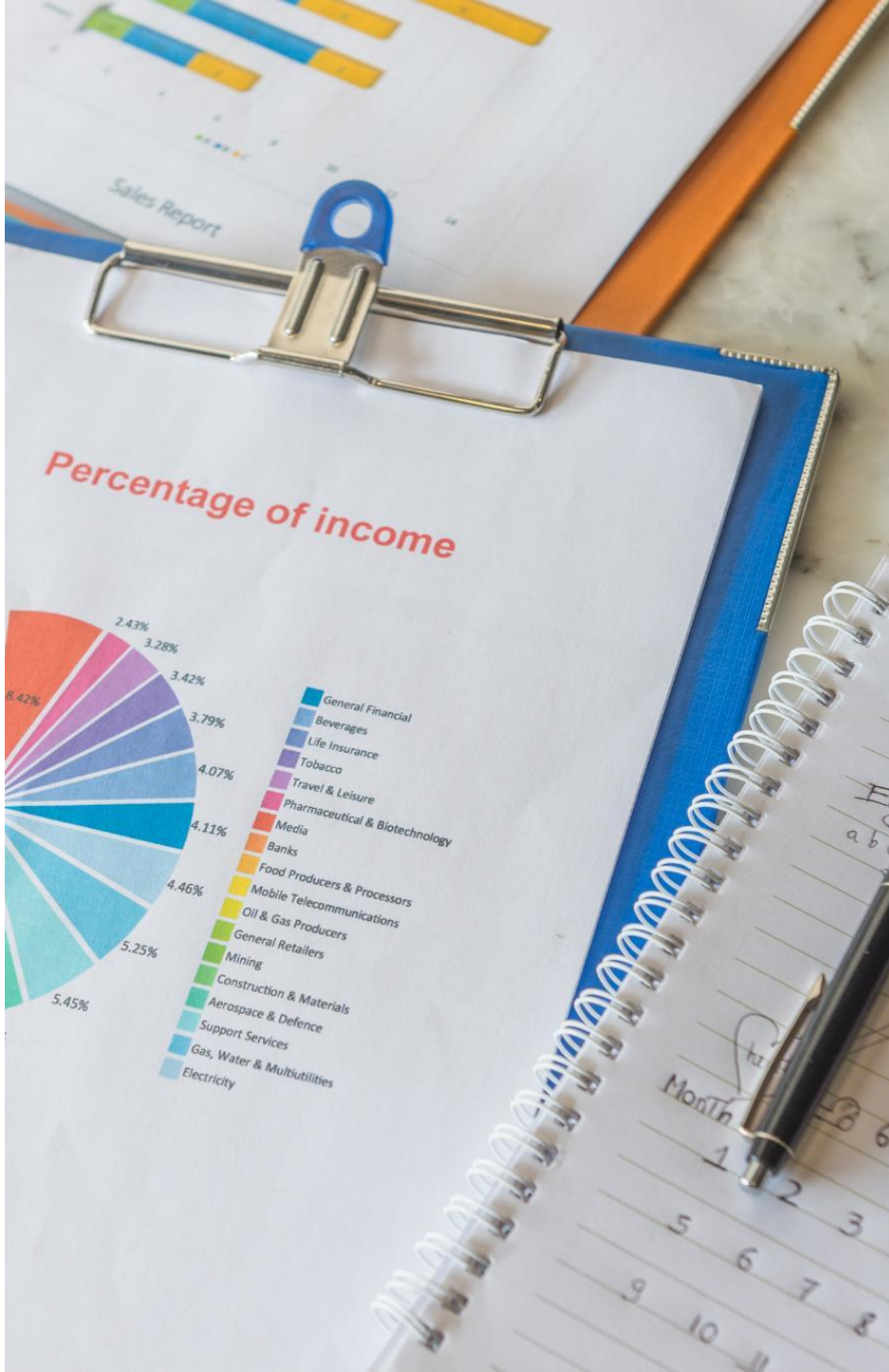
Students strengthen critical thinking skills through transaction analysis while fostering creativity by designing transactions for businesses of their choice.

Collaboration and Communication

Partner activities enhance collaboration, while written and presentation skills improve communication.

Ethical Citizenship in Accounting

Emphasis on honesty, accuracy, and integrity in financial reporting underpins ethical decision-making education.



ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

BIG IDEAS THAT DRIVE LEARNING

Role of GAAP (Generally Accepted Accounting Principles)

GAAP ensures accurate, consistent, and ethical financial reporting impacting business decisions.

Accounting Cycle Importance

Following the accounting cycle steps properly prevents errors and supports reliable financial data.

Financial Statements Use

Financial statements help owners and investors evaluate business performance and make smart decisions.

Essential Questions in Learning

Key questions promote deeper understanding of recordkeeping, account separation, and financial comparisons.

STUDENT KNOWLEDGE AND SKILLS DEVELOPMENT

WHAT STUDENTS WILL KNOW AND BE ABLE TO DO

Accounting Fundamentals

Students learn key accounting concepts including account classifications and financial statements.

Transaction Analysis Skills

Focus on journalizing transactions, posting entries, and calculating account balances accurately.

Financial Statement Preparation

Students prepare income statements, owner's equity statements, and balance sheets to demonstrate comprehensive skills.

Use of Excel in Accounting

Students utilize Excel to create templates and apply formulas to reinforce real-world accounting practices.

INSTRUCTIONAL DESIGN AND RESOURCES

INSTRUCTIONAL APPROACH AND LEARNING

Sequential Instructional Design

Lessons follow the accounting cycle, starting with fundamentals progressing to financial statement preparation.

Diverse Learning Activities

Includes teacher-led notes, guided practice, collaborative problem-solving, and independent work to engage students.

Technology Integration

Microsoft Excel and interactive tools such as Kahoot enhance student engagement while providing meaningful practice in creating financial documents.

Supporting Resources

Textbooks, working papers, assessments, and online tools support effective learning and application.

ASSESSMENT AND EVIDENCE OF LEARNING

PERFORMANCE TASKS AND ASSESSMENTS

GRASPS-Based Performance Task

Students act as accountants preparing comprehensive financial records for a small business owner.

Assessment Criteria and Rubrics

Evaluation focuses on GAAP adherence, transaction accuracy, and professional financial statement quality.

Varied Assessment Methods

Includes chapter problems, quizzes, tests, exit tickets, and concept assessments for skill reinforcement.

Ongoing Formative Feedback

Teachers monitor progress and provide feedback to improve accuracy and presentation clarity.

UNIT 2: CASH CONTROL AND BANKING ACTIVITIES

UNIT SUMMARY AND CONTEXT

SUMMARY

This unit focuses on the importance of keeping accurate financial records, implementing internal and external controls, and performing key banking activities. Students will learn how to reconcile bank statements, prepare deposit slips, and manage check transactions both manually and electronically. The unit integrates technology to enhance understanding and applications in real-world business settings.

INTRODUCTION TO UNIT 2: CASH CONTROL AND BANKING ACTIVITIES

Comprehensive Banking Activities

Focus on accurate financial records, internal and external controls, and banking activities. Students reconcile bank statements, prepare deposit slips, and manage checks.

Interactive Learning Approach

Instruction includes collaborative activities, demonstration problems, and technology integration with Excel.

Practical Application Skills

Students gain hands-on experience by completing banking activities independently.

STANDARDS, GOALS, AND TRANSFER SKILLS

STANDARDS AND TRANSFER GOALS

Alignment with Business Standards

The unit meets National Business Education Standards focusing on accurate recording under GAAP, ensuring consistency, transparency, and proper reconciliation.

Critical Thinking and Problem Solving

Develop financial literacy for business and personal banking.
Enhance problem-solving skills through reconciliation tasks.
Use technology to improve banking efficiency.

Ethical Citizenship in Accounting

Emphasis on honesty, accuracy, and integrity in banking activities reinforces ethical decision-making.

ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

BIG IDEAS THAT DRIVE LEARNING

Financial Literacy Importance

Financial literacy equips individuals to make informed banking decisions and understand financial implications over time.

Internal and External Controls

Controls safeguard assets through procedures like segregation of duties and external oversight by banks and auditors.

Bank Reconciliation Process

Monthly bank reconciliation compares records with statements to detect errors, reinforcing accuracy and accountability.

Technology in Banking

Technology streamlines transactions, reduces errors, and enhances efficiency with electronic funds transfers and digital tools.

Essential Questions

These questions will deepen students' understanding by prompting them to analyze the importance of monthly bank reconciliations, compare internal and external controls, and evaluate the impact of technology on banking activities.

STUDENT KNOWLEDGE AND SKILLS DEVELOPMENT

WHAT STUDENTS WILL KNOW AND BE ABLE TO DO

Banking Fundamentals

Students will know how to complete various activities related to banking for a sole proprietorship.

Transaction Analysis Skills

Students will learn how to complete deposit slips, write checks, maintain checkbook balances, and reconcile bank statements. These practical skills prepare students to effectively manage their own bank accounts.

Use of Excel for Banking

Students utilize Excel to create a checkbook register and apply formulas to reinforce real-world accounting practices.

INSTRUCTIONAL DESIGN AND RESOURCES

INSTRUCTIONAL APPROACH AND LEARNING

Sequential Instructional Design

Lessons follow the banking process for banking procedures.

Diverse Learning Activities

Includes teacher-led notes, guided practice, collaborative problem-solving, and independent work to engage students.

Technology Integration

Microsoft Excel and interactive tools like Kahoot enhance practice of for banking activities and student engagement.

Supporting Resources

Textbooks, working papers, assessments, and online tools support effective learning and application.

ASSESSMENT AND EVIDENCE OF LEARNING

PERFORMANCE TASKS AND ASSESSMENTS

GRASPS-Based Performance Task

Students act as an accountant for a small business to complete tasks related to banking activities.

Assessment Criteria

Evaluation focuses on the accuracy of banking transactions, attention to detail, and the professional quality of completed banking documents.

Varied Assessment Methods

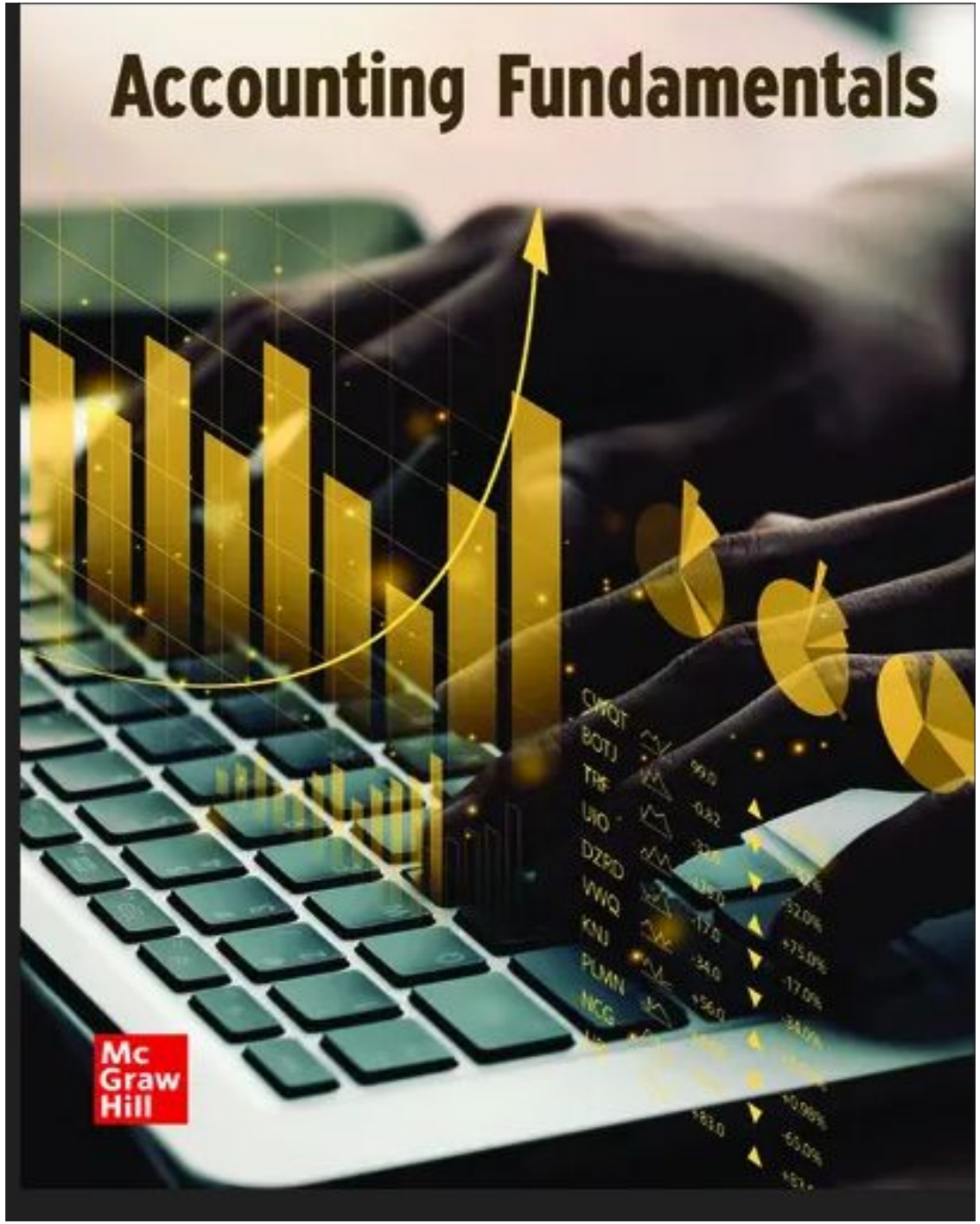
Includes chapter problems, concept assessment, and a test.

Ongoing Formative Feedback

Teachers monitor progress and provide feedback to improve accuracy and presentation clarity.

RESOURCES

- Accounting Fundamentals – McGraw Hill
- Chapter working papers and demonstrations problems.
- Online tools: Excel, eBook problems, and Kahoot.



BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 m.

AGENDA REPORTING FORM

Agenda Topic: SHS Business Law - REVISED Curriculum - First Reading.

Summary of Issue: SHS Business Law - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Business Law - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Introduction to Law and Legal Systems
Teacher:	Domenique LaBov
Grade Level/Course:	11 - 12
Length/Dates:	8 Classes (88 minute periods)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the foundations of the legal system, including the origins and functions of law, sources of legal authority, and the ethical principles that guide legal decision-making. Students will explore the relationship between law and morality, analyze landmark Supreme Court cases, and engage in activities such as a Supreme Court Case Selection Simulation and case studies to understand how legal principles are applied. The unit will also cover the structure of the U.S. court system, differentiating between federal and state courts and their respective jurisdictions. Students will conclude with a unit quiz to assess their understanding of key concepts

Stage 1: Desired Results

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

National Business Education Association (NBEA) Standards for Business Law:

- BL.1: Explain the origins, functions, and structure of the legal system.
- BL.2: Describe sources of law and how laws are enacted, interpreted, and applied.
- BL.3: Evaluate ethical considerations in business and legal decision-making.

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

Students will:

- Analyze legal principles and apply them to real-world scenarios.
- Evaluate ethical dilemmas and how they influence the legal system.
- Interpret landmark Supreme Court cases to understand judicial decision-making.
- Differentiate between sources of law (constitutional, statutory, common, administrative).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

This unit will develop students' abilities in the following transdisciplinary areas:

- **Critical Thinking:** Students will examine legal and ethical issues through case studies and simulations, applying reasoning and reflection to real-world problems.
- **Creativity/Innovation:** Students will engage in legal role-playing and simulations to develop innovative solutions to ethical dilemmas.
- **Collaboration:** Students will work in teams to analyze Supreme Court cases, simulate courtroom proceedings, and discuss legal principles.
- **Communication:** Students will present case analyses, engage in legal debates, and effectively communicate legal concepts.
- **Citizenship:** Students will develop an understanding of the law's role in society, recognizing its impact on justice and civil rights.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that: 1. Laws are created, interpreted, and applied through a structured legal system that balances power among legislative, executive, and judicial branches. 2. The legal system is influenced by ethics, morality, and societal values, which evolve over time. 3. The U.S. Constitution serves as the foundation for all laws and ensures the protection of individual rights. 4. The legal system distinguishes between criminal and civil law, with different processes, punishments, and legal standards. 5. The court system, including the Supreme Court, plays a vital role in shaping legal precedents and addressing constitutional issues.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What is the purpose of law, and how does it shape society? 2. How do ethics and morality influence the legal system? 3. What are the key sources of law, and how do they interact? 4. How does the U.S. Constitution establish a framework for law and justice? 5. How do courts interpret laws, and what impact do Supreme Court decisions have on society? 6. What are the differences between civil and criminal law, and how are disputes resolved in each system? 7. How does jurisdiction determine which courts hear cases?

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
• The definition and functions of law (order, protection, dispute resolution). • The sources of law (constitutional, statutory, common, administrative). • The relationship between ethics, morals, and law in legal decision-making. • The structure of the U.S. court system (federal vs. state, jurisdiction, Supreme Court role). • The processes of criminal vs. civil law (trials, verdicts, punishments). • The impact of judicial precedent and landmark Supreme Court cases. • The concept of judicial review and the Supreme Court's role in interpreting the Constitution.	• Analyze legal and ethical issues using case studies. • Compare and contrast different sources of law and their applications. • Evaluate Supreme Court rulings and their influence on U.S. law. • Participate in legal simulations (e.g., Supreme Court Case Selection). • Explain jurisdiction and how courts determine case authority. • Develop and defend legal arguments based on constitutional principles. • Assess ethical dilemmas and make reasoned legal judgments.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will evaluate and determine which cases should be heard by the Supreme Court, demonstrating an understanding of jurisdiction, judicial review, and precedent. Role: Students act as Supreme Court Justices, reviewing petitions for certiorari (writ of certiorari) to determine which cases are worthy of review. Audience: Fellow Justices (classmates) and the teacher acting as the Chief Justice. Situation: The Supreme Court receives thousands of petitions each year, but only about 70-80 cases are heard annually. Students will review case summaries, debate the merits of each case, and select a limited number to be placed on the docket. Product/Performance/Purpose: ● Students will read and analyze real or fictional case briefs. ● Each student will present arguments for or against granting certiorari. ● Students will engage in a collaborative debate, making decisions using the Rule of Four (at least four Justices must agree to hear the case). ● Final decisions will be documented in a written summary explaining why each case was accepted or denied. Standards and Criteria for Success: ● Demonstrates understanding of jurisdiction and legal precedent. ● Clearly articulates legal reasoning using constitutional principles. ● Engages in respectful debate and applies the Rule of Four accurately. ● Final written justification is well-organized and supported with evidence.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
To support students in the performance task, they will have access to: ● Case summaries of real or hypothetical Supreme Court petitions. ● Guiding questions for evaluating the constitutional significance of cases. ● Rubric for written justification, outlining expectations for argument quality, clarity, and legal reasoning. ● Class notes on the Supreme Court's role, judicial review, and precedent-setting cases

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
● Legal Analysis (40%) – Does the student apply legal principles, jurisdictional rules, and constitutional reasoning effectively? ● Argumentation & Justification (30%) – Does the student provide strong, well-supported arguments for or against hearing a case? ● Collaboration & Debate (20%) – Does the student actively participate, listen to others, and engage in thoughtful discussion? ● Clarity & Organization (10%) – Is the student's written justification structured, logical, and persuasive? Feedback Strategies: ● Individual written feedback on each student's written justification. ● Class discussion reflection, where students share insights about the decision-making process.

- Peer feedback, where students assess each other's arguments based on clarity and reasoning

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Start with a review of Supreme Court structure and the case selection process to ensure students understand the criteria for choosing cases. Provide structured case summaries with guiding questions to help students identify key legal issues. Facilitate discussion carefully – students may struggle to weigh different cases, so model the process first. Use scaffolding techniques – have students debate in pairs before moving to full-class deliberations.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Besides the Supreme Court Case Selection Simulation, the unit will include: **1.** Unit Quiz ● Multiple-choice and short-answer questions on: ○ Sources of law (constitutional, statutory, common, administrative). ○ Jurisdiction and court hierarchy (state vs. federal courts). ○ Judicial review and Supreme Court case selection. ○ Differences between criminal and civil law. 2. Case Studies ● Analysis of real Supreme Court rulings (e.g., Marbury v. Madison, Brown v. Board of Education). ● Students will summarize cases, identify legal principles, and evaluate the Court's reasoning. 3. Exit Tickets ● Quick reflection questions at the end of lessons (e.g., Why is judicial review important? What is the most important function of law?). 4. Ethics Debate ● Students will analyze ethical dilemmas (e.g., Trolley Problem, Transplant Dilemma) and debate their legal implications.

Stage 3: Instructional Design

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

Learning Target:	**Success Criteria:**
● Students will define law and explain its role in maintaining order, protecting rights, and resolving disputes.	● I can define law and explain its functions in society. ● I can identify the different sources of law and their hierarchy. ● I can analyze how law affects daily life and real-world situations.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

- Discussion Starter: Why do societies need laws? (Think-Pair-Share)
- Class Notes & Lecture: Definition, Functions of Law, and the Rule of Law
- Case Study: Students analyze examples of laws and their societal impacts
- Video Clip: The Rule of Law Explained (YouTube or iCivics)
- Exit Ticket: Describe one way law impacts your daily life.

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

✅ Exit Ticket
✅ Class Discussion
✅ Case Study Reflection

Learning Target:	**Success Criteria:**
Students will identify the sources of law and explain how they interact within the U.S. legal system.	• I can differentiate between constitutional, statutory, common, and administrative law. • I can explain how laws are created and enforced at the federal and state levels. • I can analyze court cases to determine which type of law applies.

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

Class Notes & Graphic Organizer: Sources of Law (students complete guided notes)
Scenarios Activity: Students categorize laws (e.g., a speed limit, FDA regulation) into correct types
Case Study Discussion: Marbury v. Madison and Judicial Review

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

- ✅ Exit Ticket (Explain which source of law applies to a real-world issue)
- ✅ Case Study Analysis

Learning Target:	**Success Criteria:**
• Students will explore the relationship between ethics, morality, and law through real-world dilemmas.	• I can explain the difference between ethics and morals. • I can evaluate ethical dilemmas using different ethical models. • I can determine whether an action is ethical but illegal or legal but unethical.

Learning Activities

What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
- Trolley Problem & Transplant Dilemma Discussion - Class Notes & Lecture: Ethical decision-making frameworks (Greatest Good, Golden Rule) - Pair Discussion: What would you do in these ethical dilemmas? - Case Study: Is it ethical to break a law for the greater good?
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)
- ✅ Written Response on an Ethical Dilemma - ✅ Class Discussion Participation

Learning Target:	**Success Criteria:**
Students will describe the structure of the U.S. court system and explain jurisdiction.	• I can differentiate between state and federal courts. • I can explain the steps in the federal court system from District Courts to the Supreme Court. • I can analyze jurisdiction and determine which court would hear a case.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Diagram & Guided Notes: The U.S. Court System Structure • Case Sorting Activity: Students decide if a case belongs in state or federal court • Video Clip: How the U.S. Court System Works • Mock Trial Role-Play: Students act as lawyers, judges, and jurors in a court case simulation.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
✅ Exit Ticket (Where would this case be heard?) ✅ Court System Quiz ✅ Mock Trial Performance	

Learning Target:	**Success Criteria:**
Students will analyze Supreme Court case petitions and decide which cases should be heard.	• I can apply the Rule of Four to determine case selection. • I can explain why a case is constitutionally significant.

	• I can justify my decision with legal reasoning.

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

Case Review: Students read 3-5 Supreme Court case petitions.
Debate & Decision: In groups, students argue for or against hearing each case.
Final Justifications: Students submit a written explanation of their decisions.

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

✅ Written Justification of Case Selection
✅ Participation in Supreme Court Simulation

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

- Lecture Slides & Guided Notes (Unit PDFs)
- Case Study Readings (Supreme Court Decisions)
- Videos from iCivics, YouTube
- Mock Trial Role-Playing Materials
- Kahoot! and Google Forms for quizzes

Unit Overview	
Unit Title:	Unit 2: Torts and Business Liability
Teacher:	Domenique LaBov
Grade Level/Course:	11 - 12
Length/Dates:	4 88 minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to tort law, including intentional torts, negligence, and strict liability. Students will explore how tort law applies to businesses, individuals, and real-world cases. Through case studies, a mock trial, and legal analysis, students will examine duty of care, breach, causation, and damages. The unit will conclude with a tort law assessment where students will analyze a legal scenario and justify their arguments using legal principles.

Stage 1: Desired Results

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

National Business Education Association (NBEA) Standards for Business Law:

- BL.4: Explain the various types of torts and their implications.
- BL.5: Analyze the elements of negligence and how courts determine liability.
- BL.6**:** Describe how businesses can minimize tort risk through policies and procedures.

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

- Apply legal reasoning to real-world cases and analyze different perspectives in tort law.
- Develop argumentation and public speaking skills through mock trials and case presentations.
- Evaluate the role of business ethics and corporate responsibility in preventing legal disputes.
- Interpret and utilize legal terminology and concepts in written and verbal communication.
- Strengthen problem-solving skills by assessing liability in various tort cases

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

This unit will develop students' abilities in the following transdisciplinary areas:

- **Critical Thinking:** Students will examine legal cases and form logical conclusions based on tort law principles.
- **Creativity/Innovation:** Students will construct and defend unique legal arguments in case analyses.
- **Collaboration:** Students will participate in a mock trial, working in legal teams to build their case.
- **Communication:** Students will present legal arguments orally and in writing, using legal terminology.
- **Citizenship:** Students will understand how tort law impacts businesses and personal responsibilities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Tort law provides remedies for individuals and businesses harmed by others' actions. 2. Negligence law determines liability based on duty, breach, causation, and damages. 3. Businesses have legal responsibilities to maintain safe environments and prevent harm. 4. Courts use comparative negligence to assess shared fault in liability cases

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How does tort law protect individuals and businesses? 2. What are the differences between intentional torts, negligence, and strict liability? 3. How do courts determine if someone is legally responsible for an injury? 4. When should businesses be held accountable for customer injuries? 5. How can businesses prevent negligence lawsuits?

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
• The types of torts (intentional, negligence, strict liability). • Elements of negligence (duty, breach, causation, damages). • Legal defenses to negligence (assumption of risk, contributory negligence). • Case law precedents in tort cases. • Business implications of tort lawsuits.	• Analyze tort cases and determine legal responsibility. • Differentiate between types of torts and their consequences. • Present legal arguments in a courtroom-style setting. • Develop solutions for businesses to avoid liability.

Stage 2: Evidence of Student Learning
Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will analyze a TV show or movie scene where a tort occurs and draft a legal complaint as if they were the plaintiff's attorney. Role: Plaintiff's attorney, responsible for arguing why the defendant should be held liable. Audience: The court (represented by the teacher/class). Situation: Students will watch a scene and identify whether negligence, strict liability, or an intentional tort occurred. Product/Performance/Purpose: • Students will draft a legal complaint arguing liability. • They must identify the plaintiff and defendant, explain how the injury occurred, and prove the defendant's responsibility using legal principles.

- They will determine damages sought and justify compensation.

Standards and Criteria for Success:

- Correct identification of the tort type (negligence, strict liability, or intentional).
- Logical legal argument proving the defendant's liability.
- Clear organization and legal reasoning in the case brief.
- Persuasive justification for damages sought.

Other Evidence

✅ Case Study Analysis: Liebeck v. McDonald's, Whitlock v. University of Denver, Lester v. Albers SuperMarkets

✅ Tort Law Quiz (multiple-choice and short-answer)

✅ Exit Tickets: Quick reflections on daily discussions

✅ Legal Writing Assignment: Drafting an argument on negligence liability

Resources

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

- Selected TV Show Clips for Analysis: Examples:
  - SpongeBob SquarePants: Plankton attempts to acquire the Krabby Patty secret formula by suing Mr. Krabs after sustaining an injury at the Krusty Krab. (STOP WATCHING AT 1:45)
  - I Love Lucy: Lucy and Ethel struggle to keep up with a candy conveyor belt, at the end of the scene in the episode they are fired.
  - Friends: Ross follows employee instructions at a tanning salon
- Legal Writing Template: Structured format for drafting legal complaints.
- Guiding Questions for Case Analysis: To help students identify the plaintiff, defendant, type of tort, and legal arguments.
- Video Clips Links: Pre-approved YouTube links to scenes for analysis.
- Tort Law Notes & Graphic Organizers: To support student understanding of negligence, strict liability, and intentional torts.
- Rubric for Legal Complaint: Clearly outlines grading criteria for identifying the correct tort, providing a strong legal argument, and structuring the complaint properly.

Evaluative Criteria

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

Students will be assessed based on the following:

- Identification of Tort (10 pts): Correctly classifies the type of tort and explains reasoning.
- Case Facts & Legal Argument (10 pts): Clearly presents the case details and applies legal principles correctly.
- Persuasive Argument (10 pts): Constructs a strong, logical case for damages.
- Grammar & Organization (10 pts): Uses clear, structured writing with minimal errors.

Feedback Strategies:

- Written Feedback: Individualized comments on legal reasoning and argumentation.
- Peer Review: Students exchange drafts and provide constructive feedback.
- Class Discussion: Debrief key legal issues and different approaches taken in case complaints.

Comments

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

Provide examples first. Show a sample legal complaint to guide students. Help students distinguish tort types. Some may struggle to differentiate negligence from intentional torts. Encourage discussion before writing. Have students debate the liability of defendants before drafting complaints. Scaffold the assignment. Start with a group case analysis before individual work. Offer choice in clip selection. Let students pick a case they find most interesting for better engagement.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
✅ Case Study Analysis: Students analyze real tort cases and apply legal principles. ✅ Tort Law Quiz: Multiple-choice and short-answer questions on negligence, strict liability, and intentional torts. ✅ Exit Tickets: Quick reflections on daily discussions and legal applications. ✅ Legal Writing Assignment: Written legal complaint based on the TV/movie clip scenario.

Stage 3: Instructional Design

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

Learning Target:	**Success Criteria:**
• Students will define tort law and differentiate between intentional torts, negligence, and strict liability.	• I can identify the purpose of tort law. • I can differentiate between the three main types of torts.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
- Discussion: Why do we need tort law? - Lecture & Guided Notes: Types of Torts - Case Study Analysis: Liebeck v. McDonald's - Exit Ticket: Why should businesses be concerned about tort law?	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
✅ Exit Ticket ✅ Class Discussion Participation	

Learning Target:	**Success Criteria:**
Students will explain the four elements of negligence and apply them to real cases.	• I can explain duty of care, breach, causation, and damages.

	• I can analyze a negligence case using legal reasoning.

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

Lecture & Graphic Organizer: The Elements of Negligence
Case Study Discussion: Whitlock v. University of Denver
Small Group Activity: Sorting real-life negligence cases

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

- ✅ Case Study Response
- ✅ Small Group Discussion

Learning Target:	Success Criteria:
• Students will present and defend legal arguments in a courtroom setting.	• I can construct persuasive legal arguments. • I can analyze witness testimony and cross-examine effectively

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

- Mock Trial: Opening Statements, Witness Testimony, Closing Arguments
- Jury Deliberation & Verdict
- Post-Trial Reflection

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

- ✅ Mock Trial Performance
- ✅ Reflection Journal

Learning Target:	Success Criteria:
Students will demonstrate mastery of tort law concepts by analyzing a real-world example from media.	• I can identify the type of tort in a TV/movie clip. • I can construct a legal complaint using appropriate legal reasoning.

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

- I can identify the type of tort in a TV/movie clip.
- I can construct a legal complaint using appropriate legal reasoning.

Learning Activities:

- Students select a TV or movie clip where a tort occurs.
- Take detailed notes on the case (plaintiff, defendant, injury details).
- Draft a legal complaint with a strong legal argument.
- Present findings and justify damages.

Assessment

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

✅ Legal Complaint Writing Assignment
✅ Peer Review Discussion

Resources

Any materials and resources related to Stage 3 learning activities.

- Lecture Slides & Guided Notes (Unit PDFs)
- Case Study Readings (Business Law Cases & Supreme Court Decisions)
- Mock Trial Role-Playing Materials
- Pre-Selected Video Clips for Analysis
- Legal Writing Templates and Rubrics

Unit Overview	
Unit Title:	Unit 3 – Contract Law
Teacher:	Domenique LaBov
Grade Level/Course:	High School Business Law
Length/Dates:	3–4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students examine how contracts are formed, classified, and enforced in business and personal contexts. Students analyze the six elements of a valid contract and apply legal reasoning to real-world scenarios involving fraud, mistake, duress, capacity, and contracts with minors. Emphasis is placed on understanding legal rights, responsibilities, and consequences.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Business, Finance, and Marketing CTE Standards (MBA Research adopted by CT DOE): ● BL:002 – Describe the nature of legally binding contracts ● BL:001 – Describe legal issues affecting businesses ● BL:163 – Comply with the spirit and intent of laws and regulations https://www.mbaresearch.org/wp-content/uploads/2021/09/22-23_BACore_HS_wLAPs.pdf

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
Apply legal reasoning to analyze real-world contract disputes Distinguish between valid, void, voidable, and unenforceable contracts Communicate legal conclusions using accurate legal vocabulary

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 reflection. **Communication Transdisciplinary Goal:** Students effectively communicate legal concepts and decisions in formal and informal contexts. **Citizenship Transdisciplinary Goal:** Students understand ethical and legal responsibilities involved in agreements and consumer decisions.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Contracts create legally enforceable rights and obligations. ● A contract is valid only when all required legal elements are present. ● Certain circumstances can make a contract void, voidable, or unenforceable. ● Capacity and genuine agreement significantly impact contract enforceability.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What makes a contract legally binding? • When can a contract be avoided or canceled? • How do fraud, mistake, duress, and capacity affect enforceability? • Why is contract law important in everyday 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
• The definition and purpose of contracts • The six elements of a valid contract • Types and classifications of contracts • How offers are made, accepted, and terminated • Defenses to enforceability (fraud, mistake, duress, undue influence) • Rules governing contracts involving minors	• Identify contract elements in real-world scenarios • Classify contracts by type and enforceability • Analyze contract disputes using legal reasoning • Apply contract law principles to case studies • Justify legal conclusions using facts and rules

Stage 2: Evidence of Student Learning
Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
• Goal: Determine whether a disputed agreement is legally enforceable • Role: Legal Analyst • Audience: Client (consumer or business owner) • Situation: A dispute has arisen regarding a contract's validity • Product/Performance/Purpose: Written legal analysis explaining enforceability • Standards and Criteria for Success: Accurate identification of elements, correct application of contract law, clear reasoning, and proper legal vocabulary

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
• Unit 3 Contract Law slides and notes • Case study and scenario handouts • Contract analysis worksheets • Canvas Module 3 materials

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
• Accuracy of legal content

- Strength of legal reasoning
- Clarity and organization of explanation
- Use of appropriate legal terminology

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
This unit is most effective when each contract element is taught through brief direct instruction followed by immediate scenario-based application. Frequent formative assessments help prepare students for the performance task and unit test.

Other Evidence

- Vocabulary quizzes
- Exit tickets
- Scenario-based written responses
- Business Contract Analysis assignment
- Unit test

Stage 3: Instructional Design

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

Learning Target:	**Success Criteria:**
• I can define a contract and distinguish contracts from non-contracts.	• I can explain what a contract is. • I can identify whether a situation involves a contract.
Learning Target:	**Success Criteria:**
• I can identify and explain the six elements of a valid contract.	• I can list all six elements. • I can identify the elements in a scenario
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Guided notes on the six elements • Celebrity contract analysis • Small-group discussion	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
Formative check / exit ticket	

Learning Target:	Success Criteria:
I can explain offer, acceptance, and termination of offers.	• I can identify valid offers and acceptances. • I can explain revocation, rejection, and counteroffers.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Scenario sorting activity • Class discussion	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	

Learning Target:	Success Criteria:
• I can analyze genuine agreement issues.	• I can explain fraud, mistake, duress, and undue influence. • I can determine whether a contract is void or voidable.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
- Case study analysis - Written responses	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	

Learning Target:	Success Criteria:
• I can explain consideration and capacity.	• I can identify valid and invalid consideration. • I can apply rules to contracts involving minors.

Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
● Guided practice ● Scenario analysis
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

Resources Any materials and resources related to Stage 3 learning activities.
● Canvas Module 3 resources ● Unit slides and vocabulary lists ● Case scenario handouts

Unit Overview	
Unit Title:	Unit 4: Employment Law
Teacher:	Domenique LaBov
Grade Level/Course:	9 - 12
Length/Dates:	4–5 88-minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to employment law and the legal relationship between employers and employees. Students will examine at-will employment, employee rights, wage and hour laws, workplace safety, hiring practices, discrimination, and employee privacy. Through case studies, simulations, and scenario-based legal analysis, students will evaluate lawful and unlawful employment practices and propose legally compliant workplace policies. The unit culminates in an employment law performance task in which students act as HR/legal consultants to resolve a workplace dispute.

Stage 1: Desired Results

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

National Business Education Association (NBEA) – Business Law

- BL.1: Describe the legal rights and responsibilities of employers and employees.
- BL.2: Explain employment relationships and termination practices.
- BL.3: Analyze federal and state employment laws affecting the workplace.
- BL.5: Evaluate ethical and legal considerations in hiring and employment decisions

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

- Apply employment law principles to real-world workplace scenarios
- Analyze legal and ethical implications of hiring, firing, and workplace policies
- Develop legal reasoning and compliance-based decision-making skills
- Communicate legal conclusions clearly in written and verbal formats
- Evaluate how laws protect both workers and businesses

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

This unit will develop students' abilities in the following transdisciplinary areas:

- **Critical Thinking:** Analyze workplace scenarios to determine legality and risk
- **Collaboration:** Work in teams to resolve employment law disputes and simulations
- **Communication:** Explain employment law concepts using precise legal language
- **Citizenship:** Understand employee rights, employer responsibilities, and workplace equity
- **Ethical Reasoning:** Evaluate fairness and legality in employment decisions

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Employment relationships are governed by both federal and state laws. • At-will employment provides flexibility but does not allow illegal termination. • Employees are protected by laws related to wages, hours, safety, and discrimination. • Employers must follow lawful hiring, firing, and monitoring practices. • Workplace policies can reduce legal risk when designed ethically and legally.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What rights and responsibilities do employers and employees have? • What does "at-will employment" actually allow and prohibit? • When is firing an employee legal vs. illegal? • How do wage, hour, and safety laws protect workers? • Should employers be allowed to monitor employees or consider social media?

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
• Types of employment relationships (at-will, contract, union) • Exceptions to at-will employment • Employee protections under FLSA and OSHA • Minimum wage and overtime requirements • Youth employment laws • Protected classes and discrimination laws • Legal vs. illegal interview questions • Employee privacy and social media rules	• Analyze employment scenarios for legal compliance • Distinguish lawful from unlawful termination and hiring practices • Apply employment laws to real workplace situations • Propose legally compliant HR policies • Defend legal conclusions using evidence and reasoning

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.
Performance Task (GRASPS) Goal: Students will analyze a workplace scenario and determine whether an employer's actions comply with employment law. Role: HR manager / Employment law consultant

Audience:
Company leadership (teacher/class)
Situation:
A company is facing a legal issue involving hiring, firing, wages, safety, or social media conduct.
Product / Performance:
Students will:

- Identify the relevant employment laws
- Determine whether the employer acted legally
- Explain employee rights involved
- Recommend legally compliant next steps

Standards & Criteria for Success:

- Correct identification of applicable employment laws
- Accurate legal reasoning and analysis
- Clear explanation of employee and employer rights
- Practical, legally sound recommendations

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

- Module 4 Employment Law Slides & Notes
- Employment Law Case Scenarios
- HR Audit & Simulation Materials
- Legal Hiring Question Sorting Activity
- Rubrics and Graphic Organizers

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

Students will be assessed on:

- Legal Accuracy (10 pts)
- Application of Employment Law (10 pts)
- Reasoning & Justification (10 pts)
- Organization & Clarity (10 pts)

Feedback Strategies:

- Written feedback on legal reasoning
- Peer discussion and revision
- Whole-class debrief of legal outcomes

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

- Students often misunderstand at-will employment — emphasize what it does NOT allow
- Use real-world teen job examples (food service, retail, social media)
- Encourage debate before final answers
- Scaffold legal analysis with graphic organizers

Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- At-Will Employment Scenario Analysis
- FLSA & OSHA Case Study Questions
- Legal vs. Illegal Interview Question Activity
- “Fired for a TikTok?” Case Analysis
- Exit Tickets & Quizzes
- HR Simulation / Audit Activity

Stage 3: Instructional Design
Lesson 1: Employment Relationships & At-Will Employment

Learning Target:	**Success Criteria:**
• Students will explain types of employment relationships and at-will employment.	• I can define at-will employment • I can explain legal vs. illegal termination

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Bellringer: “Have you ever had a job? What rights did you have?”
- Guided Notes: At-will, contract, union employment
- Scenario Sorting: Legal vs. illegal firings
- Exit Ticket: One myth about at-will employment

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Exit Ticket
- Class Discussion

Learning Target:	**Success Criteria:**
Students will analyze employee protections under FLSA and OSHA.	• I can explain minimum wage and overtime laws • I can identify unsafe or illegal workplace practices

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Bellringer: “$5/hour under the table — legal?”
- Guided Notes: FLSA & OSHA
- Case Calculations: Overtime pay scenarios
- Small Group Analysis: Youth employment laws

Assessment

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
• Case Study Responses • Scenario Analysis

Lesson 3: Hiring Practices, Discrimination, & Privacy

Learning Target:	**Success Criteria:**
Students will evaluate legal and illegal hiring and monitoring practices.	• I can identify protected classes • I can distinguish legal from illegal interview questions
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• "Would You Hire Me?" Social Media Discussion • Legal vs. Illegal Interview Question Sort • Mini Case Analysis: Discrimination & privacy • Class Discussion: Should employers monitor employees?	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
• Sorting Activity • Participation	

Lesson 4: Employment Law Performance Task

Learning Target:	**Success Criteria:**
Students will apply employment law to a real-world workplace dispute.	• I can analyze a workplace scenario using employment law • I can recommend legally compliant solutions
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Students select an employment law scenario • Complete HR/legal analysis worksheet • Draft recommendations • Present findings	
Assessment List any formative or summative assessments that should be administered within this learning sequence.	

(They can be listed/linked below)
● Employment Law Performance Task ● Peer Feedback

Resources Any materials and resources related to Stage 3 learning activities.
● Employment Law Slide Decks ● Scenario Packets ● HR Audit Templates ● Legal Reasoning Graphic Organizers ● Rubrics

Unit Overview	
Unit Title:	Unit 5: Intellectual Property Law: Protecting Ideas, Brands, and Inventions
Teacher:	Domenique LaBov
Grade Level/Course:	9 - 12
Length/Dates:	5- 6 88-minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to intellectual property law, including copyrights, trademarks, patents, and trade secrets. Students will explore how IP law protects creators and businesses while balancing innovation, competition, and public access. Through case studies, simulations, debates, and real-world scenarios involving branding, music, social media, and AI-generated content, students will analyze infringement, fair use, licensing, and ownership. The unit culminates in a performance task where students evaluate an intellectual property dispute and recommend legally sound solutions.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

National Business Education Association (NBEA) – Business Law

- BL.1: Describe legal protections for intellectual property
- BL.2: Explain ownership rights and limitations of intellectual property
- BL.4: Analyze infringement and defenses related to IP law
- BL.5: Evaluate ethical and legal issues in business decision-making

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- Apply IP law to real-world creative and business contexts
- Analyze legal risks associated with branding, content creation, and innovation
- Evaluate competing interests between creators, businesses, and consumers
- Develop legal reasoning through case analysis and debate
- Communicate legal conclusions using appropriate terminology

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

This unit will develop students' abilities in the following transdisciplinary areas:

- **Critical Thinking:** Analyze IP disputes and determine lawful use
- **Creativity/Innovation:** Understand how law encourages innovation while limiting misuse
- **Collaboration:** Participate in debates, simulations, and group analysis
- **Communication:** Explain IP concepts clearly in writing and discussion
- **Citizenship:** Respect intellectual property rights in digital and business environments

Enduring Understanding(s): What are the big picture understandings that	• Intellectual property law protects creative and innovative work while encouraging competition. • Different types of IP protect different kinds of creations. • Infringement does not require exact copying—consumer confusion or market harm may be enough.

are transferable across contexts, places, and times?	• Fair use, licensing, and public domain balance creator rights with public access. • Emerging technologies like AI complicate traditional IP ownership and liability.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• Why does intellectual property need legal protection? • How do copyrights, trademarks, patents, and trade secrets differ? • When does inspiration become infringement? • How does fair use protect creativity and education? • Who is responsible when AI creates infringing content?

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
• Definitions and purposes of copyrights, trademarks, patents, and trade secrets • Trademark infringement and dilution standards • Patent requirements and expiration rationale • Fair use factors and licensing types • Ownership, royalties, and contracts in creative industries • Legal challenges involving AI and IP	• Classify different types of intellectual property • Analyze IP infringement scenarios • Apply fair use factors to real examples • Distinguish legal use from unlawful copying • Recommend legally compliant solutions for IP disputes

Stage 2: Evidence of Student Learning
Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Goal: Students will evaluate an intellectual property dispute and determine whether infringement occurred. Role: IP legal consultant / business advisor Audience: Company leadership or creator (teacher/class) Situation: A business or content creator is accused of misusing intellectual property (branding, music, design, AI-generated content). Product / Performance: Students will: • Identify the type(s) of IP involved • Analyze whether infringement or fair use applies • Determine ownership and licensing needs

- Recommend legally sound actions

Standards & Criteria for Success:

- Accurate identification of IP type(s)
- Correct application of legal standards
- Clear legal reasoning and justification
- Practical and lawful recommendations

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Intellectual Property Law Slide Deck & Notes
- Case Study Readings
- AI & Trademark Debate Materials
- Copyright & Licensing Simulation Resources
- Rubrics and Graphic Organizers

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Students will be assessed on:

- Legal Accuracy
- Application of IP Law
- Reasoning & Justification
- Organization & Clarity

Feedback Strategies:

- Written feedback on legal reasoning
- Peer review and discussion
- Class debrief of case outcomes

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

- Students often confuse copyright and trademark — reinforce purpose first
- Use music, TikTok, fashion, and AI examples for relevance
- Emphasize that “not exact” ≠ legal
- Encourage debate before revealing court outcomes

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Case Studies (Katy Perry v. Flame; Starbucks v. Charbucks; Warhol v. Goldsmith)
- “What Type of Patent Is It?” Activity
- Copyright & Licensing Simulation
- AI & Trademark Liability Debate
- Exit Tickets and Quizzes
- IP Unit Test

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
• Students will define intellectual property and identify its main types.	• I can define intellectual property • I can identify copyrights, trademarks, patents, and trade secrets.
Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Bellringer: "What ideas or creations should be protected?" • Guided Notes: Types of IP • Classification Activity: Identify IP in everyday items • Exit Ticket: Why IP protection matters	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
• Exit Ticket • Participation	

Learning Target:	**Success Criteria:**
• Students will analyze copyright protection and fair use.	• I can apply the four factors of fair use • I can explain licensing and royalties
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
• Case Study: Katy Perry v. Flame • Fair Use Scenarios (TikTok, education, parody) • Copyright & Licensing Simulation	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
• Case Analysis • Simulation Reflection	

Learning Target:	Success Criteria:
Students will evaluate trademark infringement and dilution.	• I can identify trademark infringement • I can analyze AI-generated branding risks

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Case Study: Starbucks v. Charbucks
- AI Logo Scenario Analysis
- Debate: AI and trademark liability

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Debate Participation
- Scenario Analysis

Learning Target:	Success Criteria:
Students will distinguish between patents and trade secrets.	• I can explain patent requirements • I can evaluate trade secret protections

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Guided Notes: Patent types & trade secrets
- “What Type of Patent Is It?” Activity
- Case Study: Coca-Cola trade secrets

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

- Activity Submission
- Exit Ticket

Learning Target:	Success Criteria:
Students will apply intellectual property law to a real-world dispute.	• I can analyze an IP dispute using legal standards • I can recommend lawful actions

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Students select an IP scenario
- Complete legal analysis worksheet
- Present conclusions

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Resources
Any materials and resources related to Stage 3 learning activities.

- IP Law Performance Task
- Peer Feedback

Business Law

Domenique LaBov

Unit 1 INTRO TO LAW & LEGAL SYSTEMS

In this unit, students are introduced to the foundations of the legal system, including the purpose of law, sources of law, ethical considerations, and the structure of the U.S. court system. Students examine how laws are created, interpreted, and applied, and how the judicial system resolves disputes. Through case studies, simulations, and ethical debates, students develop legal reasoning skills essential for understanding future business law topics.

The Big Ideas

What will students be wondering about?

Enduring Understandings

- Law maintains order, protects rights, and resolves disputes
- Ethics and morality influence the legal system
- Courts interpret laws and create precedent

Essential Questions

- What is the purpose of law?
- How do ethics influence legal decisions?
- How do courts shape society?

Standards Addressed

Business Law

National Business Education Association (NBEA) – Business Law Standards

- **BL.1: Explain the origins, functions, and structure of the legal system.**
- **BL.2: Describe sources of law and how laws are enacted, interpreted, and applied.**
- **BL.3: Evaluate ethical considerations in business and legal decision-making.**

These standards are addressed through legal simulations, ethical case analysis, and examination of landmark court decisions.

Transfer Goals & Skill Development

Business Law

Students will develop transferable skills by:

- **Analyzing legal principles and applying them to real-world scenarios**
- **Evaluating ethical dilemmas and their impact on legal outcomes**
- **Communicating legal arguments clearly in discussion and writing**
- **Collaborating in simulations that model judicial decision-making**

These skills support college, career, and civic readiness.

Key Learning Experiences

Business Law

Major learning experiences include:

- **Supreme Court Case Selection Simulation**
- **Ethics debates (Trolley Problem, Transplant Dilemma)**
- **Analysis of landmark Supreme Court cases**
- **Court system role-play and jurisdiction activities**

These experiences allow students to apply abstract legal concepts in authentic contexts.

How will Students be Assessed?

Assessment 1: Foundations of Law & Legal Systems

Learning Target: I can explain the purpose of law, identify the sources of law, and describe the structure of the U.S. legal system.
Success Criteria:

Students will be able to:

- define law and explain its functions (order, protection, dispute resolution)
- identify and differentiate between constitutional, statutory, common, and administrative law
- explain the difference between criminal and civil law
- describe the structure of state and federal court systems
- determine jurisdiction for basic legal scenario

Assessment Tools:

- Exit tickets
- Scenario-based questions
- Unit quiz (multiple choice and short response)

How will Students be Assessed?

Transfer Task: Supreme Court Case Selection Simulation

Learning Target: I can analyze Supreme Court case petitions and determine which cases should be heard using constitutional reasoning.

Success Criteria:

- explain the role of the Supreme Court and judicial review
- apply the Rule of Four to case selection
- identify constitutional significance in legal cases
- justify decisions using legal reasoning and precedent
- collaborate and engage in respectful legal debate

Transfer Task Alignment: **NBEA BL.1:** Explain the structure and function of the legal system **NBEA BL.2:** Describe how laws are interpreted and applied

WHY THIS UNIT MATTERS

This unit establishes the foundation for all subsequent business law units. Students gain an understanding of how laws function, how disputes are resolved, and how legal systems impact individuals and businesses. These concepts are essential for informed citizenship and future coursework.

Unit 2 TORTS & BUSINESS LIABILITY

In this unit, students examine tort law and how civil liability applies to individuals and businesses. Students explore intentional torts, negligence, and strict liability, with a particular focus on how courts determine responsibility for injuries. Through case studies, legal analysis, and a mock trial, students apply legal principles to real-world scenarios and evaluate how businesses can reduce legal risk.

The Big Ideas

What will students be wondering about?

Enduring Understandings

- Tort law provides remedies for individuals harmed by the actions of others.
- Negligence liability is determined by duty, breach, causation, and damages.
- Businesses have a legal responsibility to maintain safe environments for customers and employees.
- Courts may assign shared fault using comparative negligence.

Essential Questions

- How does tort law protect individuals and businesses?
- What is the difference between intentional torts, negligence, and strict liability?
- How do courts determine who is legally responsible for an injury?
- When should businesses be held accountable for harm?

Standards Addressed

Business Law

National Business Education Association (NBEA) – Business Law Standards

- **BL.4:** Explain the various types of torts and their implications.
- **BL.5:** Analyze the elements of negligence and how courts determine liability.
- **BL.6:** Describe how businesses can minimize tort risk through policies and procedures.

These standards are addressed through legal case analysis, scenario-based learning, and performance-based assessments.

Transfer Goals & Skill Development

Business Law

Students will develop transferable skills by:

- **Applying legal reasoning to real-world injury scenarios**
- **Evaluating business responsibility and ethical decision-making**
- **Communicating legal arguments clearly in writing and discussion**
- **Collaborating in mock trials and case analyses**

These skills support legal literacy, workplace readiness, and informed citizenship.

Key Learning Experiences

Business Law

Major learning experiences include:

- **Case study analysis (Liebeck v. McDonald's; Whitlock v. University of Denver)**
- **Mock trial simulation involving negligence claims**
- **Small-group scenario sorting activities**
- **Media-based tort analysis using TV and film clips**

These experiences allow students to apply tort law principles in authentic contexts.

How will Students be Assessed?

Assessment 1: Understanding Torts & Negligence

Learning Target: I can identify different types of torts and explain how negligence is established.

Success Criteria:

Students will be able to:

- distinguish between intentional torts, negligence, and strict liability
- identify duty, breach, causation, and damages in injury scenarios
- explain common defenses to negligence
- analyze tort cases involving businesses and consumers

Assessment Tools:

- Case study analysis responses
- Exit tickets
- Tort law quiz (multiple-choice and short-answer)

How will Students be Assessed?

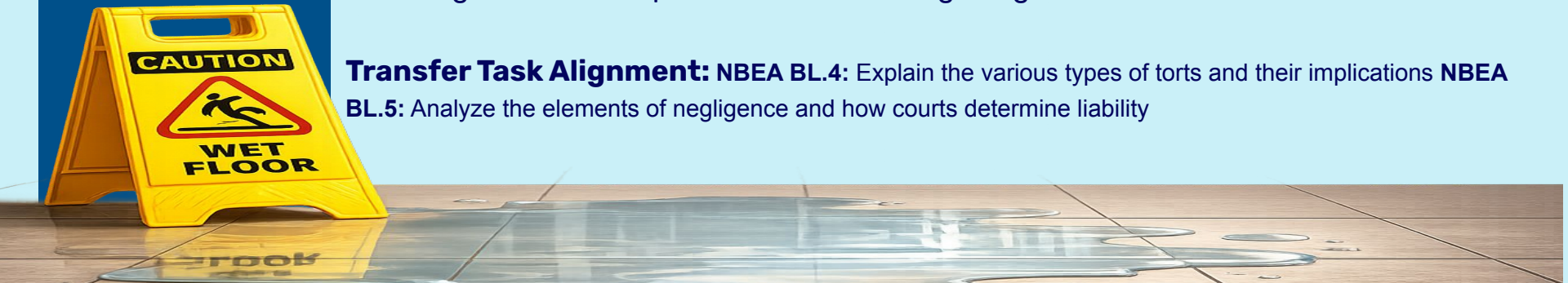
Transfer Task: Tort Liability Legal Complaint

Learning Target: I can construct a legal argument demonstrating negligence or liability.

Success Criteria:

- identify the plaintiff and defendant in a tort case
- correctly classify the type of tort involved
- apply the elements of negligence to support liability
- justify damages using legal reasoning
- organize a clear, persuasive written legal argument

Transfer Task Alignment: **NBEA BL.4:** Explain the various types of torts and their implications **NBEA BL.5:** Analyze the elements of negligence and how courts determine liability



WHY THIS UNIT MATTERS

This unit helps students understand how everyday injuries and accidents can result in legal responsibility. By examining real-world cases involving businesses, students learn how the law balances individual rights, consumer protection, and business accountability. The skills developed in this unit prepare students to think critically about legal risk, safety, and ethical responsibility in both personal and professional contexts.

Unit 3 CONTRACT LAW

In this unit, students examine the legal principles governing contracts and legally binding agreements. Students learn how contracts are formed, what makes them enforceable, and when contracts may be void or voidable. Through real-world scenarios, case studies, and simulations, students analyze breach of contract situations and explore legal remedies available to injured parties.

The Big Ideas

What will students be wondering about?

Enduring Understandings

- Contracts create legally enforceable obligations between parties.
- Not all agreements are legally binding.
- A valid contract requires specific legal elements to be enforceable.
- When contracts are breached, the law provides remedies to address harm.

Essential Questions

- What makes a contract legally valid?
- When does an agreement become enforceable by law?
- What happens when one party fails to uphold a contract?
- How does contract law protect businesses and consumers?

Standards Addressed

Business Law

National Business Education Association (NBEA) – Business Law Standards

- **BL.2:** Describe the legal principles governing contracts and their enforceability.
- **BL.4:** Analyze legal obligations, breaches, and remedies related to contracts.

These standards are addressed through scenario analysis, contract evaluation activities, and performance-based assessments.

Transfer Goals & Skill Development

Business Law

Students will develop transferable skills by:

- **Applying legal reasoning to contractual disputes**
- **Evaluating risks and responsibilities in business agreements**
- **Communicating legal conclusions using appropriate terminology**
- **Collaborating to analyze and resolve contract scenarios**

These skills support financial literacy, workplace readiness, and informed decision-making

Key Learning Experiences

Business Law

Major learning experiences include:

- **“Is This a Contract?” scenario analysis**
- **Contract formation simulations**
- **Breach of contract case studies**
- **Small-group negotiation and contract review activities**

These experiences allow students to apply abstract contract principles to practical business situations.

How will Students be Assessed?

Assessment 1: Contract Formation & Validity

Learning Target: I can determine whether a legally binding contract exists.

Success Criteria:

Students will be able to:

- identify offer, acceptance, and consideration
- evaluate whether parties have legal capacity
- determine whether a contract's purpose is legal
- distinguish social agreements from enforceable contracts
- analyze real-world contract scenarios

Assessment Tools:

- Scenario-based quizzes
- Guided practice worksheets
- Exit tickets

How will Students be Assessed?

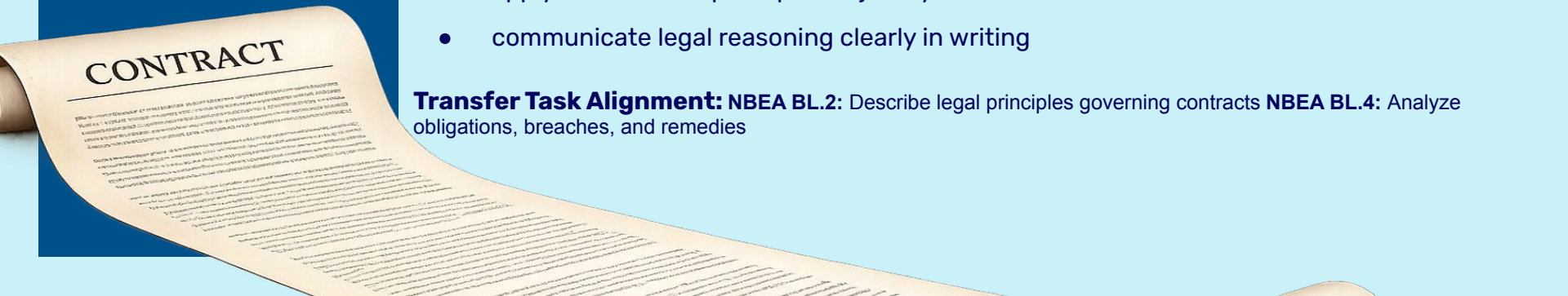
Transfer Task: Contract Dispute Legal Analysis

Learning Target: I can analyze a breach of contract and determine appropriate legal remedies.

Success Criteria:

- identify whether a breach has occurred
- distinguish between minor and material breach
- explain legal remedies available to the injured party
- apply contract law principles to justify conclusions
- communicate legal reasoning clearly in writing

Transfer Task Alignment: **NBEA BL.2:** Describe legal principles governing contracts **NBEA BL.4:** Analyze obligations, breaches, and remedies



WHY THIS UNIT MATTERS

Contract law governs everyday agreements involving employment, purchases, services, and business operations. By understanding how contracts are formed and enforced, students learn how to protect themselves and others in professional and personal situations. This unit builds practical legal literacy essential for future careers, entrepreneurship, and informed consumer decision-making.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 n.

AGENDA REPORTING FORM

Agenda Topic: SHS Computer Essentials - REVISED Curriculum - First Reading.

Summary of Issue: SHS Computer Essentials - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Computer Essentials - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Microsoft Word & Keyboarding Skills
Teacher:	Cooney/Schuch
Grade Level/Course:	9-12
Length/Dates:	Semester
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will develop essential digital literacy skills by using Microsoft Word to create, format, and edit professional documents. Through Projects 1-15, students will learn advanced word-processing techniques, including text formatting, tables, graphics, and document structuring. Simultaneously, students will enhance their touch-typing proficiency using EduTyping, focusing on speed, accuracy, and technique. By the end of the unit, students will be able to efficiently create and manage professional documents while improving their overall typing skills for academic and professional success.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
NATIONAL STANDARDS FOR BUSINESS EDUCATION (NBEA) VI, Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. Level 1 Performance Expectations 1. Develop proper input techniques (e.g., keyboarding, mouse/pad) 2. Identify appropriate input technology for various tasks 3. Describe ergonomic issues related to input technologies. Level 2-4 Performance Expectations 4. Select appropriate input technology to optimize performance. 5. Apply a variety of input technologies to maximize productivity. 6. Use a variety of input technologies to optimize academic and workplace performance. VII. Applications Identify and use applications. Level 1 Performance Expectations 1. Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.

2. Produce projects that include a variety of media (e.g., images, text, video, web-based tools, and audio).
3. Identify help features and reference materials to learn applications and solve problems.

Level 2 Performance Expectations

4. Identify and use resources to solve problems using applications software.

Level 3-4 Performance Expectations

5. Apply advanced features of applications to solve specific problems.
6. Use applications to analyze data for making good business decisions.
7. Demonstrate the transferability of skills between applications.

MBA

Instructional Area: Information Management (NF) Standard: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
Performance Element: Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicator:
Demonstrate basic word processing skills (NF:007)
(PQ)https://www.mbaresearch.org/wp-content/uploads/2024/10/24-25-BAcore_HS_wLAPs.pdf (page 13)

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Digital Literacy: Mastering MS Word functions such as formatting, tables, charts, styles, and document organization.
Keyboarding Proficiency: Using EduTyping to improve speed, accuracy, and efficiency.
Professional Communication: Creating well-structured and visually appealing documents.
Time Management: Completing word-processing tasks efficiently with proper typing techniques.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking: 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) while organizing and formatting documents effectively for clarity and professionalism.

Creativity/Innovation: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities while using MS Word tools to enhance document presentation and readability.
Collaboration: Peer review in refining document structure and layout.
Communication: Structuring written content professionally for a variety of contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Technology is constantly changing therefore requires the continuous learning of new skills. Digital tools help streamline document creation, organization, and editing. ● Mastery of the keyboard will help improve performance on tasks relating to preparing various documents. ● Proper keyboarding techniques improve efficiency, accuracy, and productivity. ● Effective word processing is essential for academic, professional, and personal communication. ● Formatting and structuring documents correctly enhances readability and professionalism.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	How can MS Word be used to create professional and well-structured documents? How can it be used to communicate effectively? What formatting techniques improve readability and document organization? How does proper keyboarding technique impact productivity and accuracy? How does increasing accuracy and speed on the keyboard help with personal and professional communications? How do people with different careers use word processing/publishing? Creativity and Innovation: How can digital tools be used for creating original and innovative works, ideas, and solutions?

What will students <u>know...</u>	**What will students <u>be able to do…</u>**
Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

The functions of Microsoft Word's **ribbons, menus, and toolbars**. How to insert and manipulate **images, shapes, and WordArt**. How to create and format **tables, lists, and text boxes**. The basics of **page layout** (margins, orientation, headers/footers, columns). How to apply **proofing tools** (spelling/grammar check, thesaurus, readability). File management skills: saving, naming, and exporting Word documents.	Produce professional-quality documents using Microsoft Word including: memo, logo, business card, letterhead, business letter, tables, news release, newsletter, and menu. Format text consistently using fonts, alignment, and spacing. Design flyers, menus, and newsletters with images, graphics, and layout features. Create tables and lists to organize information clearly. Use headers, footers, and page numbers for polished multi-page documents. Apply proofing tools to ensure correctness and readability. Combine multiple Word features in a single document to meet project goals.

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.
Table Assessment **Goal** Create a professional-looking table in Microsoft Word that organizes a weekly chef schedule. The final product should demonstrate formatting, merging/splitting cells, alignment, shading, and proper font use so it's easy to read. **Role** You are acting as the restaurant manager who needs a clear and visually organized chef schedule to post for staff. **Audience** The primary audience is the restaurant's chefs and staff who will rely on the schedule to know their assigned shifts.

Situation
The restaurant is preparing for the upcoming week and requires a table that clearly communicates chef shifts by day and time.

Product / Performance / Purpose
Produce a Microsoft Word document titled *Table Assessment* that:

- Is landscape orientation.
- Includes an 8x7 table formatted with merged/split cells where appropriate.
- Uses correct font, alignment, shading, and row heights.
- Demonstrates mastery of table formatting tools.
- Is submitted as both a Word file and a PDF.

Standards & Criteria for Success
Your work will be assessed on:

- Accuracy of table structure (rows, columns, merged/split cells).
- Correct formatting (fonts, font sizes, alignment, bolding, shading, row heights).
- Professional appearance and readability.
- Following all listed directions precisely.
- Submission in the required formats (Word + PDF).

Letter Assessment

Goal
Write and format a professional personal business letter using block formatting with open punctuation. The letter should be grammatically correct, properly formatted, and convey appreciation to the recipient.

Role
You are the sender/author of the letter, writing as a consumer who is expressing appreciation to Dr. Pepper**.**

Audience
The letter is addressed to Dr. Mary T. Pepper (representing the Dr. Pepper company team). The secondary audience is your teacher, who will evaluate your ability to apply correct business letter formatting and writing conventions.

Situation
You are tasked with demonstrating your ability to create a formal business letter without a letterhead, using your own address and today's date.

Product / Performance / Purpose
Produce a finished business letter that:

- Uses block format and open punctuation.
- Includes your personal return address, today's date, the inside address provided, and a formal closing with your signature.
- Uses Times New Roman, 12 pt font.
- Contains the three provided paragraphs in the body of the letter.
- Is proofread for correct grammar, spelling, and formatting.

- Is saved to your OneDrive, printed, signed, and submitted.

Standards & Criteria for Success
Your work will be assessed on:

- Correct use of block formatting and open punctuation.
- Proper inclusion of addresses, date, salutation, body, closing, and signature.
- Professional formatting and readability (font, size, alignment).
- Grammar, spelling, and mechanics.
- Following directions precisely (saving, printing, and signing).

Technique Assessment

Goal
Demonstrate proper keyboarding technique while typing so that you build speed, accuracy, and healthy computer habits that will support you in school and future careers.

Role
You are a Computer Essentials student practicing professional typing behaviors, similar to what would be expected in a school, workplace, or office environment.

Audience
Your audience is your Computer Essentials teacher, who is evaluating all aspects of your technique during class typing activities.

Situation
During a typing activity, you are expected to show correct keyboarding technique at all times. This includes proper posture, hand and wrist placement, finger usage,etc., while also maintaining your focus which provides a productive learning environment for yourself and others.

Product / Performance / Purpose
You will be observed while typing and assessed on your keyboarding technique, including:

- Focused behavior and positive attitude
- Proper sitting posture and foot placement
- Correct arm, wrist, and elbow positioning
- Eyes on the screen or copy (not the keyboard)
- Correct use of home row keys
- Typing with the correct fingers

Your performance will be scored using the Technique Grade rubric for a total of 50 points.

Standards & Criteria for Success
Success is demonstrated by consistently showing proper keyboarding technique throughout the activity, earning points in each category on the rubric, and modeling behaviors that help create a focused learning environment.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.

PC with Microsoft Word

Laser Printer

EduTyping: Alphabetic Keys and symbols lessons

Instructions and Rubric

Food Truck Entrepreneur eTextbook.pdf

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Table Assessment Rubric

Letter Assessment Rubric

Technique Assessment 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.

Students are expected to take notes during instruction. Any notes recorded throughout lessons or review sessions may be used as a reference during assessments.

Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Sample documents: menus, flyers, business cards, letter to supplier.

Check-ins on software skills.

Peer feedback on designs & plans and for proofreading

Teacher feedback through observation while students are working.

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Link to [Computer Essentials Day-to-Day Activities]

Learning Target:	**Success Criteria:**
Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson?	

Tasks can be linked in here. Include technology integration as applicable to support learning.
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Resources Any materials and resources related to Stage 3 learning activities.

Unit Overview	
Unit Title:	Unit 2: Microsoft Excel & Keyboarding Skills
Teacher:	Cooney/Schuch
Grade Level/Course:	9-12
Length/Dates:	Semester
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will develop essential digital literacy skills by using Microsoft Excel to create, format, and edit professional spreadsheets. Through Projects 16-21, students will learn to perform calculations, analyze results and display information through tables and charts. Simultaneously, students will continue to enhance their touch-typing proficiency using EduTyping, focusing on speed, accuracy, and technique. Students will learn to touch type to enter numbers via the numeric keypad and by typing the numbers and symbols across the top of the keyboard. By the end of the unit, students will be able to efficiently create and manage professional spreadsheets while improving their overall typing skills for academic and professional success.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
NATIONAL STANDARDS FOR BUSINESS EDUCATION (NBEA) VI, Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. Level 1 Performance Expectations 1. Develop proper input techniques (e.g., keyboarding, mouse/pad) 2. Identify appropriate input technology for various tasks 3. Describe ergonomic issues related to input technologies. Level 2-4 Performance Expectations 4. Select appropriate input technology to optimize performance. 5. Apply a variety of input technologies to maximize productivity. 6. Use a variety of input technologies to optimize academic and workplace performance. VII. Applications Identify and use applications. Level 1 Performance Expectations 1. Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.

2. Produce projects that include a variety of media (e.g., images, text, video, web-based tools, and audio).
3. Identify help features and reference materials to learn applications and solve problems.

Level 2 Performance Expectations
4. Identify and use resources to solve problems using applications software.

Level 3-4 Performance Expectations
5. Apply advanced features of applications to solve specific problems.
6. Use applications to analyze data for making good business decisions.
7. Demonstrate the transferability of skills between applications.

MBA
Instructional Area: Information Management (NF) Standard: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
Performance Element: Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicator:
Demonstrate basic spreadsheet applications (NF:010) (PQ)
https://www.mbaresearch.org/wp-content/uploads/2024/10/24-25-BAcore_HS_wLAPs.pdf
(page 13)

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Digital Literacy: Mastering MS Excel functions such as formatting, functions (=SUM, =AVERAGE, =MIN, =MAX), data validation, conditional formatting, sorting, filtering, and charts.
Keyboarding Proficiency: Using EduTyping to improve speed, accuracy, and efficiency. Using the numeric keypad to enter numbers and some symbols.
Professional Communication: Creating well-structured and visually appealing spreadsheets and charts.
Time Management: Completing spreadsheet tasks efficiently with proper typing techniques.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Disciplinary Transfer Goals:

- Demonstrate proficiency in data entry, formatting, and formula creation within Excel.
- Develop skills for analyzing and presenting data effectively.

Critical Thinking: Students inquire, identify, and ethically solve real-world problems through reasoning and reflecting on challenges and benefits of solutions.

Creativity/Innovation: Students work creatively to design and refine spreadsheets, exploring possibilities and persevering through challenges.
Collaboration: Students flexibly and cooperatively work with peers in virtual environments, assuming shared responsibility for completing tasks and achieving goals.
Communication: Students effectively communicate their findings and use interpersonal skills in formal and informal contexts, such as presenting data in organized formats.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Excel is a universal tool used in personal, professional, and educational settings. ● Excel can quickly and accurately calculate large quantities of data. ● Excel can quickly and accurately calculate, analyze, and visualize large quantities of data. ● Excel can present data in an organized, meaningful, and visually appealing manner to support decision-making. ● Data can be sorted, filtered, and validated to improve accuracy, efficiency, and usability. ● Mastery of the keyboard and numeric keypad will help improve performance on tasks relating to preparing various spreadsheets and charts. ● Proper keyboarding techniques improve efficiency, accuracy, and productivity.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	How can a spreadsheet be effectively designed, formatted, and enhanced? What are the best practices for ensuring data accuracy and clarity in Excel? What formatting techniques improve readability and spreadsheet organization?

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

The difference between **labels** and **numbers**, including their formats. How to use Excel functions such as **SUM, AVERAGE, MAX, and MIN**. The structure of Excel, including rows, columns, cells, and worksheets. Key **formatting** techniques, such as merging cells, applying borders, shading, and conditional formatting. How to create, format, and interpret **charts/graphs**. How and why to use **sorting** and **filtering** tools to analyze data. The purpose of **data validation** and how it improves data accuracy. The basics of **page layout** and **printing** (margins, orientation, headers/footers, fitting to one page, etc.)	Enter and edit data accurately. Format worksheets to meet user needs, including applying cell styles, conditional formatting, and organizing information. Use formulas and functions to perform calculations and analyze data. Sort and filter data to answer questions and identify trends. Create charts (bar, column, pie, or line) to visually represent data. Apply data validation rules to control data entry. Select and manipulate ranges of cells. Organize and manage worksheet tabs for better data presentation and usability. Print spreadsheets and charts so that they are visually appealing and fit to one page.

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.
Excel Assessment **Goal** Demonstrate mastery of Microsoft Excel skills through completion of a three-part, performance-based Excel Assessment. **Role** Students act as entry-level office professionals demonstrating Excel competency for an employer. **Audience** The employer/supervisor (teacher) evaluating readiness for workplace expectations.

Situation
Students are required to complete Excel Assessment Parts I–III, each in a separate workbook, demonstrating formatting, sorting, filtering, conditional formatting, chart creation, and formulas.

Product / Performance / Purpose

Students will produce three separate Excel workbooks:

Part I: Formatting, Sorting, and Filtering

- Proper data entry using correct labels and numbers
- Efficient keyboarding skills, including numeric keypad use and numbers/symbols on the keyboard
- Merging, alignment, formatting, sorting, filtering, and print setup

Part II: Conditional Formatting and Charts

- Application of conditional formatting rules
- Creation and placement of a clustered column chart
- Clear visual presentation of data

Part III: Formulas

- Accurate use of formulas, including multiplication and SUM
- Supplementary application of MAX, MIN, and AVERAGE functions
- Professional formatting and totals
  The purpose is to assess students' ability to independently apply Excel skills in a realistic workplace-style assessment.

Standards & Criteria for Success
Success is measured by accuracy, adherence to directions, proper formatting, correct use of Excel tools and functions, effective keyboarding/input techniques, and professional presentation across all three assessment parts.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Food Truck Entrepreneur eTextbook.pdf

PCs with Microsoft Excel

Laser Printer

Supplementary assignments for MAX, MIN, and AVERAGE functions

EduTyping: Numeric Keypad lessons and Numbers & Symbols lessons

Instructions and Rubric

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Excel Assessment 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.

Students are expected to take notes during instruction. Any notes recorded throughout lessons or review sessions may be used as a reference during assessments.

Other Evidence

Assessment Evidence
Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Sample documents: various spreadsheets and charts.

Check-ins on software skills.

Peer feedback on designs & plans and for proofreading

Teacher feedback through observation while students are working.

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Link to Computer Essentials Day-to-Day Activities

Semester Course

Learning Target:	**Success Criteria:**
Learning Target:	**Success Criteria:**

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	**Success Criteria:**

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	**Success Criteria:**

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Resources
Any materials and resources related to Stage 3 learning activities.

Unit Overview	
Unit Title:	Unit 3: Microsoft PowerPoint & Keyboarding Skills
Teacher:	Cooney/Schuch
Grade Level/Course:	9-12
Length/Dates:	Semester
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will develop essential digital literacy skills by using Microsoft PowerPoint to create, format, and edit professional presentations. Through Projects 28, 30 and 31, students will learn to create professional presentations. Simultaneously, students will continue to enhance their touch-typing proficiency using EduTyping, focusing on speed, accuracy, and technique. Students will learn to touch type to enter numbers and symbols. By the end of the unit, students will be able to efficiently create and manage professional presentations while improving their overall typing skills for academic and professional success.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
NATIONAL STANDARDS FOR BUSINESS EDUCATION (NBEA) VI, Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. Level 1 Performance Expectations 1. Develop proper input techniques (e.g., keyboarding, mouse/pad) 2. Identify appropriate input technology for various tasks 3. Describe ergonomic issues related to input technologies. Level 2-4 Performance Expectations 4. Select appropriate input technology to optimize performance. 5. Apply a variety of input technologies to maximize productivity. 6. Use a variety of input technologies to optimize academic and workplace performance. VII. Applications Identify and use applications. Level 1 Performance Expectations 1. Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum. 2. Produce projects that include a variety of media (e.g., images, text, video, web-based tools, and

audio).
3. Identify help features and reference materials to learn applications and solve problems.

Level 2 Performance Expectations
4. Identify and use resources to solve problems using applications software.

Level 3-4 Performance Expectations
5. Apply advanced features of applications to solve specific problems.
6. Use applications to analyze data for making good business decisions.
7. Demonstrate the transferability of skills between applications.

MBA
Instructional Area: Information Management (NF) Standard: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
Performance Element: Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicator:
Demonstrate basic presentation applications (NF:008) (PQ)
https://www.mbaresearch.org/wp-content/uploads/2024/10/24-25-BAcore_HS_wLAPs.pdf
(page 13)

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Digital Literacy: Demonstrate strong digital literacy by using presentation software responsibly, efficiently, and purposefully.
Keyboarding Proficiency: Using EduTyping to improve speed, accuracy, and efficiency.
Professional Communication: Practice professional communication by creating presentations that are clear, audience-appropriate, and visually professional.
Time Management: Apply effective time management skills by planning, organizing, and completing presentation tasks within given deadlines.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Disciplinary Transfer Goals:

- Demonstrate proficiency in creating professional presentations in PowerPoint.
- Develop skills for enhancing presentations.

Critical Thinking:

Students inquire, organize, and evaluate information to design presentations that clearly communicate ideas and support understanding for a specific audience and purpose.

Creativity/Innovation:

Students work creatively to design and refine presentations by exploring layout, visuals, and multimedia elements while persevering through design and revision challenges.

Collaboration:

Students flexibly and cooperatively work with peers in physical and virtual environments to plan, review, and improve presentations, assuming shared responsibility for meeting project goals and deadlines.

Communication:

Students effectively communicate ideas using visual and written communication skills in formal and informal contexts by designing clear, organized, and professional presentation slides for a specific audience and purpose.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that… ● PowerPoint is a professional communication tool used to visually organize and communicate business information. ● Effective slide design improves clarity, understanding, and audience engagement. ● Visual elements such as layout, images, charts, and text hierarchy influence how information is interpreted. ● Business presentations must be designed with a clear purpose and audience in mind. ● Professional-quality presentations require planning, revision, and attention to detail. ● Mastery of the keyboard will help improve performance on tasks relating to preparing presentations. ● Proper keyboarding techniques improve efficiency, accuracy, and productivity.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	How can presentation design improve the communication of business ideas? What makes a PowerPoint slide clear, professional, and effective? How do audience and purpose influence design choices in a presentation? How can visuals support information without overwhelming the viewer? Why is consistency and organization important in business presentations?

What will students know... Factual information, vocabulary and basic concepts related to each indicator	**What will students be able to do…** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
The purpose of PowerPoint in academic and business settings. Appropriate use of: ● Slide layouts and themes ● Fonts, colors, and text hierarchy ● Images, shapes, icons, and charts The difference between effective and ineffective slide design. How animations and slide transitions can enhance or distract from communication. Best practices for using animations and transitions professionally. How slide show settings such as looping and timings affect how information is delivered. How rehearsing and setting slide timings supports pacing and clarity. File management skills related to presentations (saving, naming, organizing). Expectations for professional digital communication.	Enter and edit data accurately. Create and organize multi-slide PowerPoint presentations aligned to specific business tasks. Apply consistent formatting using themes, layouts, and slide masters. Design slides that clearly communicate information from Projects 28, 30, and 31. Insert and format text, images, charts, and shapes appropriately. Apply animations and slide transitions purposefully to enhance communication. Set slide show options such as looping. Rehearse and set slide timings to control pacing and flow of information. Use visual design principles to enhance clarity and professionalism. Manage time effectively to complete multi-step presentation projects by deadlines. Revise and improve presentations based on feedback and self-evaluation. Demonstrate professional digital literacy through polished, well-organized presentations.

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.
PowerPoint Assessment

Goal
Create a professional, visually engaging PowerPoint presentation that summarizes and communicates the development of a food truck business while demonstrating mastery of Microsoft PowerPoint skills learned throughout the unit.

Role
Students act as student entrepreneurs and digital communicators preparing a professional pitch deck to showcase their food truck business and related coursework.

Audience
Potential investors and business partners (teacher), who are evaluating both the business concept and the student's ability to communicate information professionally using digital tools.

Situation
Throughout the semester, students have completed multiple food truck–related projects using Microsoft Office applications. They are now tasked with synthesizing this work into a single PowerPoint presentation that reflects both their business progress and their growth in Microsoft PowerPoint skills.

Product / Performance / Purpose
Students will produce a 15-slide PowerPoint presentation that includes slides representing required projects from the Food Truck Entrepreneur curriculum, including but not limited to:

- Food truck description
- Logo
- Business documents (letterhead, business card, news release)
- Menu and customer feedback
- Planning tools (calendar, startup expenses, inspections)
- Financial and marketing elements (revenue projections, social media engagement)
- "Meet the Owner" presentation (linked)

The purpose is to assess students' ability to independently apply PowerPoint skills in a realistic workplace-style assessment.

Each slide will include:

- A clear slide title
- One relevant graphic or link
- Two concise bullets explaining what the project was and why it was important

The presentation must also demonstrate:

- Consistent professional design and theme
- Appropriate animations (if used)
- One consistent transition set to advance every 15 seconds
- Set slide timings
- A student-recorded video embedded into one slide

The purpose is to communicate information clearly and professionally using PowerPoint, not to deliver a live presentation.

Standards & Criteria for Success
Success will be measured by the student's ability to:

- Accurately include all required slides and project content
- Communicate ideas clearly through slide design and written content
- Apply PowerPoint tools effectively (themes, graphics, animations, transitions, timing, video)
- Maintain a professional, consistent visual design
- Demonstrate attention to detail through correct spelling, grammar, and formatting
- Meet all technical and submission requirements outlined in the rubric

Performance will be evaluated using the Food Truck Summary Rubric, including embedded Creativity and Communication criteria.

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

Food Truck Entrepreneur eTextbook.pdf

PCs with Microsoft PowerPoint

Laser Printer

EduTyping: Numbers & Symbols lessons

Instructions and Rubric

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

PowerPoint Assessment 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.

Students are expected to take notes during instruction. Any notes recorded throughout lessons or review sessions may be used as a reference during assessments.

Other Evidence

Assessment Evidence

Semester Course

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Sample presentations. Check-ins on software skills. Peer feedback on designs & plans and for proofreading Teacher feedback through observation while students are working. These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Link to [Computer Essentials Day-to-Day Activities]

Learning Target:	**Success Criteria:**
Learning Target:	**Success Criteria:**
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Learning Target:	**Success Criteria:**

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

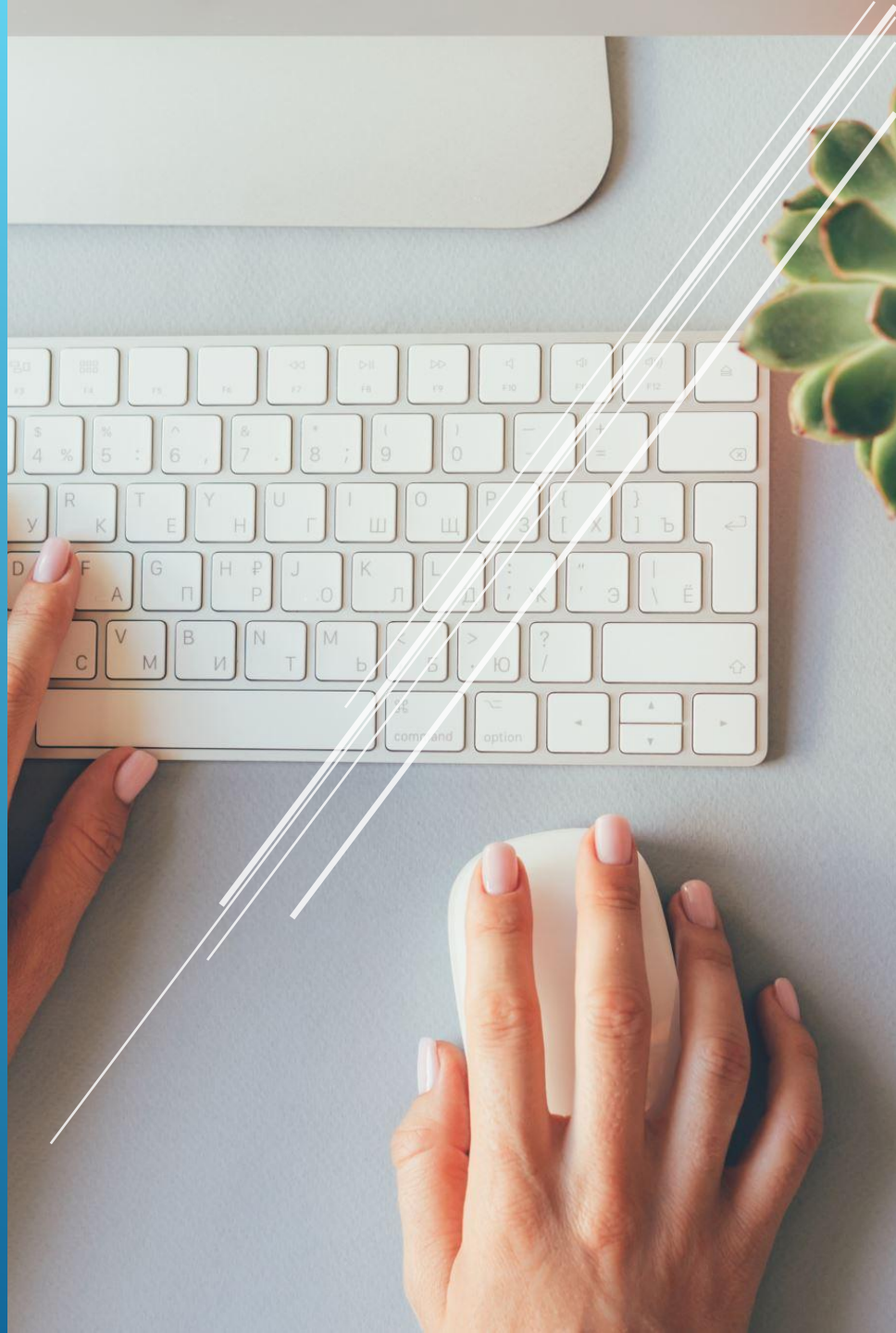
Learning Target:	Success Criteria:

Learning Activities
What is the actual instructional task that supports student learning in this lesson?
Tasks can be linked in here. Include technology integration as applicable to support learning.

Assessment
List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Resources
Any materials and resources related to Stage 3 learning activities.

COMPUTER ESSENTIALS



WORD UNIT OVERVIEW/SUMMARY

- Microsoft Word & Keyboarding Skills
- Grades 9–12

STUDENTS DEVELOP DIGITAL LITERACY USING MICROSOFT WORD AND EDUTYPING.

PROJECTS 1-13 FOCUS ON CREATING PROFESSIONAL DOCUMENTS, FORMATTING, TABLES, GRAPHICS, AND STRUCTURE.

EMPHASIS ON ACCURACY, EFFICIENCY, AND PROFESSIONAL COMMUNICATION.

STAGE 1: DESIRED RESULTS

- Mastery of word-processing tools and proper input techniques.
- Use digital applications for academic, professional, and personal success.

STANDARDS ADDRESSED

- Standard 1: Impact on Society – Technology mastery
- Standard 4: Input Techniques – Proper keyboarding
- Standard 5: Applications – Task-appropriate tools

TRANSFER GOALS

- Professional document creation
- Keyboarding speed, accuracy, and efficiency
- Time management and communication skills

ENDURING UNDERSTANDINGS

- Effective word processing is essential.
- Proper formatting improves readability and professionalism.
- Keyboard mastery increases productivity.

ESSENTIAL QUESTIONS

- How does Word support professional communication?
- What formatting improves readability?
- How does keyboarding impact productivity?

STUDENTS WILL KNOW

- Word interface and tools
- Page layout and formatting
- Tables, images, graphics
- Proofing and file management

STUDENTS WILL BE ABLE TO

- Create professional documents
- Design flyers, menus, newsletters
- Use tables and lists effectively
- Apply proofing tools

STAGE 2: PERFORMANCE ASSESSMENTS

- Table Assessment
- Business Letter Assessment
- Keyboarding Technique Assessment

WORD TABLE ASSESSMENT

- Professionally formatted table
- Merged cells, shading, alignment
- Landscape orientation
- Submitted as Word & PDF

WORD LETTER ASSESSMENT

- Block format business letter with open punctuation
- Printed, signed, submitted

TECHNIQUE ASSESSMENT

- Proper posture and finger usage
- Eyes on copy
- Professional typing habits

ASSESSMENT CRITERIA

- Accuracy
- Formatting and readability
- Following directions
- Professional presentation

RESOURCES

- Microsoft Word
- EduTyping
- Food Truck Entrepreneur eTextbook
- Printer, rubrics, instructions

OTHER EVIDENCE OF LEARNING

- Sample documents
- Skill check-ins
- Peer feedback
- Teacher observation

INSTRUCTIONAL DESIGN

- Guided practice
- Hands-on Word projects
- Keyboarding activities
- Formative assessments

EXCEL UNIT OVERVIEW/SUMMARY

- Microsoft Excel & Keyboarding Skills
- Grades 9–12

Students develop digital literacy using Microsoft Excel to create and manage professional spreadsheets.

Projects 16–21 focus on calculations, data analysis, and charts.

Students learn to touch-type numbers via the Numeric Keypad,

Students also improve touch-typing skills using EduTyping

STAGE 1: DESIRED RESULTS

Students master Excel tools and proper keyboarding techniques for academic, business, and personal success.

STANDARDS ADDRESSED

- Standard 1: Impact on Society
- Standard 4: Input Techniques
- Standard 5: Applications

TRANSFER GOALS

- Excel data entry and analysis
- Professional spreadsheet creation
- Keyboarding proficiency
- Time management

ENDURING UNDERSTANDINGS

- Excel organizes and analyzes large data sets.
- Well-designed spreadsheets support decision-making.
- Keyboard mastery improves productivity.

ESSENTIAL QUESTIONS

- How can spreadsheets be designed and enhanced?
- What ensures data accuracy and clarity?
- What formatting improves readability?

STUDENTS WILL KNOW

- Excel structure and terminology
- Functions: SUM, AVERAGE, MIN, MAX
- Formatting, charts, sorting, filtering
- Printing and layout

STUDENTS WILL BE ABLE TO

- Enter and edit data accurately
- Use formulas and functions
- Sort and filter data
- Create charts
- Print professional spreadsheets

STAGE 2: EXCEL ASSESSMENT

- Excel Assessment Part I:
  - Formatting, sorting, filtering
  - Correct data entry
  - Keyboarding and print setup
- Excel Assessment Part II:
  - Conditional formatting
  - Clustered column chart
  - Clear visual presentation
- Excel Assessment Part III:
  - Formulas and calculations

EXCEL ASSESSMENT CRITERIA

- Accuracy and formatting
- Correct tool use
- Professional appearance

RESOURCES

- Microsoft Excel
- EduTyping (Numeric Keypad & Symbols)
- Food Truck Entrepreneur eTextbook
- Printer & rubrics

OTHER EVIDENCE OF LEARNING

- Sample spreadsheets and charts
- Skill check-ins
- Peer feedback
- Teacher observation

INSTRUCTIONAL DESIGN

- Guided instruction
- Hands-on spreadsheet projects
- Design practice and revision
- Formative assessments

POWERPOINT UNIT OVERVIEW/ SUMMARY

- Microsoft PowerPoint & Keyboarding Skills
- Grades 9–12
- Students develop digital literacy using Microsoft PowerPoint and EduTyping.
- Focus on creating professional presentations through projects 28, 30, and 31.
- Emphasis on professional communication, design, and efficiency.

STAGE 1: DESIRED RESULTS

- Mastery of presentation tools and input techniques.
- Use PowerPoint for academic, business, and personal communication.

STANDARDS ADDRESSED

- Standard 1: Impact on Society – Technology mastery
- Standard 4: Input Techniques – Proper keyboarding
- Standard 5: Applications – Task-appropriate tools

TRANSFER & COURSE GOALS

- Digital literacy in presentation design
- Professional communication
- Keyboarding proficiency
- Time management

ENDURING UNDERSTANDINGS

- PowerPoint is a professional communication tool.
- Effective design enhances clarity and engagement.
- Keyboard mastery improves productivity.

ESSENTIAL QUESTIONS

- How does design improve communication?
- What makes a slide effective and professional?
- How do audience and purpose shape design choices?

STUDENTS WILL KNOW

- Purpose of PowerPoint
- Slide layouts, themes, fonts, colors
- Animations, transitions, timing
- Professional digital communication standards

STUDENTS WILL BE ABLE TO

- Create multi-slide presentations
- Apply consistent formatting
- Insert text, images, charts, and video
- Set slide timings and transitions

STAGE 2: POWERPOINT ASSESSMENT

- Food Truck Summary; 15-slide professional presentation synthesizes semester projects
- Requirements:
  - Slides with titles, graphics, and bullets
  - Consistent professional theme
  - Transition every 15 seconds
  - Embedded student-recorded video

ASSESSMENT CRITERIA

- Accuracy and completeness
- Professional slide design
- Effective communication
- Correct use of PowerPoint tools

RESOURCES

- Microsoft PowerPoint
- EduTyping (Numbers & Symbols)
- Food Truck Entrepreneur eTextbook
- Rubrics and instructions

OTHER EVIDENCE OF LEARNING

- Sample presentations
- Skill check-ins
- Peer feedback
- Teacher observation

INSTRUCTIONAL DESIGN

- Guided instruction
- Hands-on presentation projects
- Design practice and revision
- Formative assessments

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** June 4, 2026

Decision Requested _____ **Agenda Code** 11 o.

AGENDA REPORTING FORM

Agenda Topic: SHS Marketing I - REVISED Curriculum - First Reading.

Summary of Issue: SHS Marketing I - REVISED Curriculum - First Reading.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Marketing I - REVISED Curriculum – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Marketing Is Everywhere
Teacher:	Brooks, Schuch, Bouffard
Grade Level/Course:	9-12 Marketing I Accelerated
Length/Dates:	10 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the foundational concepts of marketing, exploring its purpose, functions, benefits, and the ethical implications of modern marketing practices. Students will learn about the seven marketing functions, evaluate communication channels and their effectiveness, and analyze how marketing benefits both businesses and consumers. They will also explore ethical issues in marketing, such as the use of customer data and the importance of distinguishing between legal and ethical behavior in advertising. Students will also be introduced to DECA as an organization and the basics of operating the DECA Store. Topics: 1. DECA Membership & DECA Store Operations 2. What Is Marketing? (Marketing Concept) 3. Marketing Functions 4. Marketing Benefits (New & Improved Products, Lower Prices, 5 Utilities)

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<u>NBEA Marketing Standards</u> **MKT I Foundations of Marketing:** Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on individuals, businesses, and society. **MKT II Consumers and Their Behavior:** Analyze consumer characteristics, motivations, and behaviors. **MKT III External Factors:** Analyze external factors influencing marketing. **MKT V Ethics and Social Responsibility:** Examine the role of ethics and social responsibility in marketing. **Foundations of Communication:** Listen actively, apply the communication process, read and research information, and use technology to enhance communication. **<u>CCTC Career Readiness Standards</u>** **MK 1.5:** Describe marketing's role and function in business. **MK 1.6:** Apply ethical actions in obtaining and providing information to acquire the confidence of others. **MK 9.2:** Describe promotional channels used to communicate with targeted audiences.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
• Analyze and apply the marketing functions to real-world business scenarios. • Develop targeted marketing messages using appropriate communication channels. • Evaluate marketing strategies and their ethical implications. • Understand how consumer behavior drives marketing decisions.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s). **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities. **Collaboration Transdisciplinary Goal:** Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts. **Citizenship Transdisciplinary Goal** Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Marketing is an essential business function that connects companies with customers and creates mutual value. 2. Communication strategies in marketing must be targeted to specific audiences to be effective. 3. Ethical and legal practices in marketing influence consumer trust and brand loyalty. 4. Marketing benefits both businesses and consumers by addressing needs, wants, and motivations.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the seven functions of marketing, and how do they contribute to customer satisfaction and profitability? 2. How do marketers choose the right communication channel to reach their target audience? 3. What motivates consumers to make purchasing decisions? 4. How do ethics and legal standards shape marketing practices today?

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
1. The definition and role of marketing in business. 2. The seven functions of marketing. 3. Various marketing communication channels and their effectiveness. 4. How market segmentation and demographics influence target marketing.	1. Identify and explain the seven functions of marketing. 2. Match marketing messages to appropriate communication channels. 3. Analyze consumer motivations and create relevant marketing content. 4. Evaluate the benefits of marketing for businesses and consumers.

Stage 2: Evidence of Student Learning

Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Marketing Is Everywhere

Goal

Students will analyze how marketing strategies are used to reach a target audience by researching a real product or service and examining how it applies multiple core marketing functions. Students will also evaluate the effectiveness of these strategies and propose improvements, demonstrating real-world marketing thinking.

Role

Students take on the role of a marketing analyst/consultant tasked with investigating how a product or service is marketed and advising on whether those strategies are effective and how they could be improved.

Audience

The primary audience is:

- The teacher (as evaluator using the rubric)
- Classmates, acting as peers and fellow analysts during comparison and discussion

The implied secondary audience is the company or brand being analyzed, as students make recommendations for improvement.

Situation

Marketing surrounds consumers daily, often without them realizing it. Students are challenged to uncover and explain how a chosen product or service intentionally uses marketing strategies to influence its target audience. Students must also compare strategies across products to understand how marketing varies by audience and purpose.

Product / Performance

Students will create a Google Slides presentation that includes:

- Product overview
- Research on 5 marketing functions (pricing, product/service management, distribution, promotion, selling)
- A comparison with a peer's product
- A critical analysis of marketing effectiveness with suggestions for improvement

Slides must use bullet points only, include visuals where required, and follow all formatting expectations.

Standards for Success

Success is measured using the provided rubric, which evaluates:

- Depth and accuracy of marketing research
- Ability to compare and contrast marketing strategies
- Quality of analysis and recommendations
- Completion of all required slides
- Professional presentation, organization, and mechanics (no grammar or spelling errors)

Utilities Juice Project

Goal

Students will design and market a new juice product by applying the six utilities of marketing (form, place, time, information, and possession) to make the product useful and appealing to a clearly defined target market.

Role

Students act as product developers and marketing designers responsible for creating a new juice product and explaining how marketing utilities add value for consumers.

Audience
The primary audience is:
- The teacher, who will assess the project
- Classmates, who serve as potential consumers and peer reviewers

The secondary audience is the target market chosen by the students for their juice product.

Situation
A beverage company wants to launch a new juice product and needs a team to design the product, packaging, and marketing utilities that make it useful and desirable to consumers. Students must demonstrate how each utility contributes to the product's success.

Product / Performance
Students will work in pairs to:
- Create a physical juice bottle or box
- Design a label (using Canva, drawing, or classroom materials)
- Complete a utilities table describing the product's name, target market, and each utility
- Submit a photo of the finished product and the completed table

Standards for Success
A successful project will:
- Clearly identify a target market
- Accurately explain how each utility adds value to the product
- Include a well-designed, creative package and label
- Show effort, clarity, and completeness in the utilities table
- Demonstrate understanding of marketing utilities and product usefulness

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Slides or handouts explaining seven marketing functions
- Sample ads and communication channel examples
- Templates for marketing messages
- Rubrics for evaluating ethical and strategic effectiveness

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Rubric indicating standards for success, ongoing feedback during project work time

Comments
Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Begin each lesson with a relatable example to connect theory with students' everyday experiences. Encourage collaborative brainstorming and allow creative flexibility in student projects. Use student interests and current trends to make segmentation and communication activities more engaging. Consider bringing in a local marketer or guest speaker to talk about ethical challenges and real-world messaging.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Learning Activities
- Brainstorm session: "What is marketing?"
- Group matching game: Seven functions of marketing

- DECA At the Bell Case Study
- DECA Store Quiz
- Music to My Ears Worksheet Activity
- Lend a Helping Hand Worksheet Activity
- Utilities Product Activity

Performance Assessments:

- Marketing Is Everywhere
- Utilities Juice Project
- Economic Utilities Test

Stage 3: Instructional Design- [Link to Sample Daily Slides]

Unit Overview	
Unit Title:	Understanding the Consumer
Teacher:	Brooks, Schuch, Bouffard
Grade Level/Course:	9-12 Marketing I Accelerated
Length/Dates:	5 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will explore the decision-making processes of consumers and how marketers use segmentation and research to influence and respond to buying behavior. Students will examine cultural, social, personal, and psychological influences on consumer actions, learn to develop marketing messages that target specific consumer groups, and evaluate the use of data in refining strategies. The unit emphasizes customer-oriented marketing approaches and the ethical collection and use of consumer data. Topics: 1. Consumer Decision Making 2. Market Segmentation 3. Influencing Consumer Behavior 4. Measuring and Adapting to Marketing Results

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<u>NBEA Marketing Standards</u> **MKT I: Foundations of Marketing:** Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. **MKT II: Consumers and Their Behavior:** Analyze the characteristics, motivations, and behaviors of consumers. **MKT III: External Factors:** Analyze the influence of external factors on marketing. **MKT VI: Role of Marketing Research:** Analyze the role of marketing research in decision-making. **<u>CCTC Career Readiness Standards</u>** **MK-SA 2.2:** Acquire product knowledge to communicate product benefits and to ensure appropriateness of a product for the customer. **MK-SAL 2.4:** Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales. **MK-COM 3.3:** Collect marketing information to ensure accuracy and adequacy for decision-making. **MK-RES 3.6:** Manage marketing information to facilitate product/service management decisions.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
• Apply consumer behavior theory to develop effective marketing strategies. • Use segmentation and consumer data to identify and target appropriate audiences. • Evaluate the influence of internal and external factors on consumer behavior. • Use data to adapt marketing strategies based on consumer response.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Consumer behavior is shaped by a range of cultural, psychological, personal, and social factors. 2. Effective marketing begins with a clear understanding of the target audience. 3. Market segmentation allows marketers to deliver more tailored and impactful messages. 4. Data-driven decisions help marketers refine campaigns and improve customer satisfaction.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do consumers make purchasing decisions, and what influences those decisions? 2. What is market segmentation and how does it help marketers reach the right audience? 3. How do marketers use consumer data ethically to adapt marketing strategies? 4. In what ways can marketing messages influence consumer desires and actions?

What will students <u>know…</u>	**What will students <u>be able to do…</u>**
Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

1. The stages of the consumer decision-making process. 2. The difference between high-involvement and low-involvement purchases. 3. Key segmentation tools: demographics, psychographics, geographics, and buying behavior. 4. Internal and external influences on consumer behavior. 5. Methods of collecting and analyzing primary and secondary data.	1. Describe how consumer differences shape wants and needs. 2. Evaluate consumer actions across the stages of the buying process. 3. Develop targeted marketing messages using segmentation data. 4. Collect, analyze, and interpret marketing data. 5. Create strategies to adapt marketing campaigns based on results.

Stage 2: Evidence of Student Learning

Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Target Market Person Collage

Goal

Students will create a visual representation of a target market persona by identifying market segments that describe the person and selecting real products that this person would want or need. Students will then clearly label the segmentation choices so peers can analyze and identify the segments.

Role

Students act as market researchers and designers who must build a visual persona that represents a specific combination of market segments and show products that appeal to that persona.

Audience

- The teacher, who will assess the accuracy and clarity of segmentation and product choices.
- Classmates, who will peer review and attempt to identify the segments chosen based on the collage.

Situation

In real marketing, companies create target personas to understand consumer needs and tailor product offerings. Students must create their own persona, determine which segments describe them (from four segmentation categories), and visually show products that match those segments. Then, students share their persona so peers can analyze and identify the segments used.

Product / Performance

Students will submit:

1. A creative slide, document, or drawing with:
    - An outline or image of a person (clip art or hand-drawn)
    - A collage of product pictures placed on/around the person representing likely wants/needs
2. A separate sheet or comment clearly listing the selected segments from each of the four segmentation categories
3. A person's name for the persona

Peering reviewing: Students will try to identify each other's chosen segments based on the collage.

Standards for Success

A successful submission will:

- Include a visual persona image with a collage of appropriate product pictures
- Clearly reflect the persona's market segmentation choices
- Provide a labeled list of chosen segments from each of the four categories
- Demonstrate thoughtful matches between products and segments
- Be neat, creative, and easy for peers to interpret

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
• Sample consumer profiles and case studies • Segmentation data (demographics/psychographics/geographics) • Technology tools for campaign design (e.g., Canva, Google Slides) • Articles or videos on current marketing trends and ethics in data collection

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Rubric indicating standards for success, ongoing feedback during project work time

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Start with relatable examples of student purchasing decisions to build engagement. Emphasize the importance of understanding consumer behavior before designing marketing. Scaffold data analysis tasks using simplified datasets and guided worksheets. Encourage group collaboration during campaign development to simulate real marketing team dynamics. Reinforce ethical considerations, especially when discussing data collection and targeting.

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Learning Activities: • Market Segmentation Outline • Can You Segment these Markets • Say Cheese Analysis • Marty and the Martins Worksheet Examples Performance Assessments: • Target Market People Market Segmentation • Market Segmentation Test

Stage 3: Instructional Design- [Link to Sample Daily Slides]

Unit Overview	
Unit Title:	The Marketing Mix
Teacher:	Brooks, Schuch, Bouffard
Grade Level/Course:	9-12 Marketing 1 Accelerated
Length/Dates:	10 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will explore the core elements of the marketing mix: Product, Place, Price, and Promotion. They will learn how marketers design strategies for each component based on consumer needs, market research, and company goals. Through real-world application and analysis, students will practice creating a comprehensive marketing strategy for a new product, incorporating product development, pricing strategies, distribution plans, and promotional techniques. Topics: 1. Product 2. Place 3. Price 4. Promotion

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<u>NBEA Marketing Standards</u> **MKT III External Factors:** Analyze the influence of external factors on marketing. **MKT IV The Marketing Mix:** Analyze elements of the marketing mix, their interrelationships, and how they are used in the marketing process. **MKT V Marketing Research:** Analyze the role of marketing research in decision-making. **<u>CCTC Career Readiness Standards</u>** **MK 8.2**: Generate product ideas to contribute to ongoing business success. **MK-MGT 3.3:** Utilize channel-management strategies to minimize costs. **MK-MER 5.1:** Employ pricing strategies to determine prices. **MK 4:** Access and evaluate marketing information to support merchandising decisions. **MK-COM 5.10:** Manage media planning and placement.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
● Analyze and apply the four Ps (Product, Place, Price, Promotion) to real-world marketing scenarios. ● Conduct and apply market research to guide decision-making in each element of the marketing mix. ● Develop product ideas that meet consumer needs and stand out in a competitive market. ● Design pricing and promotional strategies that align with customer expectations and company goals.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. A successful marketing strategy integrates product, place, price, and promotion effectively. 2. Each element of the marketing mix must be aligned with the needs of the target market. 3. Research and data guide effective decision-making in marketing. 4. The marketing mix can be adjusted to respond to external market factors.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How does each element of the marketing mix contribute to a product's success? 2. Why is market research critical when developing a product or marketing strategy? 3. What role does pricing play in consumer perception and company success? 4. How do businesses decide where and how to promote their products?

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

1. The definition and role of each element in the marketing mix. 2. How product development is influenced by customer needs and market trends. 3. Distribution channels and the role of intermediaries. 4. How to calculate and justify pricing strategies. 5. Promotional techniques and how to tailor them to target markets.	1. Identify and classify products and propose a new product with unique value. 2. Design a distribution strategy from manufacturer to customer. 3. Formulate pricing strategies based on cost, competition, and consumer willingness to pay. 4. Develop a promotional mix including timing, messaging, and media selection.

Stage 2: Evidence of Student Learning

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.

4Ps Kids' Meal Project

Goal
Students will design, launch, and present a new kids' meal for a fast-food restaurant by applying the 4Ps of marketing (Product, Price, Place, Promotion). Students will demonstrate how thoughtful marketing decisions attract a specific child target market and differentiate their product from competitors.

Role
Students take on the role of marketing and product development teams working for a fast-food company. Their task is to create a kid-focused meal concept and persuade stakeholders that their product is appealing, appropriate, and market-ready.

Audience
- Primary audience:
  - Company executives (simulated by the teacher)
- Secondary audience:
  - Classmates acting as competing marketing teams and potential consumers (parents/children)

Students must communicate clearly and creatively to convince the audience that their kids' meal would succeed in the market.

Situation
A fast-food company wants to compete with McDonald's Happy Meal® by launching a new kids' meal. The company needs a marketing team to design the meal, packaging, pricing, launch plan, and promotional strategy—including a cross-promotion with a children's show, movie, or game. The team must also pitch their idea through a presentation before launch.

Product / Performance
Students (working in pairs) will create and submit:

Physical & Written Components
- A themed kids' meal box with all four required sides:
  - Restaurant logo
  - Cross-promotional characters/images
  - Age-appropriate activity
  - Digital interaction (QR code/website concept)
- A toy design with sketch and description
- Completed planning sections for:
  - Target market (at least 3 detailed characteristics)
  - Product details
  - Pricing strategy and price

    - Place (launch timing and production timeline)
    - Promotion plan (cross-promotion + 3 additional methods)

Presentation Component

- A short presentation (slides or live pitch) that:
    - Introduces the fast-food restaurant and kids' meal concept
    - Explains the 4Ps and how each supports the target market
    - Showcases the packaging, toy, and promotional strategy
    - Justifies pricing and launch timing
    - Persuades the audience that the product would be successful

Standards for Success

A successful project and presentation will:

- Clearly apply all 4Ps of marketing
- Use detailed, age-appropriate target market segmentation
- Demonstrate creativity and professionalism in packaging and toy design
- Provide realistic pricing and launch timelines
- Clearly explain promotional strategies and cross-promotion relevance
- Communicate ideas confidently and clearly during the presentation
- Meet all rubric criteria for completeness, creativity, and effort

Marketing Mix – 4Ps "Your Choice" Assessment

Goal

Students will demonstrate understanding of the Marketing Mix (Product, Price, Place, Promotion) by applying the 4Ps to a real or fictional product in a creative format of their choice. Students will show how the four elements work together to attract customers and achieve marketing success.

Role

Students take on the role of creative marketing professionals (e.g., marketers, advertisers, content creators, game designers, or storytellers) responsible for explaining and applying the 4Ps through an engaging and original product-based project.

Audience

- Primary audience:
    - The teacher, assessing understanding of the marketing mix
- Secondary audience:
    - Classmates, acting as consumers, players, listeners, or viewers depending on the chosen format

Students must communicate marketing concepts clearly to an audience unfamiliar with their product.

Situation

A company needs a marketing team to explain and apply the 4Ps in a way that is engaging, understandable, and relevant. Students are given the freedom to choose a creative format (video, game, story, design, etc.) to demonstrate how the marketing mix influences consumer decisions and product success.

Product / Performance

Students will select ONE project option and create a finished product that:

- Clearly explains each of the 4Ps
- Applies the 4Ps to a specific product
- Demonstrates creativity, accuracy, and effort

Possible deliverables include (but are not limited to):

- Comic strip or graphic novel
- Short-form video series
- Escape room design

- Podcast episode
- Board game
- Storybook
- Music video
- Oreo product launch plan
- Virtual showroom
- Future time capsule marketing plan

Each deliverable must meet the specific requirements listed for that option.

Standards for Success

A successful project will:

- Accurately define and apply Product, Price, Place, and Promotion
- Show how the 4Ps work together, not in isolation
- Meet all requirements of the chosen project option
- Demonstrate creativity, organization, and clear communication
- Be complete, polished, and appropriate for the intended audience

Projects are scored out of 50 points based on completion, understanding, and quality of execution

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Templates for marketing mix strategy planning
- Research tools for analyzing target markets and pricing
- Product development brainstorming tools
- Distribution channel flowcharts and case studies
- Examples of real promotional campaigns
- Technology tools for digital presentations

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Rubric indicating standards for success, ongoing feedback during project work time

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Use hands-on activities to introduce each component of the mix separately before combining them. Reinforce that all elements must work together to meet consumer needs. Use current product examples that students are familiar with to ground abstract concepts. Allow time for iterative development—students should revisit earlier decisions as their plan develops. Encourage creativity and practicality equally in product and promotional design.

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Learning Activities:

- Fit for Success Worksheet Activity with Examples
- Mix and Match Activity
- On Brand Viewing Guide
- Pricing Strategies Activity

Performance Assessment:

- 4 P's Happy Meal
- Marketing Mix Choice Board
- Marketing Mix Test

Stage 3: Instructional Design- Link to Sample Daily Slides

Unit Overview	
Unit Title:	Situation Analysis (SWOT)
Teacher:	Brooks, Schuch, Bouffard
Grade Level/Course:	9-12 Marketing 1 Accelerated
Length/Dates:	7 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students learn how marketers and business leaders use the SWOT analysis to evaluate situations and make strategic decisions. Students begin by understanding and defining the four components of SWOT—strengths, weaknesses, opportunities, and threats—and distinguishing between internal and external factors. They analyze examples from familiar businesses and scenarios before applying the framework themselves. The unit culminates in a hands-on application where students conduct a SWOT analysis for a local business, organization, or real-world problem, gathering information through research, observation, and/or interviews. Students organize their findings into a professional SWOT matrix and use their analysis to develop thoughtful recommendations that address challenges and leverage opportunities, building foundational strategic thinking and real-world marketing skills.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

<u>NBEA Marketing Standards</u>
MKT III External Factors: Analyze the influence of external factors on marketing.

<u>CCTC Career Readiness Standards</u>
MK-SAL 1.2: Employ marketing information to plan marketing activities.
MK-MGT 4.4: Apply marketing information to facilitate product/service management decisions.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

- Apply global marketing strategies to real-world businesses.
- Analyze how cultural and stakeholder perspectives influence business decisions.
- Evaluate competitive forces and market positions in global industries.
- Design culturally relevant and competitive marketing strategies.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Global marketing requires cultural awareness and sensitivity. 2. Stakeholders impact and are impacted by business objectives and marketing activities. 3. Competitive positioning influences marketing decisions and brand strategies. 4. Technology plays a critical role in reaching global audiences and managing stakeholder relations.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do cultural factors and etiquette shape international marketing strategies? 2. What is the role of stakeholders in shaping business marketing strategies? 3. How do businesses compete and position themselves in a global market? 4. What tools and strategies are effective in conducting global marketing and competitive analysis?

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
1. Definitions and components of culture. 2. The importance of cultural etiquette in international marketing. 3. Key global marketing strategies and their benefits. 4. The roles and types of stakeholders. 5. Competitive positions in an industry: leader, challenger, follower, and nicher.	1. Analyze the influence of sociocultural factors on marketing. 2. Develop marketing strategies for international markets. 3. Identify and classify stakeholders for a business. 4. Create a stakeholder engagement plan. 5. Conduct a competitive analysis for a chosen industry.

Stage 2: Evidence of Student Learning

Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Partner Mini SWOT Analysis

Goal

Students will analyze the current position of a school-based club, sport, organization, or operation by conducting a mini SWOT Analysis. Using evidence from stakeholder interviews, students will identify strengths, weaknesses, opportunities, and threats, then recommend strategic next steps to support the organization's success.

Role
Students act as business or strategic consultants hired to evaluate an organization's performance and provide data-driven recommendations for improvement or growth.

Audience

- Primary audience:
  - Organization leaders (simulated by the teacher)
- Secondary audience:
  - Classmates, acting as peer consultants and stakeholders during the presentation

Students must communicate findings clearly, professionally, and persuasively.

Situation
A school organization wants to improve its effectiveness and future success but needs outside insight. Students are tasked with conducting a structured SWOT Analysis by defining objectives, interviewing relevant stakeholders, analyzing collected data, and presenting actionable recommendations.

Product / Performance
Working with one partner, students will:

1. Define objectives and scope for the SWOT Analysis
2. Identify and interview relevant stakeholders
3. Develop and ask at least two questions for each SWOT category (Strengths, Weaknesses, Opportunities, Threats)
4. Record interview responses
5. Filter key factors and organize them into a SWOT Matrix
6. Analyze results and recommend next steps supported by evidence
7. Complete a professionally formatted Partner SWOT Analysis Report, including:
   - Organization logo and information
   - Coordinated colors and visual design
8. Share findings with the class through a brief presentation (slides optional)

Standards for Success
A successful project will:

- Clearly define objectives and scope (10 pts)
- Identify and interview relevant stakeholders (10 pts)
- Include at least two strong questions per SWOT category (10 pts)
- Accurately filter and organize findings into a SWOT Matrix (10 pts)
- Provide logical, evidence-based recommendations (10 pts)
- Submit a complete, professional SWOT Analysis Report with branding and formatting (20 pts)
- Share findings with the class clearly and confidently (5 pts)

Total: 75 points

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Articles and videos on global marketing strategies
- Case studies on stakeholder relationships
- Templates for cultural and competitive analysis
- Graphic organizers for stakeholder mapping and competitive positioning
- Tools for presentation creation (e.g., Google Slides, Canva)

Evaluative Criteria
How will you evaluate this task? How will you provide feedback to students?

Rubric indicating standards for success, ongoing feedback during project work time

Comments Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.
Start with familiar brands that have gone global to help students connect new concepts. Emphasize the importance of understanding cultural nuances in marketing. Reinforce stakeholder engagement as an ongoing relationship, not a one-time event. Use group work and collaborative planning to build student confidence with complex tasks. Allow students to revise and refine their proposals after receiving peer and teacher feedback

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Learning Activities: ● Personal SWOT Analysis Performance Assessment: ● Partner SWOT Analysis and Presentation ● SWOT Analysis Test

Stage 3: Instructional Design- Link to Sample Daily Slides

Unit Overview	
Unit Title:	Retail Applications
Teacher:	Brooks, Schuch, Bouffard
Grade Level/Course:	9-12 Marketing 1 Accelerated
Length/Dates:	11 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students explore how successful retail businesses use the marketing mix (the 4 Ps: Product, Price, Place, and Promotion) to meet customer needs and achieve profit goals. Using interactive simulations, students take on the role of retail managers who must analyze customer data, make strategic decisions, and adjust business operations in response to market conditions.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

<u>NBEA Marketing Standards</u>
MKT III External Factors: Analyze the influence of external factors on marketing.
MKT III External Factors: Compare and contrast marketing strategies of competitors in a single industry.
MKT IV Marketing Mix: Analyze the marketing mix elements and their interrelationships.

<u>CCTC Career Readiness Standards</u>
MK-SAL 1.2: Employ marketing information to plan marketing activities.
MK-COM 5.15: Utilize publicity/public-relations activities to create goodwill with stakeholders.
MK-MGT 4.4: Apply marketing information to facilitate product/service management decisions.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Students will be able to independently analyze retail business decisions using the marketing mix and apply those strategies to new industries, products, and market conditions to improve customer satisfaction and profitability

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
Collaboration Transdisciplinary Goal:
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Successful retail businesses strategically balance Product, Price, Place, and Promotion to meet customer needs and achieve profit goals. 2. Retail decisions must adapt to customer behavior, competition, and market conditions. 3. Data-driven decision-making leads to more effective and sustainable retail strategies.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do retail businesses use the marketing mix to influence customer behavior? 2. How do changes in one element of the marketing mix affect the others? 3. How can data and market research improve retail decision-making?

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
1. The components of the marketing mix (4Ps) 2. How customer demographics and behavior impact retail decisions 3. The role of market research in retail success 4. Basic retail financial concepts (cost, margin, profit)	1. Analyze retail data to make informed decisions 2. Adjust product mix, pricing, location, and promotion strategies 3. Use simulations to test and refine retail strategies 4. Explain how marketing decisions impact profitability

Stage 2: Evidence of Student Learning

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
Retail Application Project **Goal** Students will research, design, price, and promote a new product for the DECA Store by applying the complete marketing mix (Product, Price, Place, and Promotion). Using market research and data analysis, students will develop a realistic product launch plan designed to meet customer needs and achieve profitability. **Role** Students act as retail managers and marketing strategists for the DECA Store. Their role is to analyze customer demand, make informed business decisions, and design a marketing plan that would successfully launch a new product in a real retail environment.

Audience

- Primary audience:
  - DECA Store leadership (simulated by the teacher)
- Secondary audience:
  - Classmates acting as stakeholders, investors, and fellow retail managers

Students must justify decisions with evidence and communicate ideas professionally.

Situation

The DECA Store is looking to expand its product offerings and increase sales. Before approving a new product, store leadership requires a full retail launch proposal that demonstrates understanding of customer demand, pricing constraints, vendor sourcing, and effective promotion. Students are tasked with researching, planning, and presenting a complete product launch recommendation.

Product / Performance

Students will create a professional slide deck or document that includes both operational and promotional components:

Part 1: Retail Operations (Project 1)

1. Market Research
   - Survey design and questions
   - Analysis of survey results
   - Use of secondary research (existing DECA Store products, vendors, regulations)
2. Product
   - Description of the proposed product or service
   - Explanation of how it fits within the current DECA Store product mix
   - Proposed future product varieties or extensions
3. Place
   - Identification of vendors/suppliers
   - Explanation of where and how the product will be sold (in-store, online, etc.)
4. Price
   - Pricing objectives
   - Cost analysis
   - Estimated demand
   - Target market identification
   - Competitor and current DECA Store price comparisons
   - Pricing strategy
   - Final price
   - Cost of items sold, markup, and breakeven analysis

Part 2: Promotional Campaign (Project 2)

5. Background Information
   - Product summary
   - Clearly defined target market
   - How similar products are currently promoted
6. Promotional Objectives
   - At least one SMART goal for the promotional campaign
7. Promotional Mix
   - Sales Promotion (example created by the team)
   - Advertising
   - Publicity
   - Personal Selling

   (All four elements must be addressed, even if one is intentionally minimized)

Standards for Success

A successful project will:

- Use market research to justify product decisions
- Propose a realistic and profitable product for the DECA Store
- Demonstrate clear understanding of Product, Price, Place, and Promotion
- Include a complete pricing analysis with breakeven
- Develop a strategic, goal-driven promotional mix
- Be organized, professional, and visually appealing
- Communicate ideas clearly and accurately

Performance will be evaluated using a combined rubric (160 total points) aligned to both project rubrics:

- Retail Operations (85 points)
- Promotional Campaign (75 points)

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Articles and videos on global marketing strategies
- Case studies on stakeholder relationships
- Templates for cultural and competitive analysis
- Graphic organizers for stakeholder mapping and competitive positioning
- Tools for presentation creation (e.g., Google Slides, Canva)

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Rubric indicating standards for success, ongoing feedback during project work time

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Start with familiar brands that have gone global to help students connect new concepts. Emphasize the importance of understanding cultural nuances in marketing. Reinforce stakeholder engagement as an ongoing relationship, not a one-time event. Use group work and collaborative planning to build student confidence with complex tasks. Allow students to revise and refine their proposals after receiving peer and teacher feedback

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Market Research

In this lesson, students learn that market research is critical to the success of a retail business. They begin by taking a survey of prospective customers to learn both product preferences and time of day preferences. Students then try to save some money by taking a similar survey but with reduced sample size. They are introduced to the mathematical concept of decreasing reliability of a survey as the sample size decreases. Students then explore the more sophisticated technique of analyzing survey data through segmentation. Finally, students use market research information to book radio advertising on a radio station that matches the demographic of their target customers. They run the simulation to try to achieve a specific profit goal.

- Define market research
- Explain the difference between primary and secondary research

- Determine an adequate sample size for a survey
- Use segmentation to analyze survey results
- Use market research to make smart advertising decisions for a business

Product

In this lesson, students begin as managers of a grocery store that is performing poorly. They look at their location and surrounding customers. Next, students use surveys to discover what products these customers want. Unfortunately, those aren't the products their store is currently stocking. They replace a non-popular product with a popular one and see sales rise. Students then add a display to carry another popular product and see an additional increase in sales. Finally, students take over an electronics store with similar problems and work to change the product offerings in pursuit of a specific weekly profit goal.

- Explain the importance of product choices in retailing
- Use surveys to determine most popular products
- Be able to change product mix and interpret sales results
- Manage product selection to achieve profit goals

Place

In this lesson, students learn about location...location, location. Students begin by looking around their city. They identify the available square footage of buildings and the cost per square foot for the space. They compare costs per square foot for downtown versus suburban locations. Students next study what types of customers are near each location. Students also scout competitor locations within the city. Finally, students are asked to choose a location for their store. They run the simulation to try to reach a specific profit goal. If they are not successful, they try relocating their store.

- Understand the concept of cost per square foot
- Be able to compare amount and cost of space at different locations
- Assess the types of customers around a given location
- Assess potential locations given competitor locations
- Choose a store location that will yield a profit

Price

In this lesson, students see how prices interact with the law of supply and demand to determine sales levels. They begin by reviewing the concepts of price, cost and margin. They then intentionally set prices quite high and observe that volume and profits drop. Next, they try setting prices very low. They observe greatly increased volume, but profits remain low due to slim margins. They try a price in between the initial price points and see how profit can be maximized. They see how profit can be plotted as a curve against price levels. Students then learn about the use of "loss leaders" to drive customers into stores with very low prices on attractive items. Finally, students are challenged to set prices for their store to meet a specific weekly profit goal.

- Explain the relationship between price, cost, and margin
- Explain how prices and sales volume is related
- Find a price that maximizes profit by generating reasonable volume and reasonable margins
- Define a "loss leader"
- Set prices across all products to achieve a profit goal

Promotion - Traditional Media

In this lesson, students study the role of promotion in the marketing mix. They begin by finding their current weekly revenue on their Income Statement. Students then examine where their current customers are coming from -- a relatively small area of the city. To grow their customer base, they lease a billboard across town then compare their increase in revenue with the expense of the billboard. As an alternative to billboard promotion, they try running a one page ad in a newspaper circular. Students compare the revenue and expenses of the two different forms of promotion. Finally, students use promotions of their choosing to achieve a weekly revenue goal while keeping their promotional spending below a specified level.

- Understand promotion as a key element of the marketing mix
- Identify different types of promotion
- Track revenue and expenses associated with promotional activities
- Be able to compare efficiency of promotional campaigns
- Choose promotional means to achieve business goals

Promotion - Email

In this lesson, students explore the use of Email as part of the marketing mix. Email is a relatively new, but extremely important, component of retail promotion. Students begin by looking at ways to assemble target lists, including customer loyalty programs and purchased lists of Email addresses. They purchase a list and then make a strong offer to attract customers to sign up to receive more Emails. Students discover some perils of Email promotion by trying to send to the same list too frequently. This results in high spam reports that could shut down their Email capability. Finally, students use what they have learned about Email to promote their business successfully and reach a specific profit goal.

- Identify different sources of Email address lists
- Understand the importance of subject lines and offers in Email marketing
- Track and analyze Email response metrics
- Avoid spam reports by properly spacing Emails
- Use Email promotion to achieve profit goals

Learning Activities:

- Virtual Business Quizzes and Simulations

Performance Assessments:

- Retail Application Project

Stage 3: Instructional Design- [Link to Sample Daily Slides]

Marketing I ACC

SOUTHINGTON HIGH SCHOOL

PREPARED BY TERESA BROOKS

UNIT 1 Marketing Is Everywhere

MARKETING I ACCELERATED (GRADES 9-12)

TEACHERS: BROOKS, SCHUCH, BOUFFARD

LENGTH: 10 BLOCKS

Unit Overview

- Introduction to foundational marketing concepts
- Explore purpose, functions, and benefits of marketing
- Analyze communication channels and effectiveness
- Examine ethics and consumer impact
- Introduction to DECA and store operations

Introduction to the Unit

- Marketing is part of everyday life
- Students explore real-world marketing examples
- Focus on how businesses connect with consumers
- Build awareness of ethical marketing practices

Standards

- NBEA Marketing Standards (Foundations, Consumers, Ethics)
- CCTC Career Readiness Standards

Goals

- Analyze marketing functions in real-world contexts
- Develop targeted marketing messages
- Evaluate ethical implications
- Build critical thinking, creativity, collaboration, communication

Transfer Skills

- **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

- **Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understandings

- Marketing is an essential business function that connects companies with customers and creates mutual value.
- Communication strategies in marketing must be targeted to specific audiences to be effective.
- Ethical and legal practices in marketing influence consumer trust and brand loyalty.
- Marketing benefits both businesses and consumers by addressing needs, wants, and motivations.

Essential Questions

- What are the seven functions of marketing, and how do they contribute to customer satisfaction and profitability?
- How do marketers choose the right communication channel to reach their target audience?
- What motivates consumers to make purchasing decisions?
- How do ethics and legal standards shape marketing practices today?

Student Knowledge & Skills Development

- Understand definition and role of marketing
- Learn seven functions of marketing
- Analyze communication channels
- Understand segmentation and demographics
- Apply marketing concepts to new situations

Assessment & Evidence of Learning

- Marketing Is Everywhere Project (analysis & presentation)
- Utilities Juice Project (product creation)
- Quizzes, tests, and class activities
- Rubrics for evaluation
- Peer and teacher feedback

Instructional Approach & Learning Activities

- Interactive discussions and brainstorming
- Group activities and matching games
- Real-world case studies
- Creative projects and presentations
- Use of current trends and student interests

Why This Unit is Important

- Develops real-world business understanding
- Builds critical thinking and decision-making skills
- Prepares students for careers in marketing/business
- Enhances communication and creativity
- Helps students become informed consumers

UNIT 2 Understanding the Consumer

MARKETING I ACCELERATED (GRADES 9-12)

TEACHERS: BROOKS, SCHUCH, BOUFFARD

LENGTH: 5 BLOCKS

Unit Overview

- Explore consumer decision-making processes
- Understand segmentation and targeting
- Analyze influences on consumer behavior
- Examine ethical use of consumer data
- Learn how marketing adapts to consumer responses

Introduction to the Unit

- Consumers make decisions every day
- Marketing is driven by understanding people
- Students explore why people buy
- Focus on real-world consumer behavior

Standards

- NBEA Standards (Consumers, Research, External Factors)
- CCTC Career Readiness Standards

Goals

- Apply consumer behavior theory
- Use segmentation to target audiences
- Analyze and adapt using data
- Build critical thinking, collaboration, communication

Transfer Skills

- **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

- **Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understandings

- Consumer behavior is shaped by a range of cultural, psychological, personal, and social factors.
- Effective marketing begins with a clear understanding of the target audience.
- Market segmentation allows marketers to deliver more tailored and impactful messages.
- Data-driven decisions help marketers refine campaigns and improve customer satisfaction.

Essential Questions

- How do consumers make purchasing decisions, and what influences those decisions?
- What is market segmentation and how does it help marketers reach the right audience?
- How do marketers use consumer data ethically to adapt marketing strategies?
- In what ways can marketing messages influence consumer desires and actions?

Student Knowledge & Skills Development

- Understand decision-making process
- Learn segmentation types
- Analyze internal and external influences
- Collect and interpret data
- Develop targeted marketing strategies

Assessment & Evidence of Learning

- Target Market Persona Collage Project
- Segmentation activities and worksheets
- Market Segmentation Test
- Peer review and feedback
- Rubrics for evaluation

Instructional Approach & Learning Activities

- Relatable real-life examples
- Group collaboration and discussion
- Segmentation activities
- Case studies and analysis
- Creative persona development project

Why This Unit is Important

- Builds understanding of consumer behavior
- Develops data analysis skills
- Prepares students for marketing careers
- Enhances decision-making skills
- Helps students become informed consumers

UNIT 3
The Marketing Mix

MARKETING I ACCELERATED (GRADES 9-12)

TEACHERS: BROOKS, SCHUCH, BOUFFARD

LENGTH: 10 BLOCKS

Unit Overview

- Explore the 4Ps: Product, Place, Price, Promotion
- Understand how marketers build strategies
- Use research to guide decisions
- Apply marketing mix to real-world products
- Develop complete marketing strategies

Introduction to the Unit

- Every product uses a marketing mix
- Businesses make strategic decisions daily
- Students explore how products succeed
- Focus on real-world marketing applications

Standards

- NBEA Standards (Marketing Mix, Research, External Factors)
- CCTC Career Readiness Standards

Goals

- Apply the 4Ps to real-world scenarios
- Use research to guide decisions
- Design product and pricing strategies
- Build critical thinking, creativity, collaboration

Transfer Skills

- **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

- **Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understandings

- A successful marketing strategy integrates product, place, price, and promotion effectively.
- Each element of the marketing mix must be aligned with the needs of the target market.
- Research and data guide effective decision-making in marketing.
- The marketing mix can be adjusted to respond to external market factors.

Essential Questions

- How does each element of the marketing mix contribute to a product's success?
- Why is market research critical when developing a product or marketing strategy?
- What role does pricing play in consumer perception and company success?
- How do businesses decide where and how to promote their products?

Student Knowledge & Skills Development

- Understand each element of the 4Ps
- Learn product development strategies
- Analyze distribution channels
- Develop pricing strategies
- Create promotional plans

Assessment & Evidence of Learning

- 4Ps Kids Meal Project
- Marketing Mix Choice Project
- Worksheets and activities
- Marketing Mix Test
- Rubrics and presentations

Instructional Approach & Learning Activities

- Hands-on activities for each P
- Real-world product examples
- Group collaboration
- Creative product design
- Iterative planning and revision

Why This Unit is Important

- Develops real-world marketing skills
- Builds creativity and strategic thinking
- Prepares students for business careers
- Enhances problem-solving abilities
- Shows how products succeed in markets

UNIT 4 Situation Analysis (SWOT)

MARKETING I ACCELERATED (GRADES 9-12)

TEACHERS: BROOKS, SCHUCH, BOUFFARD

LENGTH: 7 BLOCKS

Unit Overview

- Learn the SWOT analysis framework
- Understand strengths, weaknesses, opportunities, threats
- Differentiate internal vs external factors
- Analyze real-world businesses
- Develop strategic recommendations

Introduction to the Unit

- Businesses must evaluate their situation
- SWOT helps guide decision-making
- Students explore real-world examples
- Focus on strategy and problem solving

Standards

- NBEA Standards (External Factors)
- CCTC Career Readiness Standards

Goals

- Apply SWOT to real-world situations
- Analyze stakeholders and competition
- Develop strategic recommendations
- Build critical thinking, collaboration, communication

Transfer Skills

- **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

- **Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

- **Citizenship Transdisciplinary Goal**

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understandings

- Global marketing requires cultural awareness and sensitivity.
- Stakeholders impact and are impacted by business objectives and marketing activities.
- Competitive positioning influences marketing decisions and brand strategies.
- Technology plays a critical role in reaching global audiences and managing stakeholder relations.

Essential Questions

- How do cultural factors and etiquette shape international marketing strategies?
- What is the role of stakeholders in shaping business marketing strategies?
- How do businesses compete and position themselves in a global market?
- What tools and strategies are effective in conducting global marketing and competitive analysis?

Student Knowledge & Skills Development

- Understand SWOT components
- Differentiate internal vs external factors
- Analyze businesses and organizations
- Collect and organize data
- Develop strategic recommendations

Assessment & Evidence of Learning

- Partner SWOT Analysis Project
- Personal SWOT activities
- SWOT Analysis Test
- Class activities and discussions
- Rubrics and presentations

Instructional Approach & Learning Activities

- Use familiar brand examples
- Group collaboration and interviews
- Hands-on SWOT practice
- Data collection and analysis
- Presentation and feedback cycles

Why This Unit is Important

- Develops strategic thinking skills
- Builds real-world business analysis skills
- Prepares students for decision-making roles
- Enhances problem-solving abilities
- Applies learning to real organizations

UNIT 5 Retail Applications

MARKETING I ACCELERATED (GRADES 9-12)

TEACHERS: BROOKS, SCHUCH, BOUFFARD

LENGTH: 11 BLOCKS

Unit Overview

- Apply marketing mix in retail settings
- Analyze customer data and behavior
- Make strategic business decisions
- Use simulations to test strategies
- Focus on profitability and customer satisfaction

Introduction to the Unit

- Retail managers make daily decisions
- Marketing mix drives retail success
- Students take on real-world roles
- Focus on data-driven decision making

Standards

- NBEA Standards (Marketing Mix, External Factors)
- CCTC Career Readiness Standards

Goals

- Analyze retail decisions using 4Ps
- Use data to improve business performance
- Adapt strategies to market conditions
- Build critical thinking, collaboration, communication

Transfer Skills

- **Critical Thinking Transdisciplinary Goal:**
- Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
- **Creativity/Innovation Transdisciplinary Goal:**
- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
- **Collaboration Transdisciplinary Goal:**
- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
- **Communication Transdisciplinary Goal:**
- Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.
- **Citizenship Transdisciplinary Goal**
- Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understandings

- Successful retail businesses strategically balance Product, Price, Place, and Promotion to meet customer needs and achieve profit goals.
- Retail decisions must adapt to customer behavior, competition, and market conditions.
- Data-driven decision-making leads to more effective and sustainable retail strategies.

Essential Questions

- How do retail businesses use the marketing mix to influence customer behavior?
- How do changes in one element of the marketing mix affect the others?
- How can data and market research improve retail decision-making?

Student Knowledge & Skills Development

- Understand marketing mix in retail
- Analyze customer behavior
- Learn basic financial concepts
- Interpret data and results
- Adjust strategies for profitability

Assessment & Evidence of Learning

- Retail Application Project
- Simulations and quizzes
- Market research activities
- Class discussions
- Rubrics and presentations

Instructional Approach & Learning Activities

- Interactive simulations
- Real-world retail scenarios
- Data analysis activities
- Group collaboration
- Strategic decision-making exercises

Why This Unit is Important

- Builds real-world retail skills
- Develops data-driven thinking
- Prepares students for business careers
- Enhances decision-making abilities
- Connects classroom learning to real businesses