Southington Board of Education Meeting

Thursday, May 7, 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. Superintendent of Schools Mid-Year Evaluation
   b. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance
5. Celebration of Excellence
   a. Middle School Principal of the Year - Chris Palmieri
   b. SHS Color Guard - Gold Medal Winner - World Championship Competition
6. Approval of Minutes
   a. April 16, 2026
   b. April 23, 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 - April 29, 2026
   b. Finance Committee Meeting - April 28, 2026
      1. Approval of Contracted Custodial 1-Year Extensions - DES, JAD, JFK, SHS
      2. Approval of RFP 2026-005 Award - Southington Food Services, Derynoski Elementary School Dishwasher
      3. Draft Uses of DRIP Grant
9. Superintendent's Report
   a. Personnel Report
10. Old Business
    a. Board Communication Email Correspondence Practices
    b. Town Government Communications
    c. Policy 1250 - Visitors and Observations in Schools - REVISED - Second Reading
    d. Policy 3250 - Materials/Service Fees, Charges - REVISED - Second Reading
    e. Policy 4120- Family Medical Leave of Absence (FMLA) - REVISED - Second Reading
    f. Policy 4121- CT Paid Leave Act (CTPLA) - NEW - Second Reading

g. Policy 4145 - Reports of Suspected Abuse or Neglect of Adults - NEW - Second Reading
h. Policy 4190 - Bloodborne Pathogens - NEW- Second Reading
i. Policy 4220 - Exertional Heat Illness Awareness for Athletics - NEW - Second Reading
j. Policy 4315 - Employment and Student Teacher Checks - NEW- Second Reading
k. Policy 5111 - Admission/Placement/Ages of Attendance - REVISED - Second Reading
l. Policy 5121- Examination/Grading/Rating - REVISED - Second Reading
m. Policy 5133 - Participation in Athletics and Other Co-Curricular Activities - REVISED - Second Reading
n. SHS Science - Biochemistry - REVISED - Second Reading
o. SHS Science - Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW - Second Reading
p. SHS Science - Astronomy - Unit 2 - Stars and the Big Bang - NEW - Second Reading
q. SHS Agricultural Science - Advanced Non-ruminant Livestock Management - NEW - Second Reading
r. SHS Agricultural Science - Advanced Ruminant Livestock Management - NEW - Second Reading
s. SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW - Second Reading
t. SHS Agricultural Science - ECE Turfgrass - NEW - Second Reading
u. SHS Math for Technology and Innovation - NEW - Second Reading
v. KSA Elective - American Sign Language - NEW - Second Reading
w. KSA Science - Topics in Science - NEW - Second Reading

11. New Business
    a. SHS Senior Dismissal Presentation
    b. SHS World Language French Year 5, Units 3-6 - REVISED - First Reading
    c. SHS World Language Spanish Year 5, Units 3-6 - REVISED - First Reading
    d. SHS World Language Latin America Studies Year 5, Units 3-5 - REVISED - First Reading
    e. SHS Agricultural Science Advanced Equine Evaluation and Horsemanship - NEW - First Reading
    f. SHS Agricultural Science Advanced Equine Management - REVISED - First Reading
    g. SHS Agricultural Science UCONN ECE Behavior & Training - NEW - First Reading
    h. SHS Agricultural Science UCONN ECE Companion Animal - NEW - First Reading
    i. SHS Social Studies Modern US History Grade 9, Unit 6 - REVISED - First Reading
12. Public Communications
    a. Public
13. Adjournment

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

SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT
Regular Meeting
Committee of the Whole
April 16, 2026, at 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street Southington, CT 06489

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

2. **Executive Session**
   MOTION made by Ms. Cammuso and seconded by Mr. Brown, "Move to go into Executive Session, excluding the public and the press, for the purpose of discussing unaffiliated compensation and student matters; upon conclusion reconvene to public session." Motion carried 6-0.
   a. Unaffiliated Compensation
   b. Student Matters
      Mr. Madancy was invited to attend the meeting.
      Mr. Carson joined the meeting at 6:35 p.m.
      Executive session ended at 6:43 p.m.

3. **Reconvene Meeting - Regular Session**
   Mr. Oshana, Board Chairperson, called the meeting to order at 7:02 p.m.
   Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead
   Board Members Absent: Mrs. Colleen Clark
   Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance
   Student Board Representatives Present: Mr. Ethan Hoffman

4. **Pledge of Allegiance - Moment of Silence**
   Kathleen Connolly passed away on March 26, 2026.
   Mrs. Connolly was elected to the Board of Education in 1977. She served for two terms.

Charles Pensarosa passed away on April 7, 2026.
Mr. Pensarosa was hired in 2011; He worked as a sub custodian and sub security guard. He resigned in the fall of 2025.

Jerry Belair passed away on April 12, 2026.
Mr. Belair was hired in 2003, as the Assistant Superintendent of Curriculum and Instruction. He resigned when he accepted the superintendent position in Weston.

5. Celebration of Excellence

a. 2025-2026 American Legion High School Oratorical Contest Winner - Devon Jasulavic

Mr. Madancy gave an overview of the Oratorical Competition. It is sponsored annually by the American Legion Contestants; students are asked it engage in public speaking. Contestants first give an 8-to-10-minute prepared speech about anything in the Constitution. They then have 5 minutes to prepare speech on 1 of 4 chosen articles.

Mr. Oshana congratulated Mr. Jasulavic and acknowledged the difficulty of competition. Mr. Oshana presented him with a Certificate of Excellence.

Mr. Jasulavic thanked everyone in attendance, the Board of Education, his teachers, and the members of the American Legion for their support.

b. 2026 Kid Governor Candidates - Mia Beshiri, Keegan Hill, Luca Luciani, Bryant Masi, Jayden Rozas and Arabella Testa

Mrs. Lawlor explained as part of the Social Studies curriculum, all 5th grade students participate in the Connecticut Kid Governor Program. They learn about state government, elections, and civic responsibility. Students get the opportunity to run for Kid Governor; they are then elected by other students and their peers. Each student developed a campaign centered on an issue they are passionate about. She announced each school's winner and what their campaign focused on:

- Luca Luciani – DES – addressed littering
- Jayden Rozas – SES – promoted increased exercise
- Bryant Masi – TES – advocated for healthy food alternatives
- Arabella Testa – HES – raised awareness about hunger and homelessness
- Keegan Hill – OES – the importance of supporting our first responders
- Mia Beshiri – FES – focused on physical education and increased exercise

Mr. Oshana congratulated the students and presented each of them with a Certificate of Excellence.

c. 2025-2026 Connecticut Fire Prevention Poster Recognition Program Winners for Southington - Chatham Formeister (4th Grade) and Mackenzie Spahic (5th Grade)
Mr. Colantonio explained the contest is an important initiative funded by the local fire department. This is the first year the Fire Prevention program was formally integrated into the elementary health curriculum. Students engage in meaningful learning about key fire prevention messages by identifying safe behaviors and exploring ways to prevent injury and promote personal health. Mrs. Stearns held up the posters of the winning students. Both winners are from South End Elementary School. Chatham Formeister's and Mackenzie Spahic's artistic talent and attention to detail are truly impressive.

Mr. Oshana thanked the students for keeping the community safe and congratulated them. He presented each of them with a Certificate of Excellence.

Mr. Oshanna called for a recess at 7:18 p.m.
The meeting resumed at 7:27 p.m.

MOTION made by Mr. Brown and seconded by Mr. Baczewski, "Motion to add to the agenda item 11.z. - Student Expulsion." Motion carried 8-0.

6. Approval of Minutes

a. March 12, 2026
Motion made by Mrs. Carmody and seconded by Mr. Baczewski, "Move to approve the minutes for March 12, 2026." Motion Carried 8-0.

b. April 13, 2026
Motion made by Mrs. Carmody and seconded by Mrs. Derynoski-Anastasio, "Move to approve the minutes from the April 13, 2026."
Roll Call:
- **Mr. Baczewski: Abstain**
- **Mr. Brown: Abstain**
- **Ms. Cammuso: Abstain**
- **Mrs. Carmody: Yes**
- **Mr. Carson: Abstain**
- **Mrs. Derynoski-Anastasio: Yes**
- **Mr. Whitehead: Yes**
- **Mr. Oshana: Abstain**

Motion carried 3-0. 5 abstentions.

7. Public Communications

a. Communications from Student Board Representatives
Mr. Hoffman gave the student reports.
High School Report:

- Junior Prom was held before break.
- This week marks our return from spring break.
- April 16, 2026, juniors took the SAT exam, which is an important metric for college admissions and testing data.
- The spring dance will take place on April 24, 2026, themed “Starry Night.”
- The spring concert will take place April 21, 2026, showcasing the hard work and talent of our student musicians.

District Report:

- The JFK and JAD Middle School Drama Club completed this year's production, Frozen. There were over 120 middle school students involved in the cast and crew this year.
- April is Autism Awareness month. JAD will be holding fundraisers each week in April with proceeds to benefit Autism Services and Resources CT.
- JAD is preparing for the annual Taste of Culture event which will be held later this month. This gives all JAD families an opportunity to showcase their heritage with the school community.
- JFK students on Team 6B are spearheading a schoolwide "Lights Out Day" on Earth Day. Teachers and staff are encouraged to use only natural light in their classrooms instead of overhead lights in an effort to save energy and reduce their carbon footprint.
- JFK's Flannel Fridays for a Cause raised over $1,500 by donating $1 every Friday in exchange for wearing flannel pj bottoms. They were able to donate the money to Bread for Life, the Prudence Crandall Center and Southington Community Services.
- JFK teams are headed on field trips soon; grade 8 will visit Boston and grade 7 will visit the Old New-Gate Prison.

Sports Report:

- JAD baseball and softball tryouts have concluded and teams were selected.
- SHS softball team remains undefeated and ranked top in the state.
- The outdoor boys’ and girls’ track team also remains undefeated.
- The girl’s golf team played their first ever varsity match against Berlin this past week. This is the first year of this program.
- The boys’ and girls’ tennis and lacrosse teams, along with boys’ volleyball, have all found success to start the year.
- The girl’s flag football team, which is now under the CIAC, played their first game under the lights at home.

The first round of interviews for next year’s student representatives was held over the past week. A final decision will be coming soon.

b. Communications from Board of Education

Mr. Brown announced the Wall of Honor at the Highschool has a deadline of May 15, 2026, for applications. Applications can be found on the Southington High School Website, or you can directly reach out to Mr. Brown.

Mrs. Carmody echoed Mr. Oshana on how proud the Board of Education is of the education Southington gives its students. Mr. Oshana reiterated, students should be measured in their quality and caliber not so much on the only tests.

Mrs. Carmody mentioned Mr. Jasulavic went to the state level for the Oratorical Contest where he came in 3rd for the state.

Mr. Carson acknowledged the Board of Education members are proud of the students but commended the parenting taking place at home and the teaching taking place in the classrooms.

Ms. Cammuso attended the Frozen Play. She stated it was incredible opportunity to be there.

Mr. Baczewski commented on the athletic fields and how Southington is ahead of many other schools. He reminded that just because a referendum doesn't pass, doesn't mean the work still doesn't need to get done. He hopes to continue conversations to be clear in the messaging regarding the upcoming school projects; There are very few time when Southington is able to acquire state dollars.

Communications from Administration Mr. Madancy spoke on the following:

- Kindness Campaign – funding for all the kindness benches has been secured. All are installed except two. There will be dedication involved.

- SHS Color Guard – they won the World Championships in Ohio over spring break. The Color Guard will be invited to a future meeting where their routine will be played for everyone.

- April 20th press conference in Hartford – Mr. Madancy and the Town Manager will go to the Capital continue to lobby for more education cost share this session. Taxes are going up but state funding is staying flat.

- Excess Cost Reimbursement – Special Education is very hard to budget for the unknowns. We are supposed to get 88% back. 70% was received in January. It was recently learned that Southington is only going to receive 69.16%. This adds to the financial situation as the state is providing less than 88% it owes. Mr. Madancy will continue to lobby to get the state to fund appropriately.

Mr. Whitehead asked what the community can do to help Mr. Madancy with the lobbying cause in Hartford.
Mr. Madancy stated any resident can email any of our local delegations: Representative Poulos, Representative Mastrofrancesco, Representative Veach, Representative Martin or Senator Sampson. Email addresses are on the state website. Please support funding of education at appropriate levels.

- Public hearings
- Written testimony
- Virtual testimony (could be time consuming)
- In-person testimony (could be consuming)

Mr. Whitehead stated that the percentages are specific to Special Education.
Mr. Madancy explained, if the 88% was received, $867,257 more would have been received. Mr. Oshana stated, the 88% is not what we could have gotten but what we should have gotten.

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

8. Committee Reports

a. Policy and Personnel Committee Meeting - March 24, 2026
Mrs. Derynoski-Anastasio reviewed the minutes from the Policy and Personnel meeting. She discussed the following policies:

- Policy 1250 and R1250 - Visitors and Observations in Schools
- Policy 3250 and R3250 - Materials/Service Fees, Charges - REVISED
- Policy 4121, R4121, Policy 4145, Policy 4190, R4190, Policy 4125, Policy 4220, and Policy 4315.
- Policy 5111
- Policy 5121 and R5121
- Policy 5133 and R5133

The minutes from the meeting are attached.

Mr. Baczewski noted that many members of the public came to their last meeting. He recognizes it is at an inconvenient time but appreciates that they are part of the process. Mr. Oshana agrees more people should come to see how the committee process works. He reminded the public that all of the curriculum and policies are on the website for viewing.

b. Curriculum and Instruction Committee Meeting - March 31, 2026
Mr. Brown reviewed the minutes from the Curriculum and Instruction meeting. He gave a brief description of the following courses:

- SHS Science - Biochemistry

- SHS Science - Astronomy - Unit 1 - Meteors, Orbits and Gravity
- SHS Science - Astronomy - Unit 2 - Stars and the Big Bang
- SHS Agricultural Science - Advanced Non-ruminant Livestock Management
- SHS Agricultural Science - Advanced Ruminant Livestock Management
- SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology
- SHS Agricultural Science - ECE Turfgrass
- SHS Math for Technology and Innovation
- KSA Elective - American Sign Language
- KSA Science - Topics in Science
- SHS Outdoor Archery
- SHS English Literature and Pop Culture

The minutes from the meeting are attached.

c. Finance Committee Meeting - April 9, 2026

Ms. Cammuso reviewed the minutes from the meeting. She gave a summary of the following items:

1. YMCA Before and After Care Program Rates 2026 – 2027

   Mr. Madancy confirmed Ms. Cammuso could make a motion and vote given, she is an employee of the YMCA but does not have any involvement with the before or after care programs.

   MOTION made by Ms. Cammuso and seconded by Mr. Carson, "Move to approve the YMCA Before and After Care Program rates for the 2026-2027 school year as presented by the Finance Committee." Motion carried 8-0.

2. ASTE Grant Funded – Greenhouse Repair

   Mr. Whitehead asked why there was only one Bidder. Mrs. Mellitt explained the greenhouse was installed by a certain vender and the system is proprietary to what they alone can provide. The roofing panels are a bench tray system which needs to be repaired by the system that is currently in place. At this time there are no other alternatives.

3. Approval of Draft Uses of DRIP Grant

   MOTION made by Ms. Cammuso and seconded by Mr. Carson, "Move to approve the draft list of uses of the District Repair and Improvement (DRIP) Grant as presented by the Finance Committee." Motion carried 8-0.

4. Approval of Athletic Training Services Renewal Proposal

   Due to staffing shortages and the growing demand of our athletic program the administration recommended increasing from 40 to 60 hours per week. Select Physical Therapy submitted two options; a lower cost option tied to a 5-year agreement. It requires an addition of $10,000 to fully fund services. Renewal of

the proposal will allow hire of a designated employee to Southington along with the existing trainer. This will provide consistency.
MOTION made by Ms. Cammuso and seconded by Mr. Carson, "Move to approve the Athletic Training Services Renewal Proposal from Select Physical Therapy for a 5-year term as presented by the Finance Committee." Motion carried 8-0.

5. Food Service Financial Update FY 2025-26

6. District updating their 403B Plan to allow Roth Options

7. BOE Financial Update FY 2025-26
   Mrs. Mellitt discussed the potential operating shortfall of $340,000 and plans for medication.
   - Family Medical Leave Act (FMLA) Absences
   - Costs for outplaced Special Education Students
   - The Special Education Reimbursement Rate was lower than expected and the timing of finding out what the rate is
   - Accumulated sick payout for retirees
   - Canceling chrome book replacement
   - Math consumable workbooks and i-ready software will be pushed to next year's budget.
   - Continuing to look at Grant usage

   The only type of contingency is holding the schools to a 75% spending limit on supply items for the first few months of the school year.

The minutes from the meeting are attached.

Mr. Brown reiterated how important it is for the public to reach out to the legislator about state funding.

Mr. Baczewski – stated reductions in the budget have consequences. When the budget is sent to the town, he wants the town to realize the numbers are not arbitrary. Mr. Baczewski touched on the negative meal debt and expressed he would like to see more health options. Mrs. Mellitt spoke about a spend-down plan for the Fund Balance which is separate from the Board of Education budget.

Mr. Whitehead touched again on outplaced students and how we should bring them, as best we can, back into the district to be serviced. Mr. Madancy agreed with Mr. Whitehead and suggest adding staff throughout the year to meet the needs of our students could be cost avoidance. Mr. Madancy did however also indicate that there are some children whose needs are significant enough, unfortunately Southington does not have a program able to meet all their needs. Mr. Baczewski agreed serving students in the community they live in would be the best situation.

9. **Superintendent's Report**
   a. Personnel Report
   MOTION made by Mrs. Carmody and seconded by Ms. Cammuso, "Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department." Motion carried 8-0.

10. **Old Business**
   a. Town Government Communications
   Mr. Madancy attended the Toun Council meeting on Monday April 13, 2026. The town Council voted on three resolutions:
   - The language of the referendum
   - The explanatory text
   - The setting of the referendum date – November 3, 2026

   This will push the timeline to August of the school year 2029-30. As long as the referendum results are certified by November 15th, we are still eligible to be on the State priority list in December.

   There will be a public hearing for the Town Council on April 27, 2026, that started on April 6th. Mr. Madancy stressed the importance of a large public turnout at the next hearing. The Town Council will vote on the budget on May 11th.

   Mr. Oshana informed everyone that the next Town Council hearing is on April 27, 2026. He encouraged that community to go and make their voices heard.

   Mr. Oshana asked for a Special Meeting on April 23, 2026, so the team can come up with some initial scenarios to help with the cuts in the budget that are already there of $1.6 million. Mr. Oshana explained but budget cut was $3.2 million but the difference is being made up with Self Insurance funds.

   Mr. Oshana also asked to cancel the Board of Education meeting on May 21, 2026, and reschedule it to May 28, 2026. This allows for more planning time for the district with the results coming from the Town and the State.

   Mr. Carson reminded the public, when it comes to capital projects, the state determines a reimbursement rate on an annual basis. The state funding happening this year is a fantastic opportunity to maximize Southington's funding from the state. This can change next year. He encourages everyone to come out and support the referendum.

11. **New Business**
   a. Board Communication Email Correspondence Practices
   There has been some concern about Board Members responding to emails; does the Board get them, are they making an impact, or is the Board not listening. As an

organization there is a practice in place of how things get responded to. He assured the public that every email that comes in, all the Board Members receive it, read it, and it becomes part of Board's discussion. The Board of Education is different from Town Council or the Planning and Zoning Commission due to the regulations of privacy because of student matters. Mr. Oshana would like to bring this topic back to the next meeting to discuss what they can add, change, delete to make the practice so the public knows the Board receives their emails and secondly how the Board can respond. He wants to make the process clear for the Board and the community.

Mr. Brown reminded the public, if an individual Board member speaks with anyone, they represent themselves and not the entire Board.

Mr. Whitehead commented that legally and due to privacy concerns, responses would end up being very generic. An example being "We have received your email and will discuss it with the other Board Members."

Mr. Oshana suggested having "listening sessions." These would be Special Meetings posted to the public where the community can come speak to the Board and feel like they are being heard.

Mr. Whitehead indicated meetings need to be held in a proper forum.

Mr. Baczewski made it clear he is always available to have a discussion for the community to express their concerns.

b. Policy 1250 - Visitors and Observations in Schools - REVISED - First Reading

c. Policy 3250 - Materials/Service Fees, Charges - REVISED - First Reading

d. Policy 4120- Family Medical Leave of Absence (FMLA) - REVISED - First Reading

e. Policy 4121- CT Paid Leave Act (CTPLA) - NEW - First Reading

f. Policy 4145 - Reports of Suspected Abuse or Neglect of Adults - NEW - First Reading

g. Policy 4190- Bloodborne Pathogens - NEW - First Reading

h. Policy 4220 - Exertional Heat Illness Awareness for Athletics - NEW - First Reading

i. Policy 4315- Employment and Student Teacher Checks - NEW - First Reading

j. Policy 5111 - Admission/Placement/Ages of Attendance - REVISED - First Reading

k. Policy 5121- Examination/Grading/Rating - REVISED - First Reading

l. Policy 5133 - Participation in Athletics and Other Co-Curricular Activities - REVISED - First Reading

m. SHS Science - Biochemistry - REVISED - First Reading

n. SHS Science - Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW - First Reading

o. SHS Science - Astronomy - Unit 2 - Stars and the Big Bang - NEW - First Reading

p. SHS Agricultural Science - Advanced Non-ruminant Livestock Management - NEW - First Reading

q. SHS Agricultural Science - Advanced Ruminant Livestock Management - NEW - First Reading

r. SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW - First Reading

s. SHS Agricultural Science - ECE Turfgrass - REVISED - First Reading

t. SHS Math for Technology and Innovation - NEW - First Reading

u. KSA Elective - American Sign Language - NEW - First Reading

v. KSA Science - Topics in Science - NEW - First Reading

w. Leonard and Gladys Joll Scholarship Recipient
MOTION made by Mr. Brown and seconded by Mr. Baczewski, "Move to approve the recipient recommended by the Leonard and Gladys Joll Scholarship subcommittee." Motion carried 8-0.

x. SHS Rooftop Photovoltaic Plans for Submission to Department of Administrative Services
Mr. Romano explained there was a referendum in 2022 for the roof at the High School along with the solar. A Town Building Committee was established and the roof was completed. The State considers the solar a separate project and needs approval with a signature from the Board of Education to move forward. Mr. Klee explained they are hoping to build a 600KW solar system on the roof of the High

School. It will produce about 840,000KW hours of electricity in its first year of operation. Under the State incentives, it will generate about $150,000 a year in revenue. All Electric Construction and Communication have completed their final designs. Construction will hopefully commence this summer and will be up and running by the end of the year.

Mr. Carson confirmed with Mr. Klee the project status date was a typo; it should have been December 8, 2025.

MOTION made by Mr. Brown and seconded by Mr. Baczewski, "Move that the Board of Education authorize the Chair of the Southington Board of Education and the Superintendent of Southington Public Schools to sign Form SCG-042-REQUEST FOR REVIEW OF FINAL PLANS for CT Department of Administrative Services (DAS) Project Number 131-0131 PV, so that Southington Public Schools may submit the Final Plans and professional cost estimate to the CT DAS Office of Grants Administration for their approval prior to commencement of construction of the rooftop solar photovoltaic project at Southington High School." Motion carried 8-0.

y. SES Roof Plans for Submission to the Department of Administration Services

MOTION made by Mr. Baczewski and seconded by Mrs. Carmody, "Move that the Board of Education authorize the Chair of the Southington Board of Education and the Superintendent of Southington Public Schools to sign Form SCG-042-REQUEST FOR REVIEW OF FINAL PLANS for CT Department of Administrative Services Project Number 131-0132 RR, so that Southington Public Schools may submit the Final Plans and professional cost estimate to the CT DAS Office of Grants Administration for their approval prior to commencement of the roof replacement project at Strong Elementary School." Motion carried 8-0.

z. Student Expulsion

MOTION made by Mr. Brown and seconded by Mr. Baczewski, "Move that the Board of Ed approve the expulsion #2025-26 01."
Roll Call:

- **Mr. Baczewski: Yes**
- **Mr. Brown: Yes**
- **Ms. Cammuso: Yes**
- **Mrs. Carmody: Yes**
- **Mr. Carson: Yes**
- **Mrs. Derynoski-Anastasio: Yes**
- **Mr. Whitehead: Abstain**
- **Mr. Oshana: Yes**

Motion carried 7-0. 1 abstention.

12. Public Communications

a. Public

Shama Green, 67 Memorial Drive, Southington, CT 06489.
Ms. Green shared her continued concerns about trust and transparency surrounding the proposed school project and, more broadly, about the Board of Education. If something like a housing development was overlooked in the projections, what else could be missing. The referendum date changed from June to November without a clear reason; what else is not being fully explained or shared? Ms. Green believes the Board of Education meeting agendas should be shared though Parent Square; this would be a straightforward and effective way to keep families informed while increasing transparency with the community.

Jillian Carlson, 62 Old Turnpike Road, Southington, CT 06489.
Ms. Carlson asked the Board to review the district's use of legal council in Special Education matters, particularly with respect to cost oversight and procurement practices. 1) There is an exponential growth pattern with cost increasing rapidly over relatively short period of time. 2)There are repeated significant budget overruns including multiple years when expenditure exceeded the approved budget by over 100%. 3) The timing of these increases aligns with changs in district legal structure and leadership. 4) Clear loss of stability with costs continuing to rise over the years. Careful review is called for of the district's current practice, oversight, and decision making.
She asks the Board 1) What procurement process is being used for Special Ed legal services and whether competitive bidding or periodic review is required. 2) What oversight mechanisms are placed to monitor and control legal expenditures. 3) What steps the district is taking to ensure foundational IDEA requirements are consistently followed so that student needs are addressed appropriately and to not escalate into avoidable disputes and legal involvement. Are current practices truly serving students and the district effectively.

13. Adjournment

MOTION made by Mr. Baczewski and seconded by Mrs. Carmody, "Move to adjourn" Motion carried 8-0.
Meeting adjourned at 9:17 p.m.

Respectfully submitted,

Jackie Nadeau

Recording Secretary

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
SPECIAL Meeting
Committee of the Whole
April 23, 2026, at 7:00 PM
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

   Board Members Absent: Mr. Cecil Whitehead.

   Cabinet Members Present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent of Schools; Mrs. Jennifer Mellitt, Director of Business and Finance; Mrs. Amy Aresco, Director of Pupil Services

2. **Pledge of Allegiance**

3. **Board Discussion – Budget Reduction Scenarios**
   Superintendent of Schools presented Budget Reduction Scenarios.
   Board members discussed presentation.
   No action taken.

4. **Adjournment**
   MOTION made by Ms. Cammuso and seconded by Mrs. Clark, "Move to adjourn"
   Motion carried 8-0.
   Meeting adjourned at 7:46 p.m.

Respectfully submitted,

Dawn Derynoski-Anastasio

Recording Secretary

Board of Education

Administrative Report

May 7, 2026

1. Teacher Appreciation Week
2. Legislative Session Ending, Update
3. NEASC Accreditation Report
4. Southington Youth Voice Count Survey Results/Review
5. Greene Team, Frank

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, April 29, 2025 - 10:00 a.m.
Technology Training Lab
200 North Main Street
Southington, CT 06489

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

Member Absent: Terri Carmody.

Administration Present: Assistant Superintendent, Frank Pepe; Director of Teaching and Learning, Dr. Christina Zlatin.

School Staff Present: SHS World Language Department Leader, Tina Riccio; SHS Agricultural Science Department Leader, Nicole Wilcox; SHS Social Studies Department Leader, Heather Allenback; SHS Social Studies Teacher, Brandi Dougherty; and SHS Social Studies Teacher, Mary Tess Tran.

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

SHS World Language French Year 5, Units 3-6 – Revised Curriculum
Tina Riccio, SHS World Language Department Leader, introduced Units 3 to 6 of the French Year 5 curriculum. This is a college-level course in which students can earn six college credits. The course is aligned to ACTFL proficiency guidelines, and units are aligned to the AP themes, offering a through-line across the program. Unit themes are Contemporary Life, Global Challenges, Beauty and Aesthetics, and Science and Technology. Performance-based assessments integrate multiple modes of communication. The Committee unanimously agreed to forward this item to the full Board for review.

SHS World Language Spanish Year 5, Units 3-6 – Revised Curriculum
Tina Riccio introduced Units 3 to 6 of the Spanish Year 5 curriculum. This is a college-level course in which students can earn six college credits. Like French Year 5, Spanish Year 5 is aligned to ACTFL proficiency guidelines, and units are aligned to the AP themes. Unit themes are Contemporary Life, Global Challenges, Beauty and Aesthetics, and Science and Technology. Performance-based assessments integrate multiple modes of communication. The Committee unanimously agreed to forward this item to the full Board for review.

SHS World Language Latin American Studies Year 5, Units 3-5 – Revised Curriculum
Tina Riccio introduced Units 3 to 6 of the Latin American Studies Year 5 Curriculum. This is a college-level course in which students can earn three college credits. The course is currently taught in English as a history course at UConn, and taught in Spanish as a world language course at SHS. Unit themes include Contemporary Life, Global Challenges, and Beauty and Aesthetics. The course addresses historical contexts as well as current issues in Latin America. Performance-based assessments integrate multiple modes of communication. The Committee unanimously agreed to forward this item to the full Board for review.

DRAFT

SOUTHINGTON Public Schools

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
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SHS Agricultural Science Advanced Equine Evaluation and Horsemanship – New Curriculum

Nicole Wilcox, Agricultural Science Department Leader, introduced the scope and sequence for Advanced Equine Evaluation and Horsemanship. The department split the previous equine course into two new courses. This course focuses on horse structure and anatomy, breed standards, and training and handling skills. The course runs every other year, opposite Advanced Equine Management. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Agricultural Science Advanced Equine Management – Revised Curriculum

Nicole Wilcox introduced the scope and sequence for Advanced Equine Management. This course focuses on the health, nutrition, reproduction, and care of horses. Students also improve their skills in handling and training. The course runs every other year, opposite Advanced Equine Evaluation and Horsemanship. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Agricultural Science UCONN ECE Behavior & Training - New Curriculum

Nicole Wilcox introduced the scope and sequence for UCONN ECE Behavior & Training. This is a college-level course in which students can earn three college credits. Students learn not only how to train animals, but how the brain functions and why behaviors occur. There is a course-long project in which students train an animal of their choice with verbal and non-verbal techniques; students track the animal's progress with a video log. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Agricultural Science UCONN ECE Companion Animal – New Curriculum

Nicole Wilcox introduced the scope and sequence for UCONN ECE Companion Animal. Units focus on safety, anatomy, nutrition, health, and care for dogs, cats, and small animals, as well as on careers in the companion animal industry. Students design a lesson to teach their classmates about small animals as part of the final unit. In a final project, students design a pet food for an animal with particular needs. The Committee unanimously agreed to forward this item to the full Board for review.

SHS Social Studies Modern US History Grade 9, Unit 6 – Revised Curriculum

Brandi Dougherty and Mary Tess Tran, SHS Social Studies Teachers, introduced a new unit in Modern US History. The unit reflects new standards and includes four arcs: 9/11 and its impact on national security and foreign policy; economic and environmental crises; constitutional debates; and digital media in democracy. In discussions of national issues, norms of civil discourse are established and diverse perspectives are represented. The unit is designed to evolve as current issues evolve, while consistently building skills such as analyzing, evaluating, supporting arguments, listening and responding. The performance task is a digital portfolio that leads students to reflect on and discuss: *How has national identity changed in the digital era in America?* There is communication to families about the unit prior to implementation. The Committee unanimously agreed to forward this item to the full Board for review.

The meeting adjourned at 11:08 a.m.

Respectfully Submitted,

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

DRAFT

Board of Education
Zaya Oshana, *Board Chairperson* – Terri Carmody, *Vice Chairperson* – Dawn Derynoski-Anastasio, *Secretary*
Joseph Baczewski – Robert Brown – Lisa Cammuso – Sean Carson – Colleen Clark – Cecil Whitehead

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent of Schools

Jennifer S. Mellitt
Director of Business & Finance

Peter J. Romano, Jr.
Director of Operations

Amy L. Aresco
Director of Pupil Services

Michelle Passamano
Human Resource Manager

Kyle R. Fickel
Accounting Manager

Christina L. Zlatin Ed.D.
Director of Teaching and Learning

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(860) 628-8056

SOUTHINGTON Public Schools

FINANCE COMMITTEE MEETING
Tuesday, April 28, 2026, 5:00 p.m.
Conference Room 2, Municipal Center

Board Members Present: Ms. Lisa Cammuso, Chair, Mrs. Colleen Clark, Mrs. Terri Carmody

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 5:30PM.

1. **Contracted Custodial Renewal – 1 Year:**
   Mr. Fickel presented the proposed one-year extensions from both contracted custodial contractors. Champion Services LLC was previously awarded regular and summer custodial for DES, JFK, and JAD on bid 2024-05. Coastal Cleaning was previously awarded for summer cleaning at SHS on bid 2024-06. Both bids were for three-year terms expiring June 2026. Due to the minimum wage rising nearly 21% since in that time, labor cost have significantly impacted vendor operating costs. Based on this information, rebidding these services for another three-year term would likely result in significantly higher pricing than the budget accommodates. The proposals align with the budget for these services for these services in the 2026-27 school year.
   Language in the awarded bids allow for one-year renewals. This bid language reads as, "The Southington Board of Education reserves the right to extend the contract term in one-year increments under the same terms and conditions, if mutually agreed."
   The committee agreed to bring the award of these proposals to the full board as an action item.

2. **Award of RFP 2026-005 Southington Food Services, Derynoski Elementary School Dishwasher:**
   Mr. Fickel reviewed the results of RFP 2026-005 for a new dishwasher at DES with the committee. The current conveyer style dishwasher at DES dates back to 1958 and is now beyond repair. The replacement of this dishwasher was approved by the State of Connecticut as part of the district's plan to reduce excess cost.

As part of the RFP document, eligibility to submit a response was contingent on scheduling a mandatory visit with the Food Service Director, Ms. Nicole Maxellon to review the scope, necessary utility upgrades, and space requirements. Six vendors attended walkthroughs, however only two sealed submissions were received. One vendor submission did not participate in the mandatory walkthrough and was disqualified.

The administration is recommending awarding RFP 2026-005 to Singer Kittredge for their proposal of a Hobart CL44VL-2 dishwasher.

The committee agreed to bring the award as recommended by the administration to the full board.

3. **Update of DRIP Project List:**

Mrs. Mellitt shared an updated list of projects to be funded with the DRIP grant. The district will use $9,750 for playground safety fiber at the elementary schools and the tennis court crack repair was revised to actual.

As previously noted, the list of projects will be fluid and the administration will continue to update the committee of any changes to the originally approved list.

4. **Charges for Transcript Requests – Graduates and Employee Verifications:**

Mrs. Mellitt shared information on the policy 3250 as updated by the Policy Committee to include new charges for alumni and employers requesting transcripts for our high school graduates. The requests for transcripts will be made electronically via a link on the high school's guidance website. The fee schedule was shared with the committee. The proceeds from any fees paid for transcripts will be deposited in the student activity account. The funds will be held and at a later date will be used in the future to digitize transcript records for student's graduating before 2009.

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

Mr. Fickel reviewed the results for the Food Service operation through the end of March 2026 resulting in a year-to-date net loss of $19,062. Meal counts in March were higher than in the previous two months due to more serving days.

Negative Meal debt totaled $15,755 on March 31, 2026. The district continues to reach out to families regarding their balances on a weekly basis.

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

Mrs. Mellitt provided an update on the BOE Operating Budget showing a shortfall of $295,025. A detail of the shortfall is attached to this memo.

7. **Miscellaneous:**

None

The meeting adjourned at 6:40 pm.

Respectfully submitted,

Jennifer Mellitt

Jennifer Mellitt
Director of Business & Finance

Operating Budget Actual at 04/25/2026		(767,027)
Grant Reimbursements		
Title III	5,376	
DRIP reimbursements	49,052	
Teams Revenue - Actual	9,771	
		64,199
Nexus Tuitions to be Collected		
New Brtian/Waterbury/Meriden/Hartford	150,463	
Appropriation for Services & Preschool - May BOF	46,355	
Receivables for Preschool & Tuition	2,866	
		199,684
Extra buses for Exams		(7,500)
Medical Insurance PO in LINQ to be reduced		125,000
Additional Accumulated Sick Payout - Teacher retirement		(22,381)
School Spending including Maintenance		(150,000)
Projected Operating Deficit at 4/6/2026		(558,025)
Funding shortfall stoppages		
unallocated Open Choice grant	250,000	
Open Choice Early Beginning Grant	13,000	
		263,000
Remaining projected shortfall at 04/25/2026		(295,025)

SOUTHINGTON Public Schools

Kyle R. Fickel
Accounting Manager

MEMO

TO: Board of Education, Finance Committee
DATE: April 24, 2026
RE: RFP Award Recommendation for RFP 2026-005
Food Services, Derynoski Elementary School Dishwasher

The Southington Food Service Program RFP 2026-005 sought a new conveyer style dishwasher at Derynoski Elementary School. This RFP requested replacement of their current Hobart C-44 machine with a comparable ventless unit as part of a turnkey solution. The current unit is leaking and is in need of replacement. This equipment was identified by the district for replacement with the state on our plan to reduce excess operating balance.

The RFP includes delivery, removal of the existing unit, installation, utility connections, testing, startup, and staff orientation. Six vendors participated in mandatory walkthroughs with the Food Service Director. The RFP was opened publicly on April 1, 2026, at 10AM with two sealed RFP submissions. One vendor did not participate in attending a mandatory walkthrough as specified in the RFP document and was disqualified.

Integral to this project and therefore necessitating a mandatory walkthrough are the required utility upgrades, and dimensional considerations for the new equipment. Vendors were requested to provide ventless dishwashers to fit specifically identified dimensions already permanently installed as part of the conveyer system. As the new units all require modern operational standards for utility connections, both the electrical and plumbing must be brought up to code.

Both the administration and the Food Service Director, Ms. Nicole Maxellon, recommend awarding RFP 2026-005 to Singer Kittredge, from Agawam MA, in the amount of $90,719.81 for their proposal of a Hobart CL44VL-2 conveyor type dishwasher. Included within the total cost of the proposal is the dishwasher, delivery, removal of the old unit, a water softening system, assembly, installation assuring all connections are to current code, and training.

Please find attached the RFP Compilation for RFP 2026-005.

RFP 2026-005 DES DISHWASHER
Opened on 04/01/2026 at 10:00 AM

Vendor Name	Bid Price	Attended Walk-through	Item Description	Cost Breakdown	
Singer Kittredge	**$90,719.81**	**Yes**	**Hobart CL44VL-2, conveyor type, ventless dishwasher**	**$ 52,871.70**	
			Water softening system	**$ 3,376.84**	
			Installation/Training	**$ 28,806.67**	
			Assembly	**$ 2,210.53**	
			Drain water tempering kit	**$ 2,924.21**	
			Table limit switch	**$ 529.86**	
Chef's Depot dba Culinary Depot	$42,651.82	***No**	Hobart CL44-BAS+Buildup dishwasher	$ 26,374.57	**(A)**
			Electric Tank Heat	$ 2,883.37	
			Water softening system	$ 2,841.00	
			CL44BAS-ERH18K w/ 18 kW Booster	$ 4,893.88	
			Installation/Removal	$ 8,500.00	

Vendor Information

Singer Kittredge
100 Bowles Rd.
Agawam, MA 01001

Chef's Depost dba Culinary Depot
67 N-1-59
Spring Valley, NY 10977

(A) This bidder was disqualified as they did not participate in mandatory visit and did not quote a ventless model as required.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date May 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 April 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.

Signature of Staff Member Submitting Report

Signature of Superintendent

Included:
Personnel Report

Personnel Report
April 2026

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Fleeton, Colleen	Paraeducator	SES	1.0	5-4-2026	N/A	$19.43

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Carmody, Ella	Paraeducator, FT	JAD	6-30-2026	1	RESIGN
CLASS	Costantini, Kristen	COTA	HES/SEES	6-30-2026	6	RETIRE
CERT	Gowdy, Annmarie	Grade 3 Teacher	SES	6-30-2026	19	RETIRE
CLASS	Mello-Marsh, Susan	Paraeducator, PT	JAD	6-30-2026	6	RETIRE
CLASS	Pare, Nancy	Crossing Guard	JAD	6-18-2026	1	RESIGN
CERT	Pompei, Alison	Grade 5 Teacher	DES	6-30-2026	1	RESIGN
CLASS	Stefanowicz, Jessica	Paraeducator, FT	OES	5-2-2026	3 mo.	RESIGN

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

Benitez, Gabriella	Assistant Girls Soccer Coach	SHS	RESIGN

Appointments

None to report

OTHER

Resignations/Non-Renewals

None to report

Appointments

Bard, Erin	Drama Club Co-Advisor	JAD	STIPEND

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

DRAFT

Southington Board of Education
Protocol for Community Communications & Email Correspondence

The Southington Board of Education values the insights and feedback of the community. To maintain legal integrity, protect student privacy, and comply with open meeting laws, the following protocols govern how Board members receive and respond to emails.

I. Legal & Policy Foundations

Before responding to any correspondence, Board members must navigate three primary legal "guardrails":

- Collective Authority (Policy 9327): Under Connecticut law, the Board of Education is a collective governing body. Individual members have no legal authority to act or speak on behalf of the district. Authority only exists when the Board is in a legally convened meeting.
- Freedom of Information Act (FOIA): A "meeting" occurs when a quorum of the Board (6 or more members) discusses Board business. Back-and-forth "Reply All" emails can constitute an illegal meeting if deliberation occurs outside the public eye.
- Privacy Laws (FERPA & Personnel Privacy): Federal and state laws strictly prohibit Board members from discussing individual student records or confidential personnel matters.

II. Communication Decision Matrix (If/Then Protocol)

To ensure consistency and legal compliance, the Board utilizes the following response protocol:

IF the matter is...	THEN the proper action is...
Strictly Informational (e.g., "Just sharing a news article")	**Acknowledge Receipt: A polite confirmation that the information was received. No deliberation or opinion should be shared.**
Student or Personnel Matters	**Refer to Superintendent: These matters fall under the administration's responsibility. Board members are legally restricted from intervening to protect confidentiality.**
District Operations (e.g., busing, facilities, schedules)	**Refer to Superintendent: The Superintendent serves as the Chief Executive Officer and has the direct oversight and data to address operational inquiries.**

Board of Education
Zaya Oshana, *Board Chairperson* – Terri Carmody, *Vice Chairperson* – Dawn Derynoski-Anastasio, *Secretary*
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Seeking Specific Information	**Refer to Superintendent: To ensure the community receives accurate and coordinated data, the Superintendent handles all formal information requests.**
An Upcoming Board Agenda Item	**Direct to Public Meeting: Members must avoid "deliberating" via email. The proper venue for discussion is the public comment portion of the Board meeting.**

III. The "Reply All" Rule & Deliberation

To avoid an illegal electronic meeting, Board members are instructed to:

1. Avoid "Reply All" when a community member emails the entire Board.
2. Redirect deliberation to a scheduled public meeting.
3. Ensure that any response does not create "conflicting information" or "unofficial commitments" that the full Board has not voted upon.

IV. Mandatory Individual Disclaimer

If an individual Board member chooses to respond to an email (outside of a referral to the Superintendent), they must include a disclaimer to clarify their role.

Examples may include a rationale for past decisions or a position on a pending Board matter.

Standard Response Disclaimer:

"I am responding to you as an individual Board of Education member. Please be advised that my comments represent my personal perspective and do not represent the official position, opinion, or action of the Southington Board of Education as a whole."

V. Why the Superintendent Often Responds

It is common practice for the Superintendent to respond on behalf of the Board. This ensures:

- Accuracy: The Superintendent has immediate access to district data and staff.
- Consistency: It prevents mixed messages from different Board members.
- Coordination: It allows the administration to address the issue through the proper chain of command while keeping Board members informed.

Note to the Community:

While these legal restrictions may make our responses feel formal or limited, please know that your voice is heard. Every email sent to the Board is distributed to all members, ensuring that your perspectives are considered during our public deliberations and decision-making processes.

DRAFT

Board of Education

Zaya Oshana, *Board Chairperson* – Terri Carmody, *Vice Chairperson* – Dawn Derynoski-Anastasio, *Secretary*

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

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 1250 – Visitors and Observations in Schools - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1250 – Visitors and Observations in Schools.

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 1250 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 1250

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 1250
Visitors and Observations in Schools – Revised Policy
Draft

Series 1000: Community Relations

VISITORS AND OBSERVATIONS IN SCHOOLS

The Southington Board of Education (the "Board") encourages visits by citizens, taxpayers, and parents to all school buildings. ~~In order~~ To promote a safe and productive educational environment for all students and staff while school is in session, the Board requires all visitors to receive prior approval from administration ~~the school principal or his/her designee~~ before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board's schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board's Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with ~~any and~~ all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education ("CSDE") or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."

Series 1000: Community Relations

Legal References:

"Guidelines Regarding Independent Educational Evaluations at Public Expense and In School Observations," Connecticut State Department of Education (Mar. 28, 2018).

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, "An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements"

Connecticut State Department of Education, Guidance to K-12 Public Schools Pertaining to Immigration Activities (January 28, 2025).

Adopted: October 1998

Reviewed: January 2003

Revised: 1/10/19

Revised March 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 3250 – Materials/Service Fees, Charges - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 3250 – Materials/Service Fees, Charges.

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 3250 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 3250

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 3250
Materials/Service Fees, Charges – Revised Policy
Draft

Series 3000: Business and Non-Instructional Operations

Business

Materials/Service Fees, Charges

In line with the responsibility of the state to provide a free public school education, the Board of Education will provide all instructional equipment, books and materials needed to maintain the desired instructional program free of charge subject to reasonable rules concerning their care and use.

Copies of Records

Any person who applies in writing will receive a ~~plain or certified~~ copy of any public record for a fee not to exceed ~~$.25~~ $.50 per page ~~will be established~~. If the copy(ies) include formatting or programming functions necessary to provide the cop(ies) the following hourly salary charges will be applied.

- Administrative/clerical - $21 /hour
- Professional - $41/hour
- Executive - $76/hour

Graduates requesting transcripts will be charged a fee of $8.

Employee Verifications paid for by employers is a $40 charge.

Legal Reference:
Connecticut General Statutes
1-212(b)
1-15, Application for copies of public records
10-228, Free textbooks, supplies, material and equipment
10-221, Boards of education to prescribe rules
(cf. 9330 Board/School District Records)

Policy adopted: October 1988
Policy reviewed: April 2003
Policy Revised: March 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 4120 – Family Medical Leave of Absence (FMLA) - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4120 – Family Medical Leave of Absence (FMLA).

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 4120 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4120

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4120
Family Medical Leave of Absence (FMLA) – Revised Policy
Draft

Series 4000: Personnel

DRAFT POLICY

Family and Medical Leave

Purpose

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the Southington Board of Education (the "Board"), under the federal Family and Medical Leave Act of 1993 ("Federal FMLA") and/or the Connecticut Family and Medical Leave Act ("CT FMLA") and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

Eligibility

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.,* a "noncertified employee") is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

Definitions

Genetic information: For purposes of this policy, "genetic information" includes an individual's family medical history, an individual's or family member's genetic tests, and/or the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research which includes genetic services. "Genetic information" includes genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an "instructional employee" is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include paraeducators, ABAs, teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Series 4000: Personnel

DRAFT POLICY

Family and Medical Leave

Definitions (continued)

Non-certified / Classified employee: For purposes of this policy, "noncertified / classified employee" means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

Reasons for Leave

A. Federal FMLA

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position;
- to care for a covered injured or ill servicemember (see below, Length of Leave);
- to address a qualifying exigency arising out of an employee's spouse, child, or parent's military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the human resource office:
    - short-notice deployment;
    - military events and related activities;
    - childcare and school activities;
    - financial and legal arrangements;
    - counseling;
    - rest and recuperation;
    - post-deployment activities;
    - parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or
    - additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

Series 4000: Personnel

DRAFT POLICY

Family and Medical Leave

Reasons for Leave (continued)

B. Connecticut FMLA

Leaves under the CT FMLA may be taken for the following reasons:

- upon the birth of the employee's newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee's family member, if such family member has a serious health condition;
- because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below, Length of Leave); or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

Length of Leave

A. Basic FMLA Leave Entitlement

1. Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

Family and Medical Leave

Length of Leave (continued)

2. Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional workweeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

   The 12-month entitlement period for family or medical leave is measured on the basis of the fiscal year, July 1 through June 30.

   An employe may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

B. Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a service member with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

Series 4000: Personnel

DRAFT POLICY

Family and Medical Leave

Types of Leave and Conditions

A. Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave *excuses the employee from work for a continuous period. Full-time unpaid leave may be taken for any of the reasons permitted by the Federal FMLA and/or CT FMLA.*

Intermittent leave *means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.*

Reduced schedule leave *is leave that reduces the employee's usual number of work hours per day for some period. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.*

Intermittent or reduced schedule Federal FMLA and/or CT FMLA leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered servicemember's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, Federal FMLA and/or CT FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Family and Medical Leave

Types of Leave and Conditions (continued)

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

B. Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care, or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

C. Leave Taken by Instructional Employees Near the End of an Academic Term

If Federal FMLA leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

Family and Medical Leave

Types of Leave and Conditions (continued)

If the instructional employee begins Federal FMLA leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

D. Light Duty

Should an employee be offered a light duty opportunity during a period of Federal and/or CT FMLA leave, time spent performing the light duty assignment will not count against the employee's applicable FMLA leave entitlement. The employee's right to restoration to the employee's job will be held in abeyance during the light duty assignment, or until the end of the applicable 12-month FMLA leave period.

E. Outside/Supplemental Employment

The Board's policy governing outside or supplemental employment shall continue to apply to an employee while on Federal FMLA and/or CT FMLA leave.

Requests for Leave

A. Foreseeable Leave

An employee must notify the human resource department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

B. Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

DRAFT POLICY

Family and Medical Leave

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the human resource department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the human resource department prior to scheduling the treatment to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

Required Certifications/Documentation

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee from the human resource department. The employee must submit a complete and sufficient certification form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the human resource department of the reason(s) for delay and what efforts the employee undertook to obtain the required certification.

Federal FMLA and/or CT FMLA protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification from the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active-duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

Family and Medical Leave

Required Certifications/Documentation (continued)

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the human resource department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional Federal FMLA and/or CT FMLA leave (if the eligible for such leave and such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

Use of Paid Leave

Paid leave, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement, terms of employment, and/or Board policy will be substituted for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the use of paid leave, but only in connection with the receipt of such payment.

An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

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Family and Medical Leave

Use of Paid Leave (continued)

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program.

Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority') for partial income replacement benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault.

Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

DRAFT POLICY

Family and Medical Leave

Medical Insurance and Other Benefits

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

Reinstatement

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

Complaints

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

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Family and Medical Leave

Complaints (continued)

An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

Questions regarding family or medical leave may be directed to the human resource department. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:

Connecticut:

- Conn. Gen. Stat. § 31-51kk et seq.
- Conn. Gen. Stat. § 31-49e et seq.
- Regs. Conn. State Agencies 31-51qq, et seq.
- Public Act 25-174, "An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027"

Federal:

- Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended 29 CFR Part 825.100 et seq.
- Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq. 29 CFR 1635.1 et seq.

Policy approved: March 1994
Policy reviewed: April 2003, **March 2026**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 4121 – CT Paid Leave Act (CTPLA) - New – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4121 – CT Paid Leave Act (CTPLA).

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 4121 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4121

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4121
CT Paid Leave Act (CTPLA)
– New Policy
Draft

Series 4000: Personnel

NEW DRAFT POLICY

Connecticut Paid Leave Act (CTPLA)

Coordination of Accrued Leave with Connecticut Paid Leave (CTPL)

Employees who are approved for wage replacement benefits under the Connecticut Paid Leave (CTPL) program will receive those benefits directly from the Connecticut Paid Leave Authority in accordance with Connecticut law.

Employees must report when they are receiving CTPL benefits. Failure to accurately report receipt of CTPL benefits while using district paid leave may result in payroll correction.

Employees receiving CTPL benefits may not use accrued paid leave to supplement partial wage replacement, including circumstances in which CTPL benefits replace less than one hundred percent (100%) of the employee's regular wages. This exclusion applies to all forms of CTPL leave, including continuous, intermittent, and reduced schedule leave.

Nothing in this policy alters or limits an employee's rights under the Connecticut Family and Medical Leave Act (CT FMLA) or federal Family and Medical Leave Act (FMLA), applicable collective bargaining agreements, or other governing laws and regulations.

The district reserves the right to interpret, administer, and revise this policy as necessary to ensure compliance with state and federal law.

Policy adopted: March 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 4145 – Reports of Suspected Abuse or Neglect of Adults - New – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4145 – Reports of Suspected Abuse or Neglect of Adults.

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 4145 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4145

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4145

Reports of Suspected Abuse or Neglect of Adults - New Policy

Draft

Series 4000: Personnel

NEW DRAFT POLICY

Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel report any suspected abuse or neglect of persons between eighteen (18) and sixty (60) years of age who: 1) have an intellectual disability or 2) receive funding or services from the Department of Social Services' ("DSS") Division of Autism Spectrum Disorder Services. In furtherance of this statute and its purpose, it is the policy of the Southington Board of Education (the "Board") to require ALL EMPLOYEES of the Board to comply with the following procedures in the event that, in the ordinary course of their employment or profession, they have reasonable cause to suspect that a person with an intellectual disability or an individual receiving funding or services from DSS' Division of Autism Spectrum Disorder Services between eighteen (18) and sixty (60) years of age has been abused or neglected.

This policy applies not only to employees who are required by law to report suspected abuse and/or neglect of adults with intellectual disabilities, but also to ALL EMPLOYEES of the Board.

Definitions

"Abuse" means the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where a person with an intellectual disability either is living alone and is not able to provide for himself or herself the services which are necessary to maintain his or her physical and mental health, or is not receiving such necessary services from the caretaker.

"Statutorily Mandated Reporter" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of adults with intellectual disabilities. In the public school context, the term "statutorily mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, licensed behavior analysts, registered or licensed practical nurses, psychologists, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational therapists, dental hygienists, speech pathologists, and licensed professional counselors.

Series 4000: Personnel

NEW DRAFT POLICY

Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder

Reporting Procedures for Statutorily Mandated Reporters

If a statutorily mandated reporter has reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the mandated reporter shall, as soon as practicable, but not later than forty-eight (48) hours after having reasonable cause to suspect abuse or neglect, make an oral report to:

Abuse Investigation Division
Department of Developmental Services ("DDS")
460 Capitol Avenue
Hartford, Connecticut 06106
Telephone: 1-844-878-8923

An unsuccessful attempt to make an initial report to DDS on the weekend, holiday, or after business hours shall not be construed as a violation of this policy or applicable law if the mandatory reporter makes reasonable attempts to make such report as soon as practicable after the initial attempt. For purposes of this policy, "reasonable attempts" means documented efforts to contact DDS by phone, electronic mail or in person.

The statutorily mandated reporter shall also immediately notify the Superintendent.

Such initial oral report shall be followed by a written report to the Abuse Investigation Division of DDS not later than five calendar days after the initial oral report was made, and a copy of any written report shall be given to the Superintendent.

Reporting Procedures for Non-Statutorily Mandated Reporters

The following procedures apply only to employees who are <u>not</u> statutorily mandated reporters, as set forth above.

a. If an employee who is not a statutorily mandated reporter has reasonable cause to suspect that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.

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NEW DRAFT POLICY

Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder

1. The employee shall as soon as practicable, but not later than forty-eight (48) hours after having reasonable cause to suspect abuse or neglect, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

2. If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years has been abused or neglected, the Superintendent or designee shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters, set forth above.

b. Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of adults with intellectual disabilities, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, directly to the Abuse Investigation Division of DDS.

Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

a. The name and address of the allegedly abused or neglected person;
b. A statement from the reporter indicating a belief that the person is intellectually disabled or receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
c. Information concerning the nature and extent of the abuse or neglect; and
d. Any additional information that the reporter believes would be helpful in investigating the report or in protecting the person with an intellectual disability or who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services.

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NEW DRAFT POLICY

Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder

Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any such investigation with the investigation conducted by the Abuse Investigation Division of DDS.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Abuse Investigation Division of DDS produces evidence that a person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

Non-discrimination Policy

The Board shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes:

- Section 46a-11a
- Section 46a-11b et seq.

Policy adopted: **March 2026**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 4190 – Bloodborne Pathogens - New – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4190 – Bloodborne Pathogens.

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 4190 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4190

Frank Ryan
Signature of Staff Member Submitting Report

Peter Madaras
Signature of Superintendent of Schools

Policy 4190
Bloodborne Pathogens – New Policy
Draft

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DRAFT

Bloodborne Pathogens

The Southington Board of Education (the "Board") is committed to promoting a safe and healthful work environment for its staff. In pursuit of this goal and in accordance with the United States Department of Labor, Occupational Safety and Health Administration ("OSHA") regulations dealing with "Safe Workplace" standards relating to exposure to bloodborne pathogens, the following will be the procedures of the Board for at risk personnel.

The Board shall establish a written exposure control plan in accordance with the federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with Bloodborne pathogens. Pursuant to these procedures, the school will take reasonably necessary actions to protect its employees from infectious disease and in particular H.I.V. and H.B.V. infection.

The school will provide the training and protective equipment to those persons who are at risk by virtue of their job performance and may come in contact with infectious disease. Furthermore, all Board personnel defined by OSHA and the school who may come in contact with blood and body fluids will be offered the vaccine for the hepatitis B Virus which is a life threatening bloodborne pathogen. The vaccination will be done at no cost to the personnel and is provided as a precaution for personnel safety.

Legal References:

- 29 C.F.R. § 1910.1030 OSHA Bloodborne pathogens standards

Policy adopted: **March 2026**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 4220 – Exertional Heat Illness Awareness for Athletics - New – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4220 – Exertional Heat Illness Awareness for Athletics.

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 4220 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4220

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4220

Exertional Heat Illness Awareness for Athletics - New Policy

Draft

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NEW DRAFT POLICY

Exertional Heat Illness Awareness for Athletics

Prior to commencing a coaching assignment for the season, each coach who holds or is issued a coaching permit by the State Board of Education and is a coach of any Southington Board of Education ("Board") intramural or interscholastic athletics shall complete an exertional heat illness awareness education program developed or approved by the governing authority for intramural and interscholastic athletics (the "Program"). Such program shall include, but need not be limited to, (1) the recognition of the symptoms of an exertional heat illness, (2) the means of obtaining proper medical treatment for a person suspected of having an exertional heat illness, and (3) the nature and risk of exertional heat illness, including the danger of continuing to engage in athletic activity after sustaining exertional heat illness and the proper method of allowing a student athlete who has sustained exertional heat illness to return to athletic activity.

Any person who holds or is issued a coaching permit by the State Board of Education and is a coach of Board intramural or interscholastic athletics shall annually review the Program.

Upon development by the governing authority for intramural and interscholastic athletics of a model exertional heat illness awareness plan, the Board shall implement such plan by utilizing written materials, online training or videos or in-person training that shall address, at a minimum: (1) the recognition of signs or symptoms of exertional heat illness, (2) the means of obtaining proper medical treatment for a person suspected of an exertional heat illness, (3) the nature and risks of exertional heat illness, including the danger of continuing to engage in athletic activity after experiencing exertional heat illness, (4) the proper procedures for allowing a student athlete who has experienced exertional heat illness to return to athletic activity, and (5) best practices in the prevention and treatment of exertional heat illness.

The Board shall provide each participating student and each participating student's parent or legal guardian with information regarding exertional heat illness awareness. The Board shall prohibit a student athlete from participating in any intramural or interscholastic activity unless the student athlete, and a parent or guardian of such student athlete, (1) reads written materials, (2) views online training or videos, or (3) attends in-person training regarding exertional heat illness awareness. Acknowledgment of adherence to this standard by the student athlete and the parent or guardian shall be made by the parent's or guardian's signature on an athletic participation informed consent form issued by the Board.

Legal References

- Conn. Gen. Stat. § 10-149h. Exertional heat illness awareness education program

Policy adopted: **March 2026**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 4315 – Employment and Student Teacher Checks - New – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4315 – Employment and Student Teacher Checks.

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 4315 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4315

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4315
Employment and Student Teacher Checks - New Policy
Draft

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NEW DRAFT POLICY

Employment and Student Teacher Checks

As set forth below, each applicant for a position with the Southington Public Schools (the "District"), and each student who is enrolled in a teacher preparation program with the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience in the District (collectively referred to as "applicants"), shall be asked to provide in writing: (1) whether the applicant has ever been convicted of a crime; (2) whether there are any criminal charges pending against the applicant at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families ("DCF") (the "Registry").

Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased. An employment application form that contains any question concerning the criminal history of the applicant shall contain the following notice, in clear and conspicuous language:

Pursuant to section 31-51i(d) of the Connecticut General Statutes, the applicant is hereby notified that (1) the applicant is not required to disclose the existence of any erased criminal history record information, (2) erased criminal history record information are records pertaining to a finding of delinquency or that a child was a member of a family with service needs, an adjudication as a youthful offender, a criminal charge that has been dismissed or nolled, a criminal charge for which the person has been found not guilty or a conviction for which the person received an absolute pardon or criminal records that are erased pursuant to statute or by other operation of law, and (3) any person with erased criminal history record information shall be deemed to have never been arrested within the meaning of the general statutes with respect to the proceedings so erased and may so swear under oath.

In addition, the District shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

"**Sexual misconduct"** means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

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"**Abuse or neglect**" means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

"**Former employer**" means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The District shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the District:

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of "former employer" above, including the applicable twenty-year reporting period) during any of the previous twenty years, if:

(i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or

(ii) the applicant's employment with such current or former employer caused the applicant to have contact with children.

b. to submit a written authorization that

(i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,

(ii) consents to and authorizes disclosure by the Connecticut State Department of Education (the "Department') of the information requested under paragraph I.A.3 of this policy and the release of related records by the Department, and

(iii) releases those employers and the Department from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

c. to submit a written statement of whether the applicant

(i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,

(ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or

(iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department, which shall request the following:

a. the dates employment of the applicant, and

b. a statement as to whether the employer has knowledge that the applicant:

(i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated, unless such substantiation was reversed as a result of an appeal to DCF;

(ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct, unless such substantiation was reversed as a result of an appeal to DCF; or

(iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct, unless such substantiation was reversed as a result of an appeal to DCF. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the District receives a request for such information about an employee or former employee, the District shall respond with such information. The District may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (g), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department concerning:

   a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,

   b. whether the Department has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and

   c. whether the Department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

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B. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, if the District receives information that an applicant for a position with or an employee of the District has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of such information.

C. The District shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.

D. The District may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the District's review of information received under this section, provided:

1. The applicant complied with paragraph I.A.1 of this policy;

2. The District has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the District; and

3. The applicant affirms that the applicant is not disqualified from employment with the District.

E. The District shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:

1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

2. Affects the ability of the District to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or

3. Requires the District to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the District, unless, after investigation, such allegation is dismissed or found to be false.

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F. The District shall not offer employment to a person as a substitute teacher, unless such person and the District comply with the provisions of paragraph I.A.1 of this policy. The District shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The District shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the District as a substitute teacher, as described in paragraph III.B.2 of this policy, provided the District does not have any knowledge of a reason that such person should be removed from such list.

G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of "former employer" above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee's employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the District, either telephonically or through written communication. If the District receives such information, it shall determine whether such employee of the contractor may work in a position involving direct student contact at any school in the District. No determination by the District that any such employee of the contractor shall not work under any such contract in any such position shall constitute a breach of such contract.

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H. Any applicant/employee who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the District that may include:

1. denial of employment, or

2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151, or

3. termination of a non-certified employee in accordance with applicable law and/or any applicable collective bargaining agreement, contract or District policy.

I. If the District provides information in accordance with paragraph I.A.2 or I.G of this policy, the District shall be immune from criminal and civil liability, provided the District did not knowingly supply false information.

J. Notwithstanding provisions of Conn. Gen. Stat. § 10-151c and subsection (g) of Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the District has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.

K. Prior to offering employment to an applicant, the District shall make a documented good faith effort to contact each current and any former employer (please note the definition of "former employer" employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant's employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant's fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.

L. The District shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

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II. DCF Registry Checks

Prior to hiring any person for a position with the District, and before a student who is enrolled in a teacher preparation program in the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience, the District shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

The District shall request information from the Registry, or its out-of-state equivalent, promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

A. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or the Superintendent's designee will supply the applicant with the release form utilized by DCF, or its out-of-state equivalent, when available, for obtaining information from the Registry.

B. The applicant is required to sign the form and submit during the onboarding process. Verification of completion is done by the human resource department, as the applicant is required to sign. Failure of the applicant to submit the signed form within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

C. Upon receipt of Registry, or its out-of-state equivalent registry, information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or their designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results.

D. If notification is received by the Superintendent or the Superintendent's designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or their designee shall provide the applicant with an opportunity to be heard regarding the results. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or their designee shall revoke the offer of employment and/or terminate the applicant's employment if the applicant has already commenced working for the District.

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III. Criminal Records Check Procedure

A. Each person hired by the District shall be required to submit to state and national criminal records checks within thirty (30) calendar days from the date of employment. Each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, shall be required to submit to state and national criminal records checks within sixty (60) calendar days from the date such student begins to perform such student teaching experience. Record checks will be processed according to the following procedure:

1. No later than five (5) calendar days after the Superintendent or their designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the human resource department will provide the applicant with their onboarding documents including the details necessary for the applicant to be fingerprinted. Fingerprinting will take place in the human resource department at the Southington Board of Education. Included in the onboarding packet are the following notifications, which are signed prior to fingerprinting: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.

2. Fingerprinting is done within ten (10) days of acceptance of the position. Failure of the applicant to have the applicant's fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal records checks. Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.

4. Upon receipt of a criminal records check indicating a previously undisclosed conviction, the human resource department will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal records check. The affected applicant/employee may notify the human resource department in writing within five (5) calendar days that the affected applicant/employee will challenge such individual's criminal history records check. Upon written notification of such a challenge, the affected applicant/employee shall

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have ten (10) calendar days to provide the human resource department with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or their designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

6. Notwithstanding anything in paragraph III.A.5 of this policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this policy, above.

B**. Criminal Records Check for Substitute Teachers:**

A substitute teacher who is hired by the District must submit to state and national criminal history records checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history records checks for a substitute teacher have been completed within one year prior to the date the District hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history records checks to be forwarded to the Superintendent or the Superintendent's designee, then the substitute teacher will not be required to submit to another criminal history records check at the time of such hire.

2. If a substitute teacher submitted to state and national criminal history records checks upon being hired by the District, then the substitute teacher will not be required to submit to another criminal history records check so long as the substitute teacher is continuously employed by the District, that is, employed for at least one day of each school year, by the District, provided a substitute teacher is subjected to such checks at least once every five years.

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IV. Sex Offender Registry Checks

District personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the District.

V. Credit Checks

The District may also ask a prospective employee for a credit report for employment for certain District positions, where the District's receipt of a credit report is substantially related to the employee's potential job. "Substantially related to the current or potential job" is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated because of the position." Prior to asking for a credit report, the District will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the District; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the District, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or District debit or credit card; or (5) involve access to the District's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the District will provide written notification to the prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the District may use the information in the consumer credit report to make decisions related to the individual's employment. The District will obtain written, signed consent before performing the credit or other background checks.

If the District intends to take an action adverse to a potential employee based on the results of a credit report, the District must provide the prospective employee with a copy of the report on which the District relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The District will give the potential employee a reasonable amount of time, i.e., at least five days, to dispute any of the information in the report prior to making any final employment decision.

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If an adverse action is taken based on information from the report, the District will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the District's actions; and a notice of the person's right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

VI. Notice of Conviction

If, at any time, the District receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the District shall send such notice to the State Board of Education. In complying with this requirement, the District shall not disseminate the results of any national criminal history records check.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the District shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of this policy, "personal online account" means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. "Personal online account" does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

A. During the course of an employment check, the District may not:

1. request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing a personal online account;

2. request or require that an applicant authenticate or access a personal online account in the presence of District personnel; or

3. require that an applicant invite a supervisor employed by the District or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the applicant.

B. The District may request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by District or by virtue of the applicant's employment relationship with the District or that the applicant uses for the District's business purposes, or

2. any electronic communications device supplied or paid for, in whole or in part, by the District.

C. In accordance with applicable law, the District maintains the right to require an applicant to allow the District to access the applicant's personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or

2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the District's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Certain Individuals

This policy shall not apply to:

A. A student employed by the District who attends a District school.

B. A person employed by the District as a teacher for a noncredit adult class or adult education activity, as defined in Conn. Gen. Stat. § 10-67, who is not required to hold a teaching certificate pursuant to Conn. Gen. Stat. § 10-145b for such position.

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X. Falsification of Records

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References:

- Conn. Gen. Stat. § 10-212
- Conn. Gen. Stat. § 10-221d
- Conn. Gen. Stat. § 10-222c
- Conn. Gen. Stat. § 31-40x
- Conn. Gen. Stat. § 31-51i
- Conn. Gen. Stat. § 31-51tt
- Public Act 24-41, "An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements."
- Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C.§ 1001 *et seq.*
- Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

Policy adopted: **March 2026**

Series 4000: Personnel

NEW DRAFT POLICY

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as employment or a license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notices and that the results of the check are handled in a manner that protects the applicant's privacy. All notices must be provided in writing.[1] These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.), Section 552a, and Title 28, Code of Federal Regulations (CFR), Section 50.12, among other authorities.

- Officials must ensure that each applicant receives an adequate written FBI Privacy Act Statement (dated 2013 or later) when the applicant submits the applicant's fingerprints and associated personal information.[2]
- Officials must advise all applicants in writing that procedures for obtaining a change, correction, or update of an FBI criminal history record are set forth at 28 CFR 16.34. Information regarding this process may be found at https://www.fbi.gov/services/cjis/identity-history-summary-checks; and, https://www.edo.cjis.gov.
- Officials must provide the applicant the opportunity to complete or challenge the accuracy of the information in the FBI criminal history record.
- Officials should not deny the employment, license, or other benefit based on information in the FBI criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record for authorized purposes only and cannot retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Council.[3]

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain the applicant's record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

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[1] Written notification includes electronic notification, but excludes oral notification.

[2] See https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement

[3] See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Series 4000: Personnel

NEW DRAFT POLICY

Agency Privacy Requirements for Noncriminal Justice Applicants

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant the FBI Privacy Act Statement, the 28 CFR 50.12 notice, and the opportunity to correct the applicant's record. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of FBI criminal history records for non-criminal justice purposes.

If you need additional information or assistance, contact:

Connecticut Records:	**Out-of-State Records:**
Dept of Emer Services & Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480	Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a non-criminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below. All notices must be provided to you in writing.[4] These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.) Section 552a, and Title 28 Code of Federal Regulations (CFR), 50.12, among other authorities.

- You must be provided an adequate written FBI Privacy Act Statement (dated 2013 or later) when you submit your fingerprints and associated person information. This Privacy Act Statement must explain the authority for collecting your fingerprints and associated information and whether your fingerprints and associated information will be searched, shared, or retained.[5]
- You must be advised in writing of the procedures for obtaining a change, correction, or updating of your criminal history record as set forth at 28 CFR 16.34.
- You must be provided the opportunity to complete or challenge the accuracy of the information in your FBI criminal history record (if you have such a record).

[4] Written notification includes electronic notification, but excludes oral notification.

[5] https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement

Series 4000: Personnel

NEW DRAFT POLICY

Agency Privacy Requirements for Noncriminal Justice Applicants

- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the FBI criminal history record.
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at http://www.fbi.gov/services/cjis/identity-history-summary-checks and https://www.edo.cjis.gov.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI by submitting a request via https://www.edo.cjis.gov. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.[6]
- If you need additional information or assistance, please contact:

Connecticut Records:	**Out-of-State Records:**
Dept of Emer Services & Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480	Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306

[6] See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 5111 – Admission/Placement/Ages of Attendance - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5111 – Admission/Placement/Ages of Attendance.

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 5111 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 5111

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 5111
Admission/Placement/Ages of Attendance - New Policy
Draft

Series: 5000

Students

Admission/Placement/Ages of Attendance

Admission

The Southington Board of Education (the "Board") complies with its legal obligation to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the Board's jurisdiction to attend school in accordance with Connecticut General Statutes § 10-184.

Effective July 1, ~~2024~~2026, the Southington Public Schools (the "District") shall be open to resident children five years of age and over who reach age five on or before the first day of September of any school year. ~~For children who will not reach the age of five on or before the first day of September of the school year, the child's parent or guardian may submit a written request to the principal of the school seeking early admission to the District. Upon receipt of such written request, the principal and an appropriate certified staff member shall assess such child to determine whether admitting the child is developmentally appropriate. For decisions relating to early admission to the District, the decision of the principal and appropriate certified staff shall be final.~~

~~The Superintendent or designee shall be responsible for developing administrative regulations in furtherance of this policy. Such regulations shall identify procedures for the receipt and processing of requests for early admission to the District and for assessing whether early admission of a child is developmentally appropriate.~~

All programs offered within the Southington Public School district are offered for all students without consideration of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age.

Students who are classified as homeless under federal law, and therefore do not have a fixed residence, will be admitted pursuant to federal law. Exceptions from routine admission may be made by the superintendent or designee.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such

Series: 5000

Students

Admission/Placement/Ages of Attendance

immunizations shall, on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the district registrar.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

Placement

According to Connecticut General Statute 10-186 the Board of Education shall provide education for all persons five years of age and older and all students remain eligible for special education services under the IDEA through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first ~~under twenty one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10 233c and 10 233d. According to Connecticut~~

General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Note: *When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.*

Series: 5000

Students

Admission/Placement/Ages of Attendance

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

Ages of Attendance

Parents/guardians of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent/guardian of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

The parent/guardian of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent/guardian of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

Each year, the parent/guardian choosing to exercise this option must personally appear at the school district office and sign an option form. The district shall provide the parent/guardian with information on the educational opportunities available in the school system.

The parent/guardian of a child seventeen years of age must consent to such child's withdrawal from school. The parent/guardian of a child seventeen years of age shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the district has provided the parent or person with information on the educational options available in the school system and in the community.

Children who have attained the age of seventeen and who have voluntarily terminated enrollment in the district's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to a district school not later than ten days

after such termination. In such case the child will be provided school accommodations not later than three days after the requested readmission.

Public Act 23-137, which amends subsection (b) of Section 10-76d of the Connecticut General Statutes (CGS)

Public Act 23-208, "An Act Making Certain Revisions to the Education Statutes."

10-15 Towns to maintain schools
10-15c Discrimination by public schools prohibited. School attendance for five-year-olds
10-220 Duties of boards of education
10-221 Board of education to prescribe rules, policies, and procedures
10-76a - 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)
10-220h Transfer of student records, as amended.
P.A. 11-115 An Act Concerning Juvenile Reentry and Education
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)
10-261 Definitions

(cf. 0521 - Nondiscrimination)
(cf. 5112 - Ages of Attendance)
(cf. 5118.1 - Homeless Students)
(cf. 5141 - Student Health Services)
(cf. 6171 - Special Education)

Series: 5000

Students

Admission/Placement/Ages of Attendance

(cf. 6146 - Graduation Requirements)

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral) 10-204a Required immunizations (as amended by PA 98-243) McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq. *Plyler vs. Doe*, 457 U.S. 202 (1982)

Policy adopted: February 1989
Policy Revised: 6/00, rev 7/01, rev 10/02, rev 11/07, rev 11/09, rev 7/11 Policy Revised: March 9, 2017
Policy Revised: February 2024
Policy Revised: March 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 5121 – Examination/Grading/Rating - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5121 – Examination/Grading/Rating.

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 5121 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 5121

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 5121
Examination/Grading/Rating – Revised Policy
Draft

Series 5000: Students

Progress/Records

Examination/Grading/Rating

The Board of Education seeks, through performance objectives in its instructional program, to make achievement both recognizable and possible for students.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform the student, the student's parents and counselor of his/her progress, and to provide a basis for bringing about change in student performance, if such change seems necessary.

(cf. 6146 – Graduation Requirements)
(cf. 6180 – Evaluation of the Instructional Program)

Legal Reference:
Connecticut General Statutes
10-14m, Development and submission of educational evaluation and remedial assistance plans. Content of plan.
10-14p, Reports by local and regional boards re: instructional improvement and student progress
10-221a, High school graduation requirements

Policy Adopted: February 1989
Policy Reviewed: August 2002
Policy Reviewed: March 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: Policy 5133 – Participation in Athletics and Other Co-Curricular Activities - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5133 – Examination/Grading/Rating.

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 5133 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 5133

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 5133
Participation in Athletics and Other Co-Curricular Activities – Revised Policy
Draft

Series 5000: Students

Student Activity

Participation in Athletics and Other Co-Curricular Activities

Participation in athletics or co-curricular activities (previously referred to as extra-curricular activities) at Southington Public Schools is a privilege and demands certain commitments and responsibilities. Such programs are reserved for students enrolled and attending the Southington Public Schools.
The school system and the community have a high level of expectations for the students who represent the schools. Therefore, it is expected that student athletes and participants in other co-curricular activities shall conform to the behavioral norms of the school, the rules and regulations established in the student handbook, and any other published or established rules or regulations applicable to a particular activity.

When the administration becomes aware of any student athlete or participant in co-curricular activities who violate appropriate behavioral standards, it has the right to suspend or dismiss the student from the athletic team or co curricular activity. Students may not appear at or participate in events related to their team or student organization during the time in which they are suspended from their sport or activity. The expectation of appropriate behavior for students does not end when an athletic season or student program is over, or when that student is off school grounds. Therefore, out of season violations will affect in season participation as determined by the administration.

Behaviors that could result in suspension or dismissal from an athletic team or co-curricular activity include, but are not limited to, the following behaviors exhibited on or off school property, at any time of the day, week or year.

1. Acts of insubordination toward any school district employee or representative, or any official responsible for conducting or coordinating an athletic or co-curricular activity.
2. Cutting classes or school or team/student organization activities.
3. Lack of academic effort or not meeting basic academic eligibility requirements.
4. Stealing of any kind.
5. Vandalism or property destruction.
6. Use, sale, distribution or possession of illegal substances, illegal, illicit or
7. non-illicit drugs or alcohol.
8. Any substantiated violation of
   - Title IX
   - Title VI or
   - Bullying.
9. Any behavior which is in violation of school rules or the laws of the Local, State or Federal Governments.

Policy Adopted: September 2009
Policy Revised: September 2015
Policy Revised March 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Science – Biochemistry- REVISED – Second Reading.

Summary of Issue: SHS Science – Biochemistry- REVISED - Second 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: Move that the Board of Education approve the SHS Science – Biochemistry- REVISED – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Baby Matthew/Biochemistry
Teacher:	Rachel Hahn
Grade Level/Course:	10/Academic Biology
Length/Dates:	12 blocks (including assessment)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will explore the phenomenon of a seemingly healthy baby who suddenly is diagnosed with failure to thrive. By analyzing the patterns of the data on baby Matthew, students will begin to investigate the materials that living things need to be healthy by exploring biomolecules and their functions. Students will explore how living things build and break down these molecules through metabolic pathways and using enzymes and will begin to recognize that errors in this process could be leading to baby Matthew's problems. The unit will conclude with students creating arguments about why specific genetic conditions could or could not be the diagnosis for baby Matthew. To conclude the unit, students will be able to explain which genetic condition best fits the patterns of the data and why.

Performance Expectations

- HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Use a model based on evidence to illustrate the relationships between systems or between components of a system.	**LS1.C: Organization for Matter and Energy Flow in Organisms** • The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based	**Energy and Matter** • Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. • Energy cannot be created or destroyed; it

Constructing Explanations and Designing Solutions ● Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. ● Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.	molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. ● As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. ● As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. **PS1.B: Chemical Reactions** ● Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.	only moves between one place and another place, between objects and/or fields, or between systems. **Patterns** ● Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

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).

****The first few days of school should be used to establish what it means to be alive and to solidify the characteristics of life. Teachers can do this at their own discretion.****

Unit 1- Biochemistry

Anchoring Phenomenon: Baby Matthew

Vocabulary List
Unit Tracker

MATERIALS NEEDED

Opening day: What is Life?

What does it mean to be living? (1/2 block)	**Anchoring Phenomenon: What is life?** Introduction to the Characteristics of Life: Observation Activity (with viruses)	**LEARNING TARGET:** I can ask questions about what criteria an organism must meet in order to be considered living. **SUCCESS CRITERIA:** • I can develop at least two questions about the new phenomenon.	**Know:** • Life is classified based on several characteristics that separate it from non-living. **Wonder:** • What makes up the matter that is essential to life? **Next Steps:** • Identify the characteristics of living things in various objects and use identified characteristics to determine if the object is living or nonliving.
How can objects be classified as living or non-living? (1/2 block)	Living, Nonliving, or Dead? Lab Activity	**Learning Target:** I will use patterns in a variety of specimens to construct an explanation of the criteria to determine if something is living. **Success Criteria:** • I can identify common characteristics of living things. • I can differentiate between living and nonliving things using specific criteria.	**Know:** • Living things all share similar or the same characteristics whereas non-living things lack one or more of the characteristics that would classify it as living. **Wonder:** • What makes up the matter that is essential to life? **Next Steps:**

			• Investigate whether the characteristics of life are common to all living things.
Unit 1 Anchoring Phenomenon: Baby Matthew			
Target Question	**Activities**	**Learning Target**	**Student will know and wonder**
What do we know about what is happening to baby Matthew? (½ block) **DQB Examples:** - **Is there something wrong with his food?** - **Is there something wrong with his digestive system?** - **What is the funny smell in his diaper?**	**Anchoring Phenomenon: Baby Matthew** • Introduce case study with this unit opener presentation, students generate ideas about what it means for a newborn to "fail to thrive" and what could possibly explain the funny smelling diaper of baby Matthew. ○ Student Note Sheet • For the Driving Question Board, you can use sticky notes, or for a virtual option. • Fill out Unit Tracker.	**Learning Target:** I can generate questions about what is causing Matthew's failure to thrive using data and patterns. **Success Criteria:** • Create a hypothesis about what may be causing the issue. • Generate three questions related to the phenomenon. • Fill out the unit tracker.	**Know:** • Something is causing Matthew to not thrive. **Wonder:** • What could be causing the issues? **Next Steps:** • Students will explore what materials living things need to thrive and be healthy.
What are biomolecules and how do they help the body? (3-4 blocks)	**Explore**: Macromolecule Card Sort **Explain**: Macromolecule Properties Graphic Organizer (Potential JigSaw Activity) **Explain:** Macromolecule Campaign Poster and Graphic Organizer BTC- Random Grouping	**Learning Target:** I can use patterns to construct an explanation of the properties and functions of biomolecules. **Success Criteria:** • I can identify the structure of the four biomolecules. • I can explain the functions of the four classes of biomolecules. • I can use patterns to make a prediction about which	**Know:** • Students will know the monomers and polymers of carbohydrates, lipids, protein, and nucleic acids. • Students will know the basic functions of each biomolecule and an example of each. • Students will make predictions about which biomolecules may have been affected in Matthew. **Wonder:**

	Biomolecules Research Project w/ graphic organizer (Revised 2025) **Evaluate:** ● **Baby Matthew Performance Task** Formula Cards for part 3 ● **BTC random grouping** - **Sentence starters for CER** **Elaborate:** ● Organic Compounds Card Sort ● Amoeba Sisters Biomolecules Video and GoFormative Assessment ○ Video Recap w.s.	biomolecule may be impacted in Matthew.	● How do these molecules get broken down and built up? **Next Steps:** Students will explore the chemical reactions that break down and build up these macromolecules.
How are biomolecules put together and broken apart? (1-2 blocks)	**Explore**: ● Chemistry of Life Basics Notes ● Chemistry of Life Basics Reading Comprehension (New canvas quiz version sent too) **Explain**: ● Option 1: Molecule building with kits ● Option 2: Metabolism of Biomolecules Activity (a bit more simple) BTC-Random grouping ○ Teacher Slides ○ or Presentation Slides **Elaborate**: Optional Extensions:	**Learning Target:** I can use models to construct an explanation about how polymers are constructed from monomers. **Success Criteria:** ● **I can demonstrate hydrolysis and dehydration synthesis using models.** ● **I can identify monomers and polymers.**	**Know:** ● Dehydration synthesis and hydrolysis are the chemical reactions involved in breaking and making biomolecules. ● Baby Matthew may have had an issue with a step of this process. **Wonder:** ● How are living things able to perform these chemical reactions? What may have been different in Matthew? **Next Steps:** Students will explore the role of enzymes in chemical reactions in living things and in what environments they are able to work best.

	Biomolecules and Nutrition Infographic **Evaluate**: • Biomolecules Review • Dehydration Synthesis and Hydrolysis Review		
Quiz #1: Biomolecules (HS-LS1-6) **What's Behind Me Review Game**			
Target Question	**Activities**	**Learning Target**	**Student will know and wonder**

How do organisms make and break biomolecules?
(3-4 blocks)
	Explore:
	• Intro to Metabolism Slides with student worksheet
	Explain:
	• Enzyme cornell Notes or POGIL; DeStef version
	• Enzymes - How do they work?
	• Amoeba Sisters
	Elaborate:
	• Enzyme Inquiry Lab
	  ○ Virtual Option
	  ○ Enzyme
	• Toothpickase Lab
		Learning Target: I can use models to construct an explanation about how enzymes speed up chemical reactions.
		
		Success Criteria:
		• **I can use a model to identify the active site, substrate, and enzyme.**
		• **I can explain how temperature and pH affect enzyme function.**
			Know:
			• Enzymes speed up chemical reactions by lowering activation energy.
			• Enzymes only work when they are the correct shape and can become denatured in a variety of ways.
			Wonder:
			• Could Matthew have an issue with one of his enzymes?
			Next Steps:
			Students will explore a variety of enzymes with various metabolic pathways to determine which enzyme may be affected in baby Matthew.

How does metabolism explain what is happening to baby Matthew? **(1 block)**	Elaborate: • Baby Matthew Disease Research 2025 (old) Metabolic Disease Research • Slides for student research (make copies for each class)	**Learning Target:** I can use models and research to construct an explanation about how enzymes affect various metabolic functions. **Success Criteria:** • **I can research a genetic**	**Know:** • There are a variety of conditions that cause enzymes to not work effectively. • Baby Matthew's condition is caused by MSUD. **Wonder:** •

		condition that affects a metabolic pathway. • I can construct an argument about a metabolic condition being the cause of Matthew's condition.	**Next Steps:**
Summative Assessment (end of Sept/beginning of Oct): (worth x2 in PS) (simplified text version) Review Sheet What's Behind Me? Sequel Interim Assessment LS1-6			

January 30, 2026

Baby Matthew: Biochemistry

Slideshow created by Lisa Daigle

Baby Matthew



Lesson Phenomenon

Baby Matthew is born and seems perfectly healthy, but after a few days starts to exhibit strange symptoms, called **“failure to thrive”**. These symptoms seem like they may lead to physical impairment, and could possibly be linked to death. What is causing the problem? Can Baby Matthew be saved?

Essential Question: How do cells make the molecules they need and get rid of the molecules they don’t need? What happens if steps in this process aren’t working?

Performance Expectations

- **HS-LS1-6** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- **HS-LS1-7** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- **HS-PS1-5.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

SEPs, DCIs, and CCCs

Science & Engineering Practices

- Developing and Using Models
- Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

- LS1.C: Organization for Matter and Energy Flow in Organisms
- PS1.B: Chemical Reactions

Cross Cutting Concepts

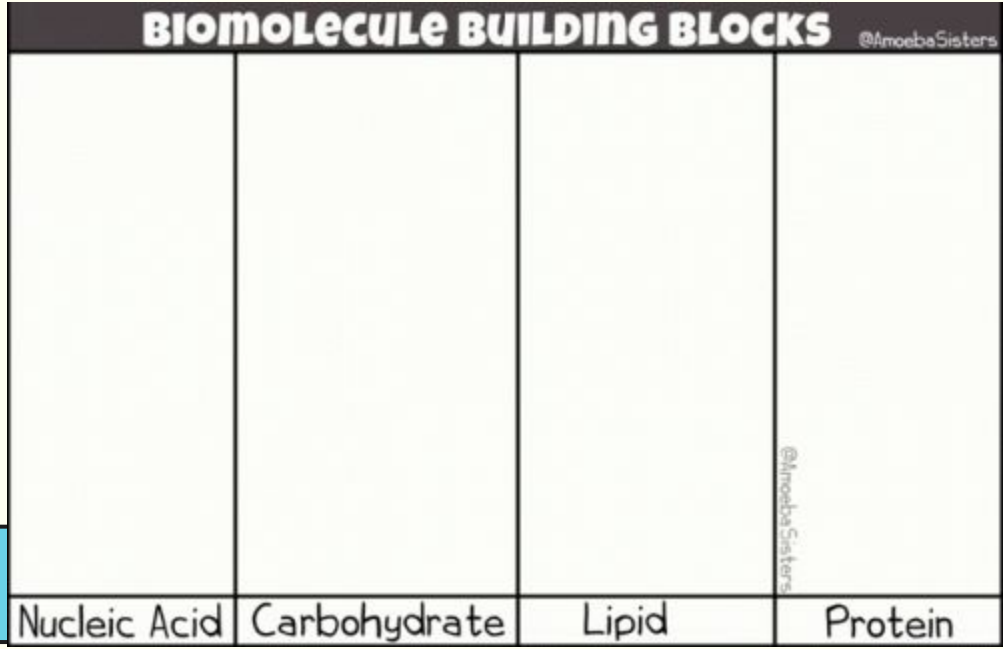
- Energy and Matter
- Patterns



Biomolecules

Learning about Biomolecules

Students learn about biomolecules through various activities such as card sorts and a research project. Students learn about basic chemistry to learn the building blocks of biomolecules and how they form.

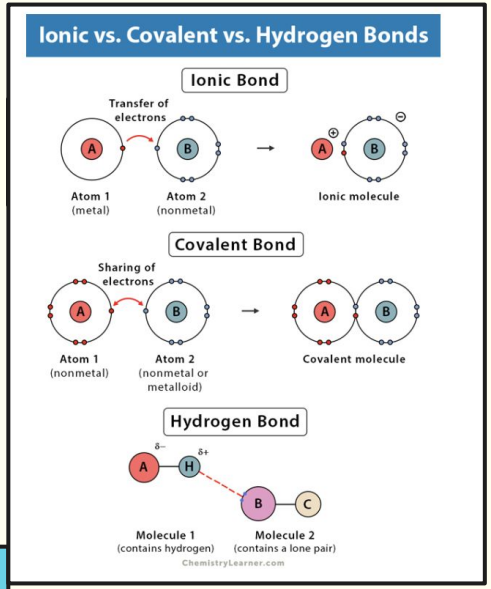


Biomolecules

Assessments

- **Baby Matthew Performance Task:** Is Baby Matthew Receiving Sufficient Nutrition? Critical Thinking Task
- **Quiz:** Biomolecules





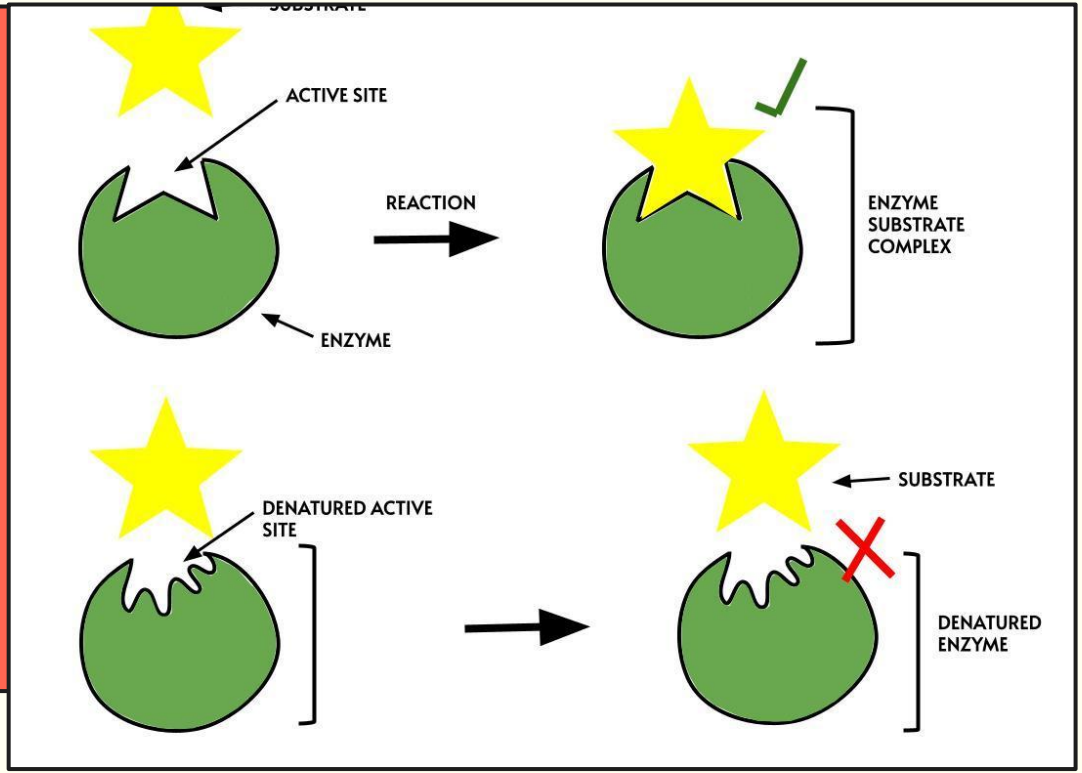
Metabolism & Enzymes

Learning about Metabolism & Enzymes

Students use virtual labs and hands on activities.

Assessment

Biomolecules & Enzymes Assessment



What caused Matthew's Failure to Thrive?

Baby Matthew's Diagnosis Research

- What was his causing his failure to thrive?
- Research different genetic diseases
  - Tay-Sachs Disease
  - Maple Syrup Urine Disease
  - Keystone Synthesis Defect
  - GSD Type I: Von Gierke Disease
- Students conclude the genetic disease that baby Matthew inherited and write up a CER



BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Science – Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW – Second Reading.

Summary of Issue: SHS Science – Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW - Second 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: Move that the Board of Education approve the SHS Science – Astronomy - Unit 1 - Meteors, Orbits and Gravity - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan

Signature of Staff Member Submitting Report

Peter Madaras

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Astronomy: Meteors, Orbits, & Gravity
Teacher:	Duffy
Grade Level/Course:	10-12
Length/Dates:	12 weeks
Unit Summary:	How have collisions with objects from space changed Earth in the past, and how could they affect our future? This unit is designed to introduce students to the motion of objects in our solar system through the perspectives of matter, force, and energy. The learning is anchored by the appearance of a large fireball in the sky over Siberia in 2013 (the Chelyabinsk meteor). This phenomenon provides the context in which to investigate how and why objects from space sometimes collide with Earth. To figure this out, students apply the concepts of Newton's universal law of gravitation, orbital motion, energy transfer with gravitational fields, and the history of Earth. P.4: Meteors, Orbits, & Gravity P.4 Meteors, Orbits, & Gravity Unit Overview Materials

Performance Expectations

- HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Using Mathematical and Computational Thinking Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Use mathematical or computational representations of phenomena to describe explanations. • Use mathematical representations of phenomena to describe explanations. • Create a computational model or simulation of a phenomenon, designed device, process, or system. **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. **Developing and Using Models** Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables	**ESS1.B: Earth and the Solar System** • Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. **ESS1.C: The History of Planet Earth** • Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. **PS1.C: Nuclear Processes** • Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. *(secondary* **PS2.B: Types of Interactions** • Newton's law of universal gravitation and Coulomb's law provide the mathematical models	**Scale, Proportion, and Quantity** • Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). **Stability and Change** • Much of science deals with constructing explanations of how things change and how they remain stable. **Patterns** • Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. **Systems and System Models** • Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. **Energy and Matter** • Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or

between systems and their components in the natural and designed worlds. ● Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.	to describe and predict the effects of gravitational and electrostatic forces between distant objects. ● Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. **PS3.A: Definitions of Energy** ● Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. ● At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. ● These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated	between systems.

	with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. **PS3.B: Conservation of Energy and Energy Transfer** ● Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. ● Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. ● Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. ● The availability of energy limits what can occur in any system.	

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

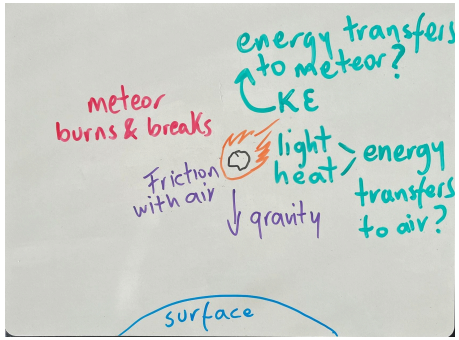
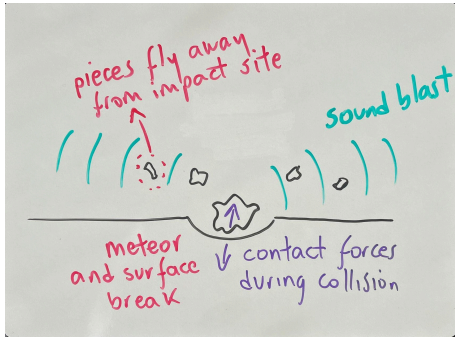
Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

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.

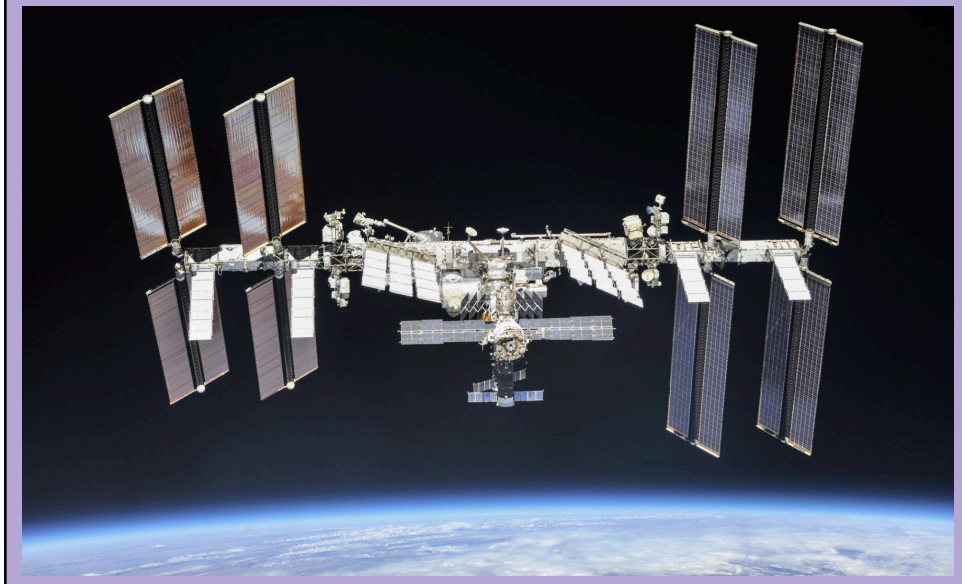
Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

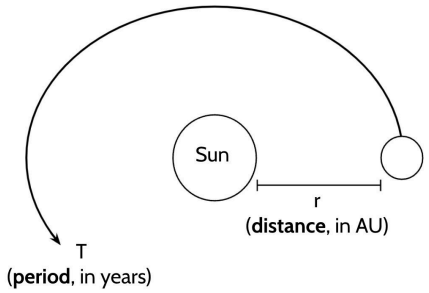
C District Rubrics

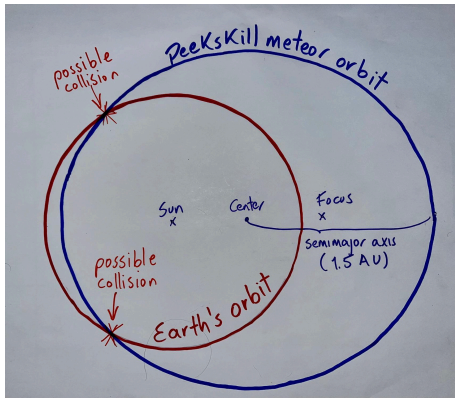
Target Question	Activity	Standard Objectives/Learning Target	Student will know and wonder
Learning Sequence 1: Class Notes: LS1 Meteors, Orbits, and Gravity - Duffy			
Lesson 1: Why is stuff falling from the sky? Lesson 1 - P.4 Meteors, Orb…   **KEY for all of lesson 1's models:** **P.4 Lesson 1 Answer Key Ini…**	P.4 Lesson 1 Teacher Edition **-DEVELOP INITIAL MODEL OF CHELYABINSK EVENT** **-DEVELOP A CONSENSUS MODEL OF OBSERVED PHENOMENA DURING THE CHELYABINSK EVENT POSTER** **-USE SCALE TO ORGANIZE PHENOMENA CARDS** **P.4 Lesson 1 Reference Phe…** **P.4 Lesson 1 Slides Phenom…** **-DEVELOP INITIAL MODELS OF THE MOTION OF SPACE OBJECTS** **KEY for all of lesson 1's models:** **P.4 Lesson 1 Answer Key Ini…**	**Learning Target:** I can make an evidence based model using the Chelyabinsk meteor to show how parts of a system work together at different scales. **Success Criteria:** I will… • explain changes in matter, energy, and motion of orbiting objects. • ask questions about a meteor event and related data to find out what causes orbiting objects to move and how gravity affects them. • ask questions to learn about what happens when orbiting objects, like meteors, hit Earth. **1.A** Develop a model using evidence from the Chelyabinsk meteor event and related phenomena to illustrate how the interactions between different parts of the system at different scales help explain the changes in matter, energy, and/or motion of	**What students will wonder:** Why is stuff falling from the sky? We explore eyewitness video clips of the Chelyabinsk meteor. We categorize data on other related phenomena that people have observed. We develop two sets of models, one to explain the observed changes during the Chelyabinsk event and one to explain the motion of other space objects. We develop questions for our Driving Question Board, and then record ideas for investigations and data we need to answer them. **What students will figure out:** • A rock from space broke up over Siberia in 2013, lit up the sky, and damaged buildings. • Similar phenomena have been observed in other places around the world throughout history. Sometimes part(s) of these rocks or other debris from space hit the ground, and

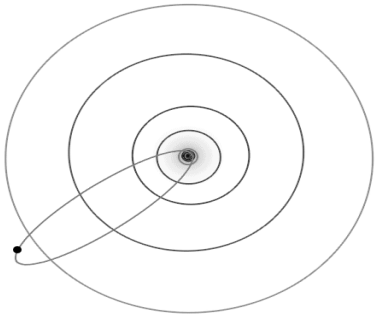
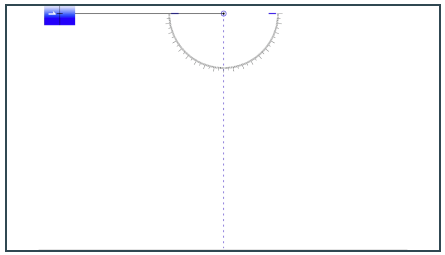
		orbiting objects. (SEP: 2.3; CCC: 2.2; DCI: PS2.B.1, PS3.A.2, ESS1.B.1) **1.B** Ask questions that arise from careful observation of a meteor event at multiple scales and data from related events to clarify and seek additional information about the causes of the motions of orbiting objects, the effects of gravitational forces on these objects, and the consequences of their impact on our planet. (SEP: 1.1; CCC: 2.2; DCI: PS2.B.1, PS3.A.2, ESS1.B.1)	sometimes they do not. • Some space objects in the solar system remain in orbit, while others collide with different objects. ***What's next?*** *We will predict the gravitational force experienced by objects at different distances from Earth's surface and conduct an investigation on magnetic forces versus distance. We will analyze data on gravitational forces for various objects and distances. We will use mathematical models to determine the force of gravity acting on space objects and consider whether this explains why some will collide with Earth while others will remain in orbit.*
Lesson 2: How far does Earth's gravity extend into space? Lesson 2 - P.4 Meteors, Orb… $F_g = G\left(\frac{m_1 * m_2}{r^2}\right)$	P.4 Lesson 2 Teacher Edition **Duffy combined handout version of Lesson 2 :** Lesson 2: Forces vs. Distan… **-CONSIDER HOW DISTANCE AFFECTS FORCE OF GRAVITY** **-COMPARE NONCONTACT FORCES: GRAVITY AND MAGNETISM**	**Learning Target:** I can make predictions about the gravitational force experienced by objects at different distances from Earth's surface. **Success Criteria:** I will… • analyze data on gravitational forces for various objects and distances.	**What students will wonder:** How far does Earth's gravity extend into space? We make predictions about the gravitational force experienced by objects at different distances from Earth's surface and carry out an investigation of magnetic forces versus distance. We analyze data on gravitational forces for various objects and distances. We use mathematical models to determine the strength of this force acting on

	-INVESTIGATE THE MAGNITUDE OF MAGNETIC FORCE ACTING ON TWO MAGNETS **P.4 Lesson 2 Handout Predi…** **-CARRY OUT AN INVESTIGATION** **-ANALYZE AND INTERPRET DATA** **Lesson 2 Magnet Investigati…** **-ANALYZE GRAPHS AND MAKE PREDICTIONS** **-USE MATHEMATICAL THINKING** **P.4 Lesson 2 Answer Key Ke…** **-DEVELOP A MODEL**	• carry out an investigation of magnetic forces versus distance. **2.A** Use simple limit cases and mathematical representations to describe patterns in the change of magnitudes of magnetic and gravitational forces on two objects caused by changes in their distances from each other. (SEP: 5.2, 5.4; CCC: 1.4; DCI: PS2.B.1, PS2.B.2) --- **Learning Target:** I can use simple examples and math to show how magnetic and gravitational forces change when the distance between two objects changes. **Success Criteria:** I will… • identify the variables in Newton's law of universal gravitation (mass of each object, distance between them, and the gravitational constant). • use algebra to solve for the gravitational force between Earth and another object. • check if my answer makes sense based on the size of the objects and their distance apart.	different space objects and consider whether this helps explain why some objects collide with Earth while others remain in orbit. **What students will figure out:** • All matter produces gravitational fields. • Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space. • When two objects interact through a field force like gravity or magnetism, the forces between them are equal in magnitude and opposite in direction. • Newton's law of universal gravitation mathematically models how gravitational forces depend on the masses of and distance between two objects. • The force of gravity experienced by space objects alone does not fully explain why some collide with Earth while others remain in orbit. ***What's next?*** *We will use a simulation to figure out what conditions are necessary*

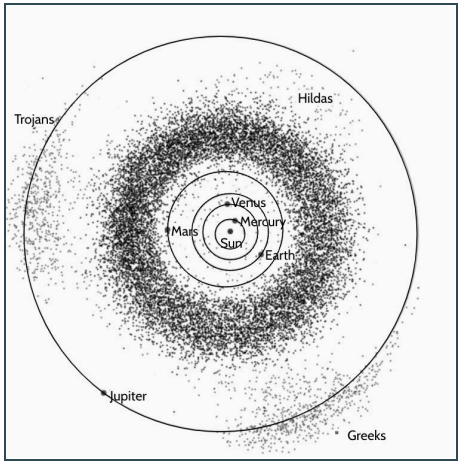
		2.B Apply techniques of algebra to solve for the gravitational force between Earth and another space object using Newton's law of universal gravitation. (SEP: 5.3; CCC: 3.5; DCI: PS2.B.1, PS2.B.2)	*for orbit. We will investigate how to quantify how force relates to other variables in circular motion. We will analyze how planets move. We will connect the circular motion and universal gravitation equations and identify the relationship between period and orbital radius.*
Built in Canvas based on this google form P.4 Lesson 2 Answer Key Exit Ticket Key NOTE:* Duffy Version is modified from OpenSci: ISS, Earth, and the Force of Gravity Assessment 		**Learning Target:** I can use simple examples and math to show how magnetic and gravitational forces change when the distance between two objects changes. **Success Criteria:** I will… • identify the variables in Newton's law of universal gravitation (mass of each object, distance between them, and the gravitational constant). • use algebra to solve for the gravitational force between Earth and another object. • check if my answer makes sense based on the size of the objects and their distance apart. **Lesson-level performance expectation being assessed** **2.A** Use simple limit cases and mathematical representations to describe patterns in the change of magnitudes of magnetic and gravitational forces on two objects caused by changes in their distances from each other. (SEP: 5.2, 5.4; CCC: 1.4; DCI: PS2.B.1, PS2.B.2)	
Lesson 3: How does gravity cause only some objects to orbit? Lesson 3 - P.4 Meteors, Orb…	P.4 Lesson 3 Teacher Edition **Duffy combined handout**	**Learning Target:** I can use models, like hands-on activities and computer simulations, to	**What students will wonder:** How does gravity cause only some objects to orbit? We use a

 Simulations used: **Gravity and Orbits** Kepler's Laws P.4 Lesson 3 Answer Key K… P.4 Lesson 13 Answer Key …	**version of Lesson 3 :** Investigation Circular Motion… **-USE SIMULATION TO INVESTIGATE HOW VELOCITY AND GRAVITY AFFECT THE MOTION OF SPACE OBJECTS** **Gravity and Orbits** **-MAKE PREDICTIONS ABOUT CHANGES IN VELOCITY** **-USE A PHYSICAL MODEL TO INVESTIGATE THE ROLE OF DISTANCE IN ORBITAL MOTION** **P.4 Lesson 3 Handout Invest…** **-DEVELOP AN EXPLANATION ABOUT THE STABILITY AND CHANGE OR ORBITS** **-MODEL PLANETARY ORBITS** **-EXAMINE THE MATHEMATICAL RELATIONSHIP BETWEEN THE PERIOD OF REVOLUTION AND THE SIZE OF THE ORBIT** **-UPDATE PERSONAL GLOSSARIES AND INTRODUCE PROGRESS TRACKER** **-EXIT TICKET**	gather data that explain how space objects stay in orbit and how their orbits can change." **Success Criteria:** I will… • read and understand data from a computer model of an object orbiting the Sun. • use algebra to find patterns between the radius of the orbit and the period of revolution. • predict what will happen to the period if the radius changes. • explain my reasoning using the data and algebraic relationships. **3.A** Use different models, including a physical manipulative and a computer simulation, to generate data supporting an explanation for how space objects can remain in stable orbits and how their orbits can change. (SEP: 2.6; CCC: 7.1; DCI: ESS1.B.1) **3.B** Use algebraic thinking to examine scientific data generated with a computer model to predict the effect of changes in the radius (a) on the period of revolution of an object in orbit around the Sun. (SEP:2.6; CCC: 3.5; DCI: ESSB.1)	simulation to figure out the relationship between velocity and force necessary for orbit. We conduct an investigation to explore how the distance between two objects affects this relationship and identify the period of revolution of an object as a lens to predict its orbital motion. We connect the circular motion and universal gravitation equations and identify the relationship between period and orbital radius. **What students will figure out:** • Some planets orbit the Sun in nearly circular orbits. • An object must have the right velocity in order to orbit a star or planet. If it is moving too fast, it will continue into space. If it is moving too slow, it will fall toward the star or planet. • The relationship between the gravitational force on an object and its velocity depends on the distance from the object it orbits. • The relationship (T^2/a^3) of orbital period (T) to radius (a) is constant for all objects orbiting the same body.

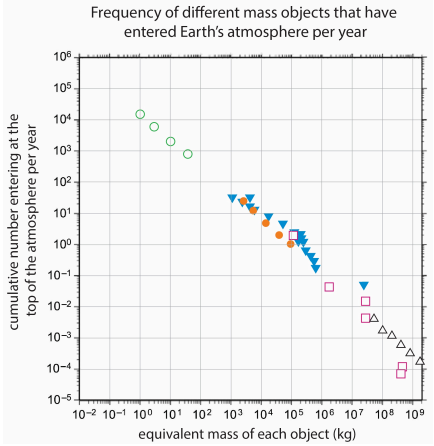
			What's next? *We will look at the orbits of objects that are not planets because planets do not seem to be at risk of colliding with each other. We will explore the elliptical nature of orbits and model orbits of objects that may be at risk of colliding with Earth.*
Lesson 4: Why do objects sometimes collide in space? Lesson 4 - P.4 Meteors, Orb…  P.4 Lesson 4 Answer Key O… P.4 Lesson 4 Answer Key E… P.4 Lesson 13 Answer Key …	P.4 Lesson 4 Teacher Edition **Duffy combined handout version of Lesson 4:** **Objects in Space and Orbital…** **-MODEL PLANET AND COMET ORBITS** **P.4 Lesson 4 Handout Orbita…** **P.4 Lesson 4 Reading Objec…** **-USE MODEL TO PREDICT THE POTENTIAL OF A COLLISION BETWEEN EARTH AND A COMET** **-USE ORBIT PATHS TO CONSIDER RISK TO EARTH** **-CONSTRUCT A MODEL BASED ON EVIDENCE**	**Learning Target:** I can construct a model that shows how the orbits of space objects can lead to collisions with Earth. **Success Criteria:** I will… • make a model that shows the orbits of space objects. • use evidence to explain why some objects might collide with Earth. • revise my model to make it more accurate as I learn more. • explain the limits of my model (what it can show well and what it cannot predict, like exact future collisions). **4.A** Develop and revise a model based on evidence of the orbital features of space objects to explain why space objects can collide with Earth, highlighting the	**What students will wonder:** Why do objects sometimes collide in space? We decide to look at the orbits of objects that are not planets because planets do not seem to be at risk of colliding with each other. We explore elliptical orbits in the solar system and determine that the Sun is always located at one of the foci of the ellipse. We read about and model objects in space that could collide with Earth. We develop a model based on data to explain how the Peekskill meteor and Earth collided. We wonder how we would know if two objects whose orbits cross will actually collide. **What students will figure out:** • Orbits are elliptical in shape with the Sun located at one of the foci. • Objects in space are at risk of colliding if their orbit paths

	-UPDATE PERSONAL GLOSSARY AND PROGRESS TRACKER **1B Summary Table - Meteor…**	limitations of the model in predicting future collisions. (SEP: 2.3; CCC: 4.4; DCI: ESS1.B.1)	cross. • Asteroids, comets, and meteor showers are different types of objects in space that have the potential to collide with Earth. ***What's next?*** *We will look at a simulation of orbits to notice that the speed of objects in elliptical orbits changes along the path. We will construct energy transfer diagrams to model this change.*
Lesson 5: How do objects travel within their orbit paths? Lesson 5 - P.4 Meteors, Orb…  	P.4 Lesson 5 Teacher Edition **Duffy combined handout version of Lesson 5:** **Orbital Energy Transfer Inv…** **-EXPLORE ORBITS AND SPEED** **P.4 Lesson 5 Handout Orbita…** **-USE M-E-F FRAMING TO MODEL ORBITAL SPEED** **-BUILD A CONSENSUS MODEL** **-CONCEPTUALIZE FLOW OF ENERGY** **P.4 Lesson 5 Handout Energ…**	**Learning Target:** I can make and use a model to show how energy moves and is conserved in an elliptical orbit between an object and gravity. **Success Criteria:** I will… • explain that the total energy is conserved, even though it changes form. • use my model to explain energy flow in orbital systems. **5.A** Develop and use an energy transfer model that illustrates how energy flows and is conserved within an elliptical orbital system between the orbiting object and the gravitational field. (SEP: 2.3,	**What students will wonder:** How do objects travel within their orbit paths? We are wondering if gravitational forces can change orbital paths and consider the limitations of our two-object models. We look at an image of our solar system with the asteroid belt and make predictions as to what could have led to the redirection of the Chelyabinsk meteor from the asteroid belt towards Earth. We develop models for the two possibilities: gravitational forces from other objects or a collision with another asteroid. **What students will figure out:** • Orbiting objects move

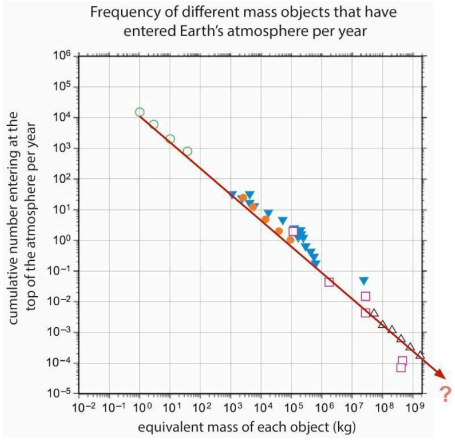
P.4 Lesson 5 Answer Key E… P.4 Lesson 5 Answer Key O…		5.2; CCC: 5.1, 5.3; DCI: ESS1.B.1, PS2.B.1, PS3.A.2, PS3.B.2)	faster when closer to the Sun and slower when farther away. ● Speed changes of orbiting objects are related to the distance between the orbiting object and the Sun and are due to energy transfer between the object and the Sun and the gravitational field between them. ***What's next?*** *We will wonder if gravitational forces can change orbital paths and will consider the limitations of our two-object models. We will look at an image of our solar system with the asteroid belt and will make predictions as to what could lead to the redirection of the Chelyabinsk meteor from the asteroid belt towards Earth. We will develop models for the two possibilities: gravitational forces from other objects or a collision with another asteroid.*
Lesson 6: How can force interactions in space change the orbital path of a space object? Lesson 6 - P.4 Meteors, Orb…	P.4 Lesson 6 Teacher Edition **Duffy combined handout version of Lesson 6:** **Reading Chelyabinsk Meteo…**	**Learning Target:** I can make models that show how gravity from Jupiter and collisions with other objects can change the orbit of a meteor, and I can use those	**What students will wonder:** How can force interactions in space change the orbital path of a space object? We are wondering if gravitational forces can change

	**-DEVELOP MODELS OF CHELYABINSK REDIRECTION FROM ITS ORBIT** **P.4 Lesson 6 Handout Redir…** **-COMING TO CONSENSUS** **-READ SCIENTISTS' PREDICTIONS AND NAVIGATE** **P.4 Lesson 6 Reading Chely…** **-HOME LEARNING: SELF REFLECTION**	models to evaluate how collisions in space are predicted. **Success Criteria:** I will… • make a model showing the gravitational pull of Jupiter on a meteor. • make a model showing how collisions with other space objects affect orbits. • use my models to predict how the orbit of the Chelyabinsk meteor could change. • evaluate my models to see how well they explain and predict space collisions. **11.A** Develop models of the forces due to gravitational interactions from Jupiter and forces from collisions with other space objects and use these models to predict how the orbit of the Chelyabinsk meteor can be changed by different types of force interactions in space to evaluate our working model of space collisions. (SEP: 2.3, 4.5; CCC: 4.4; DCI: ESS1.B.1, PS2.B.1)	orbital paths and consider the limitations of our two-object models. We look at an image of our solar system with the asteroid belt and make predictions as to what could have led to the redirection of the Chelyabinsk meteor from the asteroid belt towards Earth. We develop models for the two possibilities: gravitational forces from other objects or a collision with another asteroid. **What students will figure out:** • Scientists believe that the Chelyabinsk meteor was likely redirected by a combination of collisions and gravitational forces from nearby objects. • Many meteors that collide with Earth come from the asteroid belt where they could have been redirected by collisions with other asteroids or by the gravitational forces from nearby objects. ***What's next?*** *We will read about two strategies designed to deflect hazardous impactors on a collision course with Earth. We will use data*

			collected by scientists and some of the mathematical models we have developed in this unit to explain how these strategies work.
Common Assessment: **LS1 Summative Assessment: Transfer Task** Lesson 7: What can we do if an orbiting object poses a significant risk for Earth? Lesson 7 - P.4 Meteors, Orbits, & Gravity Built in Canvas:  P.4 Lesson 7 Answer Key Key Changing Asteroid		**Learning Target:** I can use math with Newton's Law of Gravitation and Coulomb's Law to describe and predict the forces between objects caused by gravity and electric charge. **Success Criteria:** I will… • identify the variables in Newton's Law of Gravitation and Coulomb's Law. • use the correct formulas to calculate gravitational and electrostatic forces. • describe how the size of the force changes when distance or mass/charge changes. • use math to predict what will happen to the forces in different situations. **Transfer Task PE: HS-PS2-4** Use mathematical representations of Newton's Law of Gravitation ~~and Coulomb's Law~~ to describe and predict the gravitational ~~and electrostatic~~ forces between objects. (SEP: 2.3, 5.2;	**What students will wonder:** What can we do if an orbiting object poses a significant risk for Earth? We read about two strategies designed to deflect hazardous impactors on a collision course with Earth. We use data collected by scientists and some of the mathematical models we have developed in this unit to explain how these strategies work. **What students will figure out:** • Scientists are developing and testing strategies intended to deflect hazardous impactors on a collision course with Earth. • A small spacecraft traveling at high speed can have enough kinetic energy to change the orbit of an impactor. • A gravity tractor can slowly move an impactor into a different orbit by using the force of gravity acting between the spacecraft and the impactor.

		DCI:PS2.B.1, PS2.B.2, PS3.B.2, ESS1.B.1; CCC:1.1, 3.5)	***What's next?*** *We will discuss how often we might need to deflect incoming objects. We will analyze a graph of the frequency of different-sized objects that have entered Earth's atmosphere over a 28-year period. We will construct a line of best fit and use it to predict the frequency of larger-mass objects reaching Earth's atmosphere. We will calculate the related kinetic energy and estimate the potential damage these could inflict.*
Learning Sequence 2: Class Notes: LS2 Meteors, Orbits, and Gravity PART 2 - Duffy			
Lesson 8: What is the probability of a future or past meteor event impacting Earth? Lesson 8 - P.4 Meteors, Orb…  	P.4 Lesson 8 Teacher Edition **Duffy combined handout version of Lesson 8:** **Frequency vs. Mass - Duffy** **-USE MATHEMATICAL THINKING TO PREDICT FREQUENCY OF EVENTS** **-QUANTIFY DANGER** **-BUILDING UNDERSTANDINGS DISCUSSION ABOUT THE SCALE OF DANGER** **P.4 Lesson 8 Handout Frequ…**	**Learning Target:** I can use math and data to build a model that predicts how often meteors of different sizes hit Earth, how much energy they carry, and the scale of damage they could cause. **Success Criteria:** I will… • identify the variables in my dataset, including meteor size, frequency, and speed. • choose and apply the correct function to fit the data.	**What students will wonder:** What is the probability of a future or past meteor event impacting Earth? We discuss how often we might need to deflect incoming objects and identify what types of data we need to figure this out. We analyze a graph of different-sized objects that have entered Earth's atmosphere over a 28-year period, construct a line that best fits it, and use it to predict the frequency of larger-mass objects reaching Earth's atmosphere. We calculate the related kinetic energy and estimate the potential damage

	P.4 Lesson 8 Handout Impac… **(OPTIONAL RESOURCE)** **P.4 Lesson 8 Reading Cana…**	• use math to calculate kinetic energy for meteors of different sizes. • describe how the energy and potential damage change as meteor size or speed changes. • use the model to predict the frequency, energy, and possible impact effects of meteors in the future. • compare predicted future impacts with historical rates of meteor collisions and explain any patterns or trends. **8.A** Develop and use a mathematical model based on a function fit to data to predict the number, frequencies (proportions), kinetic energy, and scale of potential destruction from meteors of different sizes reaching Earth in the near future and the rate of such events in the past (SEP: 5.2; DCI: ESS3.B.1, PS3.B.3; CCC: 3.1).	these could inflict. We argue for why we should continue to invest in DART-like technologies and what this also might imply about Earth's past. **What students will figure out:** • There is a linear correlation between the size and frequency of meteors reaching Earth during a 28-year data collection period. • Although exceptionally large meteors are rare and unlikely to reach us in our lifetime, their potential impact could extend beyond city destruction, potentially altering human history. • The mathematical relationship we've established should guide our future plans, especially regarding investments in DART-like technologies. • While these relationships offer insights into Earth's 4.5-billion-year history, more data are needed to confirm or refute their historical predictions. ***What's next?*** *We will share initial explanations*

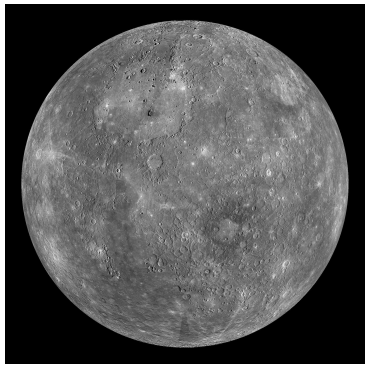
			for what might have happened to all the objects of different sizes that reached Earth from space over its 4.5-billion-year history. We will brainstorm factors besides mass that might affect what happens to these objects when they reach Earth. We will record new questions we have and sources of data and investigations that could help us answer these questions.
Lesson 9: What happened to all the meteors that reached Earth over its history? Lesson 9 - P.4 Meteors, Orb… 	P.4 Lesson 9 Teacher Edition This lesson has no additional handouts from Lesson 8… **-DEVELOP NEW QUESTIONS** **-BRAINSTORM DATA AND INVESTIGATIONS NEEDED** **-ADD TO THE DRIVING QUESTION BOARD**	**Learning Target:** I can ask and investigate questions based on a mathematical model that predicts how often large meteors collide with Earth and how those impacts have influenced Earth's history. **Success Criteria:** I will… • use data and models to make predictions about the frequency and scale of large meteor impacts. • ask meaningful questions about how those impacts may have affected Earth's surface, atmosphere, and life. • identify what evidence or data I would need to answer those questions. • use scientific reasoning to connect model predictions with real-world evidence	**What students will wonder:** What happened to all the meteors that reached Earth over its history? We share initial explanations for what might have happened to all the objects of different sizes that reached Earth from space over its 4.5-billion-year history. We brainstorm factors besides mass that might affect what happens to these objects when they reach Earth. We record new questions we have and sources of data and investigations that could help us answer these questions. **What students will figure out:** • The mass of a meteor (or space object) probably affects whether anything impacts Earth's surface or whether it all burns up in

		from Earth's geologic record. **9.A:** Ask questions that arise from using a mathematical model to predict the relative frequency, scale, and significance of impact or collisions from large meteors on the history of our planet and identify sources of evidence needed to answer these questions. (SEP: 1.2; CCC: 3.1; DCI: ESS1.C.2)	the atmosphere. ● There are additional factors besides mass (e.g., speed, angle, or trajectory, material of the meteor, and where it hits) that may also affect the outcome. ● We are not certain that our mathematical model from the last lesson holds for earlier in Earth's history or for moons and other planets. ***What's next?*** *We will investigate whether a meteor's velocity or mass better predicts its crater size. We will analyze our results using the coefficient of correlation to establish that the velocity of an impactor better predicts the crater's size. We will learn that meteors with sufficient kinetic energy can vaporize upon surface impact. We will explain the changes in matter and energy within the meteor-Earth system.*
Lesson 10: What determines the size of the crater made on impact? Lesson 10 - P.4 Meteors, Or…	P.4 Lesson 10 Teacher Edition **Duffy combined handout version of Lesson 10:** **Crater Size Investigation - D…** **Lesson #10 BTC stations**	**Learning Target:** I can plan and carry out an investigation to collect data showing how the kinetic energy of an impactor affects the size of the crater it makes. **Success Criteria:** I will…	**What students will wonder:** What determines the size of the crater made on impact? We consider whether the velocity or the mass of a meteor better predicts the size of the crater it forms. We plan and carry out an

 P.4 Lesson 10 Sample of Cr…	**P.4 Lesson 10 Handout Lab …** **P.4 Lesson 10 Crater Data C…** **-DETERMINING DAMAGE CAUSED BY METEOR** **-PLAN CRATER INVESTIGATION** **-CARRY OUT INVESTIGATION** **-ANALYZE AND INTERPRET DATA** **-CONSIDER CHANGES IN MATTER OF METEOR** **-REVISE EXPLANATION**	• use the formula KE = 1/2mv2 to calculate the kinetic energy of each impact. • describe how changing the mass or velocity of the impactor changes its kinetic energy and the resulting crater size. • explain why velocity has a greater effect on kinetic energy than mass. **10.A** Plan an investigation in groups and as a class to produce data to serve as the basis for evidence regarding the relationship between the kinetic energy of the impactor and the size of the crater it produces and how changes in the mass and velocity of the impactor do not have equal effects on its kinetic energy. (SEP: 3.1; DCI: PS3.B.4; CCC: 1.5) --- **Learning Target:** I can use data analysis, including the correlation coefficient, to explain how changes in an impactor's mass and velocity affect crater size and to refine my explanation of how matter and energy change during a meteor impact.	investigation to generate data for testing our predictions. Using the coefficient of correlation, we analyze our results and determine that the velocity of an impactor better predicts the size of the crater. We learn that meteors with enough kinetic energy can vaporize upon impact with the surface, and we use these ideas to refine our explanation of the changes in matter and energy within the meteor-Earth system. We wonder how the planet was affected by a meteor that struck 65 million years ago. **What students will figure out:** • Craters are not imprints of the objects but are larger than the object was. • Craters are surrounded by areas of ejecta. • The kinetic energy of an impactor is a good predictor of the size of a crater. • In comparison to mass, the velocity of an impactor has a stronger relationship with the size of the crater it creates. • Increasing the mass also increases the size of the crater.

		Success Criteria: I will… ● calculate and interpret the correlation coefficient (r) to describe how strongly crater size is related to impactor mass and velocity. ● identify which variable (mass or velocity) has the stronger relationship to crater size. ● use evidence from my analysis to explain how kinetic energy is transferred and transformed during a meteor impact. ● refine my explanation of how matter and energy interact within the meteor–Earth system based on the data. **10.B.** Apply the correlation coefficient to analyze the relationship between changes in the mass and velocity of an impactor and the size of the crater it produces and use these ideas to refine an explanation about the changes in matter and energy within the meteor-Earth system. (SEP: 4.2, 4.5; DCI: PS3.B.4; CCC: 1.5, 5.2)	● Impactors with enough kinetic energy can vaporize upon surface impact. ***What's next?*** *We will analyze data from a video of a satellite being tested in a high-speed wind tunnel. We will develop an explanation for why only a relatively small amount of the Chelyabinsk meteor's matter was in solid pieces when it reached the surface. We will argue that only a small fraction of the matter that most frequently enters Earth's atmosphere actually ends up leaving an impact on its surface.*

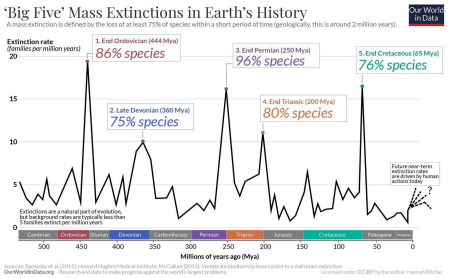
Lesson 11: What happens to the thousands of objects the size of the Chelyabinsk meteor and smaller that enter Earth's atmosphere every year? Lesson 11 - P.4 Meteors, Or… 	P.4 Lesson 11 Teacher Edition **Duffy combined handout version of Lesson 11:** **Magnetosphere Reading - D…** **-ANALYZE AND INTERPRET DATA** **-ANALYZE DATA FROM A HIGH-SPEED WIND TUNNEL** **-MAKE PREDICTIONS AND ANALYZE DATA** **-CONSTRUCT EXPLANATIONS** **-ARGUE FROM EVIDENCE** **-HOME LEARNING: SELF REFLECTION** **P.4 Lesson 11 Reading Mag…**	**Learning Target:** I can use scientific ideas about matter and energy to explain why most objects that enter Earth's atmosphere burn up or break apart instead of leaving an impact on the surface. **Success Criteria:** • explain how friction with air causes energy transfer that heats and breaks apart meteors. • identify the changes in energy forms (from motion to heat and light) during atmospheric entry. • support my explanation with evidence from data, models, or real-world examples of meteors and fireballs. **11.A** Apply scientific ideas and principles related to changes in matter and energy to provide an explanation for why much of the matter that makes up the objects that enter Earth's atmosphere end up not leaving an impact on the surface. (SEP: 6.3; CCC: 3.1, 5.2; DCI: PS3.A.2, PS3.A.4)	**What students will wonder:** What happens to the thousands of objects the size of the Chelyabinsk meteor and smaller that enter Earth's atmosphere every year? We analyze data from a video of a satellite being tested in a high-speed wind tunnel. We develop an explanation for why only a relatively small amount of the Chelyabinsk meteor's matter was still in solid pieces when it reached the surface. We argue that only a small fraction of the matter that most frequently enters Earth's atmosphere actually ends up leaving an impact on its surface. **What students will figure out:** • As objects from space move through the atmosphere at high speeds, they collide with air particles, causing changes in both matter and energy along their paths. • All the matter that melts, vaporizes, or breaks off in solid pieces in this process will eventually end up deposited across Earth's surface. • Only a fraction of the matter that enters Earth's atmosphere leaves an impact

			on the surface because it either has so little mass to begin with or is in really small pieces by the time it reaches the surface. ***What's next?*** *We will examine images of objects in space that lack atmospheres to see what happens when objects fall into them without burning up in an atmosphere. We will make observations about patterns of cratering activity on the Moon over its history and will identify periods with high and low cratering activity. We will consider why we don't see evidence of large meteor impacts on the Moon.*
Lesson 12: What happens when rocks hit planets or moons with minimal atmosphere? Lesson 12 - P.4 Meteors, Or…  P.4 Lesson 13 Answer Key …	P.4 Lesson 12 Teacher Edition **Duffy combined handout version of Lesson 12:** **Lunar Time Periods - Duffy** **Frequency of Small Craters -…** **Frequency of Medium Crater…** **Frequency of Large Craters …** **-INVESTIGATE IMAGE DATA** **P.4 Lesson 12 Reference Cr…** **-DRAW INFERENCES FROM DATA**	**Learning Target:** I can analyze evidence from craters on other planets and moons to identify patterns and use them to explain how cratering activity on Earth has changed over time. **Success Criteria:** ● examine empirical evidence (images or data) of craters on solar system objects without atmospheres. ● identify/compare patterns in crater size, shape, and	**What students will wonder:** What happens when rocks hit planets or moons with minimal atmosphere? We examine images of objects in space that lack atmospheres to see what happens when objects fall into them without burning up in an atmosphere. We make observations about patterns of cratering activity on the Moon over its history and find periods with high and low cratering activity. We consider why we don't see evidence of large meteor impacts on the Moon. **What students will figure out:** ● There are a lot of craters

	-INVESTIGATE LUNAR DATA **P.4 Lesson 12 Handout Moo…** **-ANALYZE CRATER FREQUENCY DATA** **-REVISE DATA SET** **-UPDATE PROGRESS TRACKER** **1B Summary Table - Meteor…**	number across different surfaces. • explain how the presence of an atmosphere and geologic activity influence how many craters we see on Earth versus other objects. **12.A** Analyze empirical evidence to identify patterns in cratering on solar system objects without atmospheres that can support claims about the changes in cratering activity on Earth. (SEP: 4.1; CCC: 1.5; DCI: ESS1.C.2)	on other space objects, suggesting there have been a lot of collisions on everything. • Evidence from other space objects suggests there must have been a large number of things that came towards Earth too (many of which probably burned up in the atmosphere). • There are very large craters on other space objects, so there should be some large craters on Earth. • Craters have been created over billions of years. • The age distribution of large craters on the Moon has decreased over time, while the age distribution of small and medium-size craters has fluctuated. ***What's next?*** *We will analyze Earth's cratering data and will find visible impact cratering is present in recent history but absent in over half of Earth's timeline. We will use images of terrestrial craters to observe that older ones have less-clear features. We will use an erosion model to test how the surface can change. We will read about geological processes and*

			will use these ideas to explain differences in cratering evidence between the Moon and Earth.
Lesson 13: Why don't we see many craters on the surface of Earth? Lesson 13 - P.4 Meteors, Or…  P.4 Lesson 13 Answer Key …	P.4 Lesson 13 Teacher Edition **Duffy combined handout version of Lesson 13:** **Earth Reference Crater Car…** **-COMPARE AGE DISTRIBUTION OF CRATERS** **-ANALYZE CRATER CARDS** **P.4 Lesson 13 Slides Earth …** **-USE MODEL TO TEST IDEAS ABOUT EROSION** **-EXPLORE EARTH PROCESSES THAT CAN ALTER EVIDENCE OF CRATERING ACTIVITY ON EARTH** **-OBTAIN AND COMMUNICATE INFORMATION ABOUT EARTH PROCESSES** **P.4 Lesson 13 Handout Accr…** **P.4 Lesson 13 Handout Glac…** **P.4 Lesson 13 Handout Plat…** **P.4 Lesson 13 Handout Wea…** **-CREATE A TIMELINE OF GEOLOGIC PROCESSES ACTING ON EARTH'S SURFACE**	**Learning Target:** I can obtain information and communicate information about how wind, water, or other processes can obscure the visible evidence of craters over time. **Success Criteria:** • use a small-scale model to illustrate how erosion, acting over long periods of time, can alter the evidence of cratering activity on Earth's surface. • compare the timescales and intensity of surface changes on both bodies. • use evidence from my reading to support an explanation of why Earth's craters are erased while the Moon's remain visible. **13.A** Use a small-scale model to illustrate how erosion, acting over long periods of time, can alter the evidence of cratering activity on Earth's surface. (SEP: 2.3; DCI: ESS1.C.2; CCC: 3.2)	**What students will wonder:** Why don't we see many craters on the surface of Earth? We analyze Earth's cratering activity data and find that visible impact cratering is present in relatively recent history but absent in over half of Earth's timeline. We analyze images of terrestrial craters and find the older craters have less-clear features. We brainstorm mechanisms that can explain this and use a model of erosion to test our ideas. We read about additional geological processes that have shaped our planet's landforms and apply that information to explain the differences in cratering evidence between the Moon and Earth. We learn that 65 million years ago, a meteor with enough kinetic energy to create a crater 112 miles (180 km) in diameter collided with Earth. **What students will figure out:** • We see that visible Earth craters have been found mostly in the last 650 Million years of our 4.5 Billion year history. • We see that Earth's craters are less well defined than

	-EXPLAIN PATTERNS IN EARTH'S CRATERING ACTIVITY **-UPDATE PROGRESS TRACKER** **1B Summary Table - Meteor…**	**13.B** Read scientific literature to determine how geological processes over long periods of time can help explain the stability of the Moon's surface as it compares to Earth's changing surface. (SEP:6.4, 8.1; DCI: ESS1.C.2; CCC: 3.2, 7.1)	those of the Moon. ● We learn about four Earth processes or mechanisms which shaped Earth's landform throughout its history. ● 65 million years ago, a meteor with enough kinetic energy to create a crater 112 miles (200 km) in diameter, collided with Earth. ***What's next?*** We will analyze a graph showing mass extinctions in Earth's history. We will develop a model to explain how an impactor collision led to mass extinctions. We will gather information about the Chicxulub crater formation. We will revise our initial model to explain how the impactor led to both short-term and longer-term effects that caused the extinction of only some types of organisms and not others.
Lesson 14: How could an impactor have killed off some types of life on Earth but not all? Lesson 14 - P.4 Meteors, Or…	P.4 Lesson 14 Teacher Edition **Duffy combined handout version of Lesson 14:** **Evaluate Alternate Mechanis…**	**Learning Target:** I can obtain and communicate scientific information about how the Chicxulub meteor impact changed Earth's systems and affected life on our planet over different times and places. **Success Criteria:** ● identify the central ideas about how the impact	**What students will wonder:** How could an impactor have killed off some types of life on Earth but not all? We analyze a graph of mass extinction events over Earth's history. We develop an initial model to explain how an impactor collision would have led to the extinction of some types of organisms and not others. We gather and communicate



P.4 Lesson 14 Answer Key …

P.4 Lesson 14 Answer Key …

P.4 Lesson 14 Handout Alter…

-DEVELOP LESSON DRIVING QUESTION

-EXPLORE MATTER AT THE CHICXULUB CRATER

-CREATE INITIAL MODEL

-USE JIGSAW STRATEGY FOR CHICXULUB CRATER READINGS

P.4 Lesson 14 Handout Chic…

P.4 Lesson 14 Handout Chic…

P.4 Lesson 14 Handout Chic…

P.4 Lesson 14 Handout Chic…

P.4 Lesson 14 Handout Chic…

P.4 Lesson 14 Handout Eval…

P.4 Lesson 14 Handout Exti…

P.4 Lesson 14 Reading Past…

-HAVE GROUP DISCUSSION ON GEOLOGICAL EVIDENCE

-EVALUATE ADDITIONAL MECHANISMS

-SHARE ALTERNATE CLAIMS

-ARGUE FOR OR AGAINST MULTIPLE MECHANISMS

-OBTAIN INFORMATION ABOUT PAST MASS EXTINCTIONS

-SHARE INFORMATION ABOUT PAST MASS EXTINCTIONS

-DEVELOP A FINAL MODEL

changed Earth's atmosphere, climate, and surface.

- explain how those changes affected different organisms and ecosystems over time.
- describe the effects of the impact at different spatial and temporal scales (local, global, short-term, long-term).
- use evidence from my reading to support explanations of how one event can cause large-scale Earth system changes.

14.A Read scientific literature to determine the central ideas and summarize the different changes in earth systems due to the Chicxulub meteor impac and their effects on different types of organisms and ecosystems across different spatial and temporal scales by paraphrasing them in simpler but still accurate terms. (SEP: 8.1, CCC: 2.4, DCI: ESS1.C.2)

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information about matter changes, force interactions, and energy transfers related to the formation of the Chicxulub crater. We revise our initial model to explain how the impactor led to both short-term and longer-term effects that caused the extinction of only some types of organisms and not others.

What students will figure out:

- The fossil record provides evidence that some types of organisms went extinct around the time of the impact (e.g., dinosaurs, herbivores, terrestrial plants), while others survived.
- There are alternate mechanisms to explain how the impactor affected energy transfers and matter flows in and through other earth systems (global forests, oceans, mantle, atmosphere).
- There would be longer-term effects on how energy flows to photosynthetic organisms and through food chains due to the longer-term changes in matter in different earth systems, that would have resulted from the meteor's impact.

	-LEAVE FEEDBACK IN A GALLERY WALK **-RESPOND TO QUESTIONS** **-DISCUSS THE IMPLICATIONS FOR THE FUTURE AND IDENTIFY A NEW QUESTION**	**Learning Target:** I can compare and evaluate different scientific explanations for how energy and matter changed across Earth's systems after the Chicxulub impact. **Success Criteria:** ● identify competing explanations for how energy was transferred ● revise my explanations using reliable evidence to answer questions about the motion of space objects, how often meteors collide with Earth, and changes to Earth's surface. ● communicate my evaluation clearly using text, diagrams, or models. **14.B** Compare and evaluate competing arguments for different mechanisms for how energy was transferred and matter changed across different earth systems as a result of the formation of the Chicxulub crater. (SEP: 7.1, CCC: 5.2, DCI: PS3.A.2)	***What's next?*** *We will return to the DQB to evaluate which questions we have answered in this unit. We will work through an assessment task where we will assess whether the evidence from moon rocks supports scientists' ideas about the formation of the Moon from a giant impact between Earth and another planet known as Theia.*
Common Assessment: **LS2 Summative Assessment: Transfer Task**		**Learning Target:** I can use scientific reasoning and evidence from ancient Earth materials,	**What students will wonder:** How can we use our science ideas to explain the formation of the

Lesson 15: How can we use our science ideas to explain the formation of the Moon?

P.4 Lesson 15 Assessment Moon Formation

Built in Canvas:





P.4 Lesson 15 Answer Key Moon Formation KEY

meteorites, the Moon, and other planetary surfaces to explain and model how Earth formed and what its early history was like.

Success Criteria:

- identify which parts of my explanatory model need updating based on valid and reliable evidence.
- revise my explanations to accurately describe:
    - the stability and changes in motion of planets, asteroids, and comets
    - how Earth's surface has been affected over time.
- ensure my revised explanation clearly connects evidence to claims.

15.A Revise an explanation based on valid and reliable evidence to answer Driving Question Board questions that involve explaining the stability and/or change in the motion of space objects, the frequency of meteor collisions, and Earth's surface. (SEP: 6.2; CCC: 5.2, 7.1; DCI: ESS1.B.1, ESS1.C.2, PS2.B.1, PS3.A.2)

Moon? We return to the DQB to evaluate which questions we have answered in this unit. We work through an assessment task where we assess whether the evidence from moon rocks supports scientists' ideas about the formation of the Moon from a giant impact between Earth and another planet known as Theia.

What students will figure out:

- The Moon was formed after Theia, a planet from the young solar system, collided with Earth.
- Ideas about matter changes, forces acting on matter, and energy flow can be used to assess whether the available evidence supports ideas about the formation of the Moon.

What's next?

There is no next lesson.

Astronomy: Unit 1 Meteors, Orbits, & Gravity



Unit Written by Kelsey Duffy
Presentation Created by Lisa Daigle

The Phenomenon

What will students be wondering about?

The Chelyabinsk Meteor



How have collisions with objects from space changed Earth in the past, and how could they affect our future?

- Newton's Universal Law of Gravitation
- Orbital Motion
- Energy Transfer with Gravitational Fields
- History of Earth

Performance Expectations

Earth Science

- **HS-ESS1-4:** Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- **HS-ESS1-6:** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

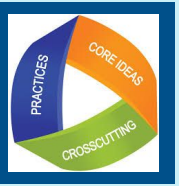
Performance Expectations

Physical Science

- **HS-PS2-4:** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- **HS-PS3-1:** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- **HS-PS3-2:** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).



3D Learning



Science & Engineering Practices

- Using Mathematical and Computational Thinking
- Constructing Explanations and Designing Solutions
- Developing and Using Models

Disciplinary Core Ideas

- ESS1.B: Earth and the Solar System
- ESS1.C: The History of Planet Earth
- PS1.C: Nuclear Processes
- PS2.B: Types of Interactions
- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer

Cross Cutting Concepts

- Scale, Proportion, and Quantity
- Stability and Change
- Patterns
- Systems and System Models
- Energy and Matter

How will Students be Assessed?

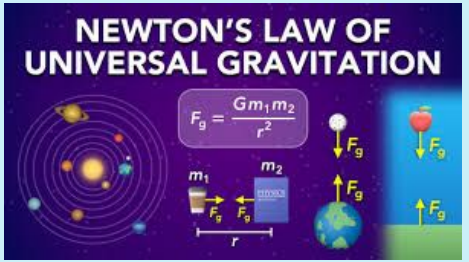
First Assessment: Earth & The Force of Gravity

Learning Target: I can use simple examples and math to show how magnetic and gravitational forces change when the distance between two objects changes.



Success Criteria:

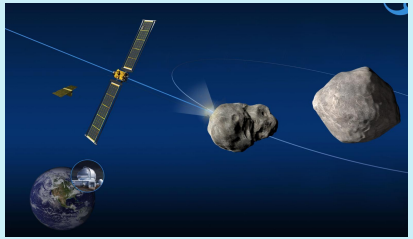
- Identify the variables in Newton's law of universal gravitation (mass of each object, distance between them, and the gravitational constant).
- Use algebra to solve for the gravitational force between Earth and another object.
- Check if my answer makes sense based on the size of the objects and their distance apart.
- Lesson-level performance expectation is assessed.



Use simple limit cases and mathematical representations to describe patterns in the change of magnitudes of magnetic and gravitational forces on two objects caused by changes in their distances from each other. (SEP: 5.2, 5.4; CCC: 1.4; DCI: PS2.B.1, PS2.B.2)

How will Students be Assessed?

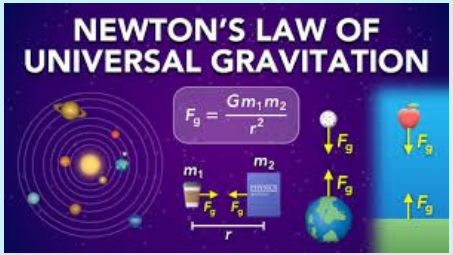
Second Assessment: What can we do if an orbiting object poses a significant risk for Earth? Transfer Task



Learning Target: I can use math with Newton's Law of Gravitation to describe and predict the forces between objects caused by gravity and electric charge.

Success Criteria:

- Identify the variables in Newton's Law of Gravitation and Coulomb's Law.
- Use the correct formulas to calculate gravitational and electrostatic forces.
- Describe how the size of the force changes when distance or mass/charge changes.
- Use math to predict what will happen to the forces in different situations.



Transfer Task PE: HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational and electrostatic forces between objects. (SEP: 2.3, 5.2; DCI:PS2.B.1, PS2.B.2, PS3.B.2, ESS1.B.1; CCC:1.1, 3.5)

How will Students be Assessed?

Third Assessment: How can we use our science ideas to explain the formation of the Moon? Transfer Task

Learning Target: I can use scientific reasoning and evidence from ancient Earth materials, meteorites, the Moon, and other planetary surfaces to explain and model how Earth formed and what its early history was like.

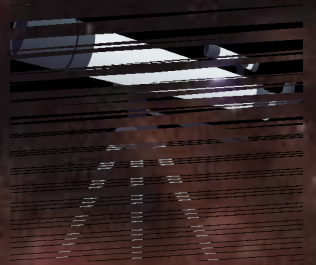
Success Criteria:

- Identify which parts of my explanatory model need updating based on valid and reliable evidence.
- Revise my explanations to accurately describe:
  - the stability and changes in motion of planets, asteroids, and comets
  - how Earth's surface has been affected over time.
- Ensure my revised explanation clearly connects evidence to claims.



Transfer Task PE: 15.A Revise an explanation based on valid and reliable evidence to answer Driving Question Board questions that involve explaining the stability and/or change in the motion of space objects, the frequency of meteor collisions, and Earth's surface. (SEP: 6.2; CCC: 5.2, 7.1; DCI: ESS1.B.1, ESS1.C.2, PS2.B.1, PS3.A.2)

Any Questions?



BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Science – Astronomy - Unit 2 - Stars and the Big Bang - NEW – Second Reading.

Summary of Issue: SHS Science – Astronomy - Unit 2 - Stars and the Big Bang - NEW - Second 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: Move that the Board of Education approve the SHS Science – Astronomy - Unit 2 - Stars and the Big Bang - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan
Signature of Staff Member Submitting Report

Peter Madaras
Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Astronomy: Unit 2-Stars and the Big Bang
Teacher:	Duffy
Grade Level/Course:	10-12 Astronomy
Length/Dates:	6 weeks
Unit Summary:	This unit is anchored by historical accounts of stars that suddenly appear and disappear shortly later. Students wonder about how some stars appear unchanging while these stars change so drastically within such a short period of time. That makes students wonder why stars shine and what could cause stars to change. They organize their questions regarding matter, energy, and forces and decide to look more closely at the places in the sky where these historical events took place using modern technology. In Lesson Set 1 (Lessons 2-5), students investigate photos and spectra of the remnants of these events and then develop two sets of research questions to investigate in small groups before coming together to come to consensus in Lesson 5 around the fusion and the lifecycle of stars. Students' small-group internet research is scaffolded by a set of tools introduced strategically across the unit: the Planning for Obtaining Information Tool, the Obtaining Information Tool, and the Evaluating Sources of Information Tool. OpenSciEd Unit P.6 Stars & the Big Bang

Performance Expectations
• HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation. • HS-ESS1-2 **C**onstruct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. • HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements**.** • HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

SEP Implications (Science and Engineering Practices)	DCI Implications (Disciplinary Core Ideas)	CCC Implications (Cross Cutting Concepts)

Developing and Using Models
Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).

- Develop a model based on evidence to illustrate the relationships between systems or between components of a System.

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or

ESS1.A: The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years.

PS3.D: Energy in Chemical Processes and Everyday Life

- Nuclear fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (secondary)

ESS1.A: The Universe and Its Stars

- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
- The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and nonstellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe.
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.

PS4.B: Electromagnetic Radiation

- Atoms of each element emit and

Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.

Energy and Matter

- Energy cannot be created or destroyed–only moved between one place and another place, between objects and/or fields, or between systems.

Energy and Matter

- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.

Energy and Matter

- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.

system) in multiple formats (including orally, graphically, textually, and mathematically). **Developing and Using Models** Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds. ● Develop a model based on evidence to illustrate the relationships between systems or between components of a system.	absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in micro **ESS1.A: The Universe and Its Stars** ● The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova **PS1.C: Nuclear Processes** ● Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.	

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:

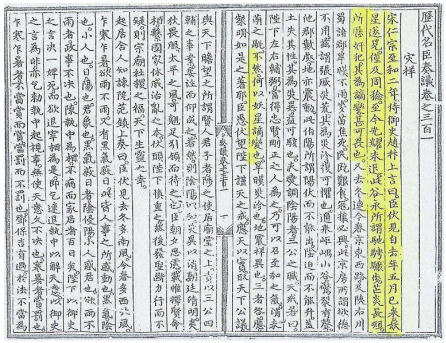
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Communication Transdisciplinary Goal:

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

C District Rubrics

Target Question	Activity	Standard Objectives/Learning Target	Student will know and wonder
Learning Sequence 1: Class Notes - LS1: Stars and the Big Bang - Duffy			
Lesson 1: Why do some stars seem unchanging, while others appear briefly, change dramatically, and fade away? Lesson 1 - P.6 Stars & the B…	P.6 Lesson 1 Teacher Edition **Duffy combined handout version of Lesson 1:** Handout Historical Guest St… -**INTRODUCE A NEW PHENOMENON** -**READ ABOUT OTHER GUEST**	**Learning Target:** I can create and use models to explain why most stars we see in the night sky appear stable over time, while some "guest stars" change suddenly and dramatically. **Success Criteria:** I will… ● develop a system model that shows the parts and	**What students will wonder:** Why do some stars seem unchanging, while others appear briefly, change dramatically, and fade away? We examine historical evidence that some stars appear in the night sky even though we could not see a star there previously. The star fades away and seems to disappear. We map these events on a star map and look for patterns. We figure out: A



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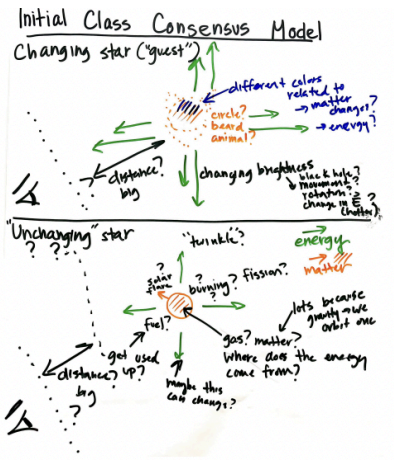
宋祥

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STARS

P.6 Lesson 1 Handout Histor…

-DISCUSS IN JIGSAW GROUPS

-1987 GUEST STAR DEEP DIVE

-INDIVIDUAL MODELING

-DEVELOP INITIAL CONSENSUS MODEL

-BUILD THE DQB

processes of a star (matter, energy, and forces).
- use my model to explain why most stars appear constant in brightness and position over long periods.
- ask scientific questions based on historical observations of stars that changed in brightness, shape, or color, and use those questions to improve and clarify models of how stars change over time.

1.A Develop system models (or sets of models) to explain why the stars we see at night appear stable over time, while historical accounts of guest stars describe them changing dramatically. (SEP: 2.3; CCC: 7.1; DCI: ESS1.A.1)

1.B Ask questions that arise from historical observations of dramatic changes in the brightness, shape, and color of stars to clarify our models, and seek additional information. (SEP: 1.1, 1.4; CCC: 7.1; DCI: ESS1.A.2)

guest star is a star that appears and then seems to disappear a short time later. Guest stars are distributed across the sky but seem to be concentrated along the plane of our galaxy (the Milky Way).

What students will figure out:

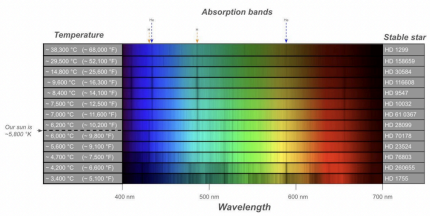
- A guest star is a star that appears and then seems to disappear a short time later.
- Guest stars are distributed across the sky but seem to be concentrated along the plane of our galaxy (the Milky Way).

What's next?

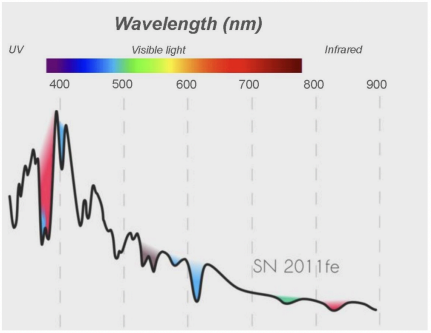
We will compare photos of the parts of the sky where some of these guest star events were observed and notice remnants of what looks like gas or dust. We will analyze spectra to determine the composition of the matter that these remnants are made of and its temperature. We will compare these to the spectra of stable stars and add to our Progress Trackers. We will ask new questions and add them to our Driving Question Board.

Lesson 2: How does the matter in guest stars compare to stable stars?

Lesson 2 - P.6 Stars & the B…



Semi-spherical shaped clouds of dust and gas can be seen in telescopic images from locations in the sky where guest stars were once observed.



P.6 Lesson 2 Teacher Edition

Duffy combined handout version of Lesson 2:

Reference Star Spectra and …

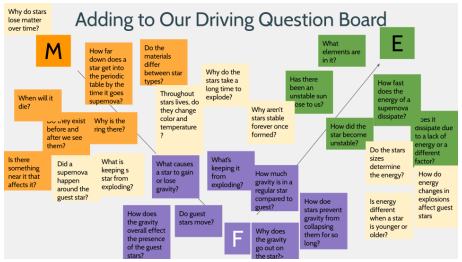
-ANALYZE IMAGES OF GUEST STAR REMNANTS AND THE SUN

-OPTIONAL: REVIEW HOW SPECTROSCOPY WORKS

-ANALYZE DATA TO IDENTIFY THE COMPOSITION AND TEMPERATURE OF STABLE STARS

-MAKE PREDICTIONS AND ANALYZE GUEST STAR REMNANTS

-ASK QUESTIONS



Learning Target: I can use and compare different spectra to explain how the composition and temperature of stable stars differ from stars that suddenly change, like guest stars.

Success Criteria: I will…

- analyze and interpret light spectra from different stars.
- identify the patterns of absorption or emission lines that reveal what elements are present in a star.
- describe how the color and shape of a spectrum relate to a star's composition and temperature.
- use evidence from multiple spectra to explain why guest stars appear brighter or change color during stellar events.

2.A Integrate information from multiple spectra representations to describe differences in the composition and temperature scale of a stable star versus guest stars. (SEP: 8.2; CCC: 3.1; DCI: ESS1.A.2)

What students will wonder:

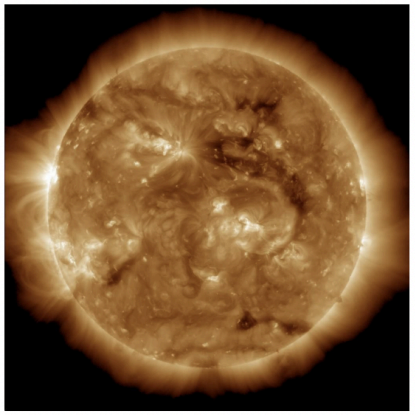
How does the matter in guest stars compare to stable stars? We compare photos of the parts of the sky where some of these guest star events were observed and notice remnants of what looks like gas or dust. We analyze spectra to determine the composition of the matter that these remnants are made of and its temperature. We compare these to the spectra of stable stars and add to our Progress Trackers. We ask new questions and add them to our Driving Question Board.

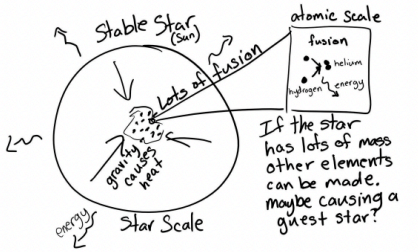
What students will figure out:

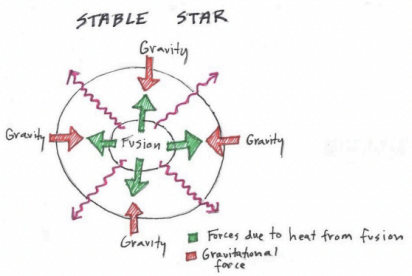
What's next?

We will consider how studying energy and matter in stable stars could help us answer our questions. We will be introduced to two new tools, the Planning for Obtaining Information Tool and the Obtaining Information Tool, and we will use them to research answers to our questions. We will come to consensus and record our ideas in our Progress Trackers and Personal Glossaries. We will revisit the DQB.

		Learning Target: I can ask questions based on the spectra of a guest star to figure out why some stars stay stable for a long time while others change suddenly. **Success Criteria:** I will… ● examine spectra from guest stars and stable stars to notice patterns and differences. ● ask scientific questions about what causes changes in a star's brightness, color, or composition. ● identify what additional information (like temperature, age, or fusion processes) would help answer my questions. ● connect my questions to models of how stars form, live, and change over time. ● use my questions to guide further research or investigation about star stability and change. **2.B** Ask questions that arise from the spectra of a guest star to seek additional information about how and why some stars appear to	

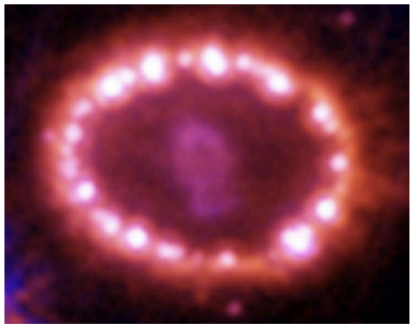
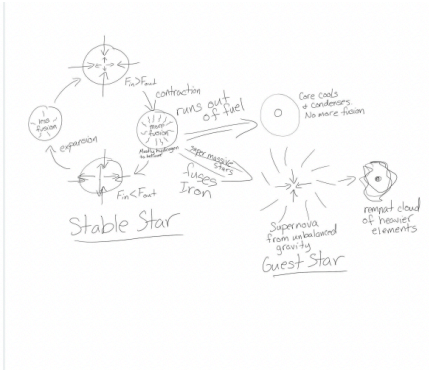
		remain stable for so long and others change so quickly. (SEP: 1.1; CCC: 7.1; DCI: ESS1.A.2)	
Lesson 3: What is happening with matter and energy in stable stars, like our Sun, and how does this help us understand guest stars? Lesson 3 - P.6 Stars & the B…  *Stars like the Sun are very hot and transfer energy out toward the Earth. The remnant cloud of gas left over after a guest star event also appears to transfer energy and contain different types of matter than stable stars.*	P.6 Lesson 3 Teacher Edition **Duffy combined handout version of Lesson 3:** **Planning for Obtaining Infor…** **-INTRODUCE THE PLANNING FOR OBTAINING INFORMATION TOOL** **-CONTINUE FIRST RESEARCH CYCLE** **-BUILD CONSENSUS IN A SCIENTISTS CIRCLE** **-MODELING OUR SUN, A STABLE STAR**	**Learning Target:** I can use information from multiple sources to explain how nuclear processes in stars affect their behavior and changes during the beginning and middle stages of their lives. **Success Criteria:** I will… • find and compare information about nuclear fusion processes in stars using multiple web sources. • identify how the scale of fusion reactions affects the star's energy output and behavior. • use the information to answer questions about how stars like the Sun change over time. • integrate evidence from different sources to update or refine my models of stellar evolution. • explain my reasoning clearly, showing how nuclear processes drive changes in matter and energy inside stars.	**What students will wonder:** What is happening with matter and energy in stable stars, like our Sun, and how does this help us understand guest stars? We consider how studying energy and matter in stable stars, including the Sun, could help us answer our questions about guest stars and form research groups. We are introduced to the [material: PB.L3.HO1] and consider the credibility of sources. We use a new tool called the Obtaining Information Tool to keep track of what we find out. We come to consensus around the answers to our research questions and record our ideas in our Progress Trackers and Personal Glossaries. We revisit questions on the DQB. **What students will figure out:** ***What's next?*** We consider how studying energy and matter in stable stars, including the Sun, could help us answer our questions about guest stars and form research groups. We are introduced to the Planning for Obtaining Information Tool and

		3.A Compare and integrate information about nuclear processes in stars and how their scale affects their significance from a list of web sources in order to obtain information to address a question and make progress on our models of why and how stars like the Sun change at the beginning and middle of their lives. (SEP: 8.2; CCC: 3.1, 5.2, 5.5; DCI: ESS1.A.4, PS1.C.1, PS3.D.4, ESS1.A.1)	consider the credibility of sources. We use a new tool called the Obtaining Information Tool to keep track of what we find out. We come to consensus around the answers to our research questions and record our ideas in our Progress Trackers and Personal Glossaries. We revisit questions on the DQB. We figure out: A star is an object that is massive enough to ignite fusion. Energy from fusion causes stars to emit electromagnetic energy. Fusion creates new elements as multiple nuclei become one.  ***What's next?*** *We will model the macro forces of a star to help us figure out what keeps stars stable. We will develop research questions, and we will be introduced to a new tool for evaluating sources. We will gather information and communicate our findings in a*

			gallery tour. We will come to consensus on what causes stars to remain stable or become unstable and change and record those ideas in our Progress Trackers.
Lesson 4: How does running out of fuel cause a star to change? Lesson 4 - P.6 Stars & the B…   *A model of the balance between the force of gravity and the force from fusion doesn't explain what will happen if there is not sufficient fuel for fusion.*	P.6 Lesson 4 Teacher Edition **Duffy combined handout version of Lesson 4:** **-MODEL STABILITY IN STAR SYSTEMS** **-DEVELOP RESEARCH QUESTIONS** **-BEGIN SECOND RESEARCH CYCLE WITH EVALUATE SOURCES AND OBTAIN INFORMATION** Star Research Posters - Duffy **-GALLERY TOUR** **-COME TO CONSENSUS ON WHAT WE FIGURED OUT**	**Learning Target:** I can ask questions based on my research on fusion and models of forces in stars to understand how stars change when they run out of fuel. **Success Criteria:** I will… • analyze my models of stable stars and the forces acting within them. • identify what happens to matter and energy when a star's fusion fuel is depleted. • ask meaningful questions about the processes that drive stellar changes in late stages of life. • determine what additional information or evidence is needed to answer my questions. • connect my questions to refine or improve my models of how stars evolve after fusion slows or stops.	**What students will wonder:** How does running out of fuel cause a star to change? We model the macro forces of a star to help us figure out what keeps stars stable and make sense of the balance between gravity and outward pressure in stable stars. We develop research questions and are introduced to a new tool: the [material:PB.L4.HO1]. We gather information and communicate our findings in a gallery tour. We come to consensus on what causes stars to remain stable or become unstable and change and record those ideas in our Progress Trackers. **What students will figure out:** • Stars exist because there is a balance (or equilibrium) between gravity forces pushing inward and the outward pushing forces of the hot, fast moving particles at the

		4.A Ask questions that arise from our research on fusion and from modeling the forces in stars when they are stable to clarify and seek additional information about how stars change when their fuel runs out. (SEP: 1.1, 1.4; CCC: 5.2, 7.1, 7.3; DCI: ESS1.A.4, PS3.D.4) --- **Learning Target:** I can gather and use information from multiple reliable sources to explain how stars, including the Sun, remain stable and how they can become unstable over their life cycles. **Success Criteria:** I will… ● evaluate the quality and usefulness of multiple sources for answering my questions. ● integrate information from different sources to refine my explanations of star behavior. ● use graphics and text to communicate my understanding clearly. ● explain how changes in matter and energy within a star cause it to stay stable	center of the star (due to energy released by fusion). ● A feedback loop between gravity and fusion maintains this equilibrium. ● Stars eventually run out of hydrogen in their cores. When there is not enough concentration of particles to keep fusing heavier elements, the equilibrium is broken, and the star will die. ● What happens to a star when it dies depends on its mass. More massive stars run out of fuel faster because their gravity will cause the concentration of particles in the core to be higher, increasing fusion rates. ● When a star like the Sun runs out of hydrogen to produce energy, the core will cool and condense. The Sun will become a red giant because of a multi-step process kicked off by this cooling and condensing and eventually fade away. ● Massive stars can fuse heavier elements, up to iron for super-massive

		or become unstable over time. **4.B** Gather, read, evaluate, and integrate information from multiple authoritative internet sources, assessing the evidence and usefulness of each source in answering our questions about how stars (including our Sun) remain stable and can become unstable over their life cycles and communicate the information with graphics and text. (SEP: 8.2, 8.3, 8.5; CCC: 7.1, 7.3; DCI: ESS1.A.1, ESS1.A.4, PS1.C.1)	stars. • When a very massive star fuses iron in its core, the reaction will no longer release energy, and there will not be enough outward force to balance gravity, disrupting the stable feedback loop. The star collapses and bounces back in what is called a supernova. • Supernovae transfer a lot of energy into space. What ancient astronomers called "guest stars" are actually the light that results from this transfer of energy. ***What's next?*** *We will create a Gotta-Have-It Checklist to explain what cause-effect relationships occur within stars. We will model the feedback loop that keeps stars stable and what happens when this loop is disrupted. We will update the Scale Chart and revisit the DQB.*
Lesson 5: Why do some stars seem unchanging, while others appear briefly, change dramatically, and fade away? Lesson 5 - P.6 Stars & the B…	P.6 Lesson 5 Teacher Edition **Duffy combined handout version of Lesson 5:** **Modeling Stellar Stability - D…**	**Learning Target:** I can develop and revise models to show how feedback loops keep stars stable, and how disruptions in these loops can cause sudden, dramatic	**What students will wonder:** Why do some stars seem unchanging, while others appear briefly, change dramatically, and fade away? We think we are ready to explain why a guest star

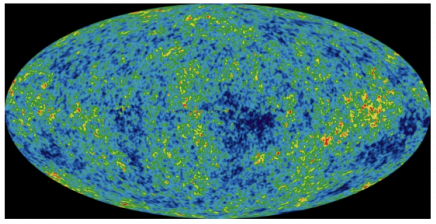
P.6 Lesson 5 Answer Key El…  *A guest star appears and then disappears, but other stars shine with steady light. The cloud left over after a supernova is hotter than the original star and contains different matter.* 	**-INDIVIDUAL MODELING AND PEER FEEDBACK** **-CONSENSUS MODELING** **-UPDATE THE SCALE CHART** **-DQB REVISIT** **-EXIT TICKET ASSESSMENT (BELOW IN PURPLE)**	changes depending on a star's mass. **Success Criteria:** I will… • create and update models of stellar systems based on evidence from multiple sources. • describe how feedback loops regulate matter, energy, and forces within stars. • explain how the mass of a star affects its stability and response to disruptions. • use my models to illustrate how changes in these loops can lead to sudden, catastrophic events. • support my explanations with evidence from data, simulations, or observations of real stars. **5.4** Develop and revise models based on evidence from a variety of sources to illustrate how feedback loops keep stellar systems stable and how, depending on the mass of the star, disruptions in these loops can cause sudden, catastrophic changes.(SEP: 2.3; CCC: 3.1, 7.1, 7.3; DCI: ESS1.A.4, ESS1.A.1)	appears and disappears, so we create a Gotta-Have-It Checklist to explain what cause-effect relationships occur within stars. We individually, then collectively, model the feedback loop that keeps stars stable and what happens when this loop is disrupted. We update the Scale Chart and revisit the DQB. We begin to wonder where the stuff for the first stars came from. **What students will figure out:** • A guest star is a star that tried to fuse iron in its core, which is an endothermic reaction (it needs energy). This breaks the feedback loop that keeps stars stable. • The stable period for a star ranges from a few million years for the most massive to trillions of years for the least massive. • When the feedback loop is broken for a super-massive star, the star will collapse and bounce back out. releasing a lot of energy and fusing elements heavier than iron. When this happens, the star in the sky appears very bright.

			• After this event, the energy will move outward into space, and the star will fade away as the gas begins to disperse into a remnant cloud of heavier elements. ***What's next?*** *We will look at spectra of stars, galaxies, and empty space and notice puzzling patterns in each that might hold clues to how the matter in the Universe has changed over time. We will be introduced to the Communicating Information Planning Tool and use all four research tools in small groups to obtain, evaluate, and communicate our ideas. We will come to a consensus about the evidence we uncovered, which points to an event called the Big Bang, and read about what it means that people call the Big Bang a "theory."*
Common Assessment: Built in Canvas based on this google form Also incorporated feedback loop model from Lesson 5 P.6 Lesson 5 Answer Key Electronic Exit Ticket		**Learning Target:** I can develop and revise models to show how feedback loops keep stars stable, and how disruptions in these loops can cause sudden, dramatic changes depending on a star's mass. **Success Criteria:** I will… • create and update models of stellar systems based on evidence from multiple sources. • describe how feedback loops regulate matter, energy, and forces within stars.	

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explain how the mass of a star affects its stability and response to disruptions.
use my models to illustrate how changes in these loops can lead to sudden, catastrophic events.
support my explanations with evidence from data, simulations, or observations of real stars.

5.A Develop and revise models based on evidence from a variety of sources to illustrate the feedback loop processes within star systems that keep them stable and the disruptions in these loops that can cause sudden change in the system and what happens then, based on the mass of the star. (SEP: 2.3; CCC: 3.1, 7.1, 7.3; DCI: ESS1.A.4, ESS1.A.1)
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Lesson 6: How has the matter in the Universe changed over time, and how do we know?
Lesson 5 - P.6 Stars & the B…


When we look at spectra of stars, galaxies, and empty space, we notice puzzling patterns that cannot yet be explained by our model.
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P.6 Lesson 6 Teacher Edition

Duffy combined handout version of Lesson 6:

-LOOK AT SPECTRA OF STARS, GALAXIES, AND SPACE

-THIRD RESEARCH CYCLE

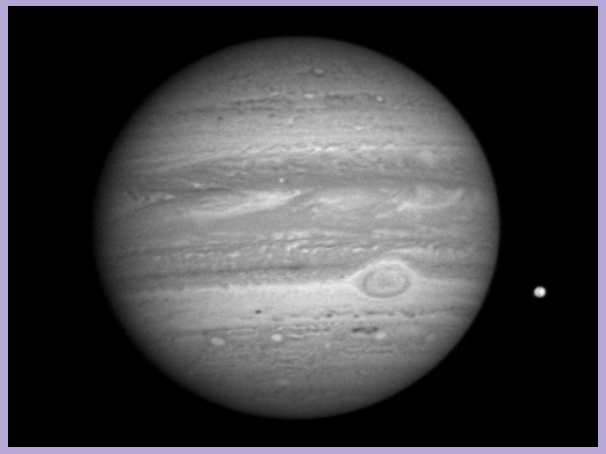
-TIMED GALLERY TOUR’
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Learning Target: I can explain how evidence from spectra, galaxy motion, element composition, and cosmic radiation supports the Big Bang theory.

Success Criteria: I will…

read and evaluate information from multiple reliable sources about the Big Bang theory.
identify empirical evidence that supports the theory, including:

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What students will wonder:
How has the matter in the Universe changed over time, and how do we know? We look at spectra of stars, galaxies, and empty space and notice puzzling patterns in each that might hold clues to how the matter in the Universe has changed over time. We decide to research each question and come back together to communicate our findings. We are introduced to the [material: PB.L6.HO2] and use all four research tools in small groups to
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		○ spectral patterns from distant galaxies, ○ the redshift showing galaxies moving away from us, ○ the composition of stars and gases, and ○ maps of cosmic background radiation. ● explain how my researched evidence shows that the Universe has expanded over time. ● communicate my understanding using clear graphics, models, or text-based explanations. ● connect each type of evidence to the scientific reasoning that supports the Big Bang model.	obtain, evaluate, and communicate our ideas. We come to consensus about the evidence we uncovered, which points to an event called the Big Bang, and read about what it means that people call the Big Bang a "theory." Finally, we add to our Progress Trackers and our Personal Glossaries. **What students will figure out:** ***What's next?***
Common Assessment: **-LS1 Summative Assessment: Transfer Task** Lesson 7: How can we use the practices and crosscutting concepts we have developed to figure things out on our own? Built in Canvas:		**Learning Target:** I can ask meaningful scientific questions about real-world phenomena and plan how to find, evaluate, and share information to answer them using the science and engineering practices I've learned.	**What students will wonder:** How can we use the practices and crosscutting concepts we have developed to figure things out on our own? We consider how the M-E-F triangle frames and our understanding of stability and

 P.6 Lesson 7 Answer Key Jupiter Transfer Task	**Success Criteria:** I will… ● reflect on my own life experiences to identify puzzling phenomena I want to explain. ● ask testable and relevant questions that connect to ideas from this course. ● plan how to obtain and evaluate information to investigate my questions. ● decide how to communicate my findings clearly using scientific reasoning and evidence. ● apply the science and engineering practices and crosscutting concepts I've developed throughout this and other OpenSciEd High School units.	change help us make sense of our phenomena. We record questions we still want answered on our DQB and then broaden to think about questions we have about other types of phenomena. We reflect on what investigations we can through online research, future science classes, a career in STEM, and/or a lifetime of curiosity. We then engage in a final transfer task. **What students will figure out:** ● Stability and change and the M-E-F triangle frames are valuable tools for making sense of our natural world. ● We can use the lenses we have developed and our research tools to continue to investigate our questions outside of class and beyond ***What's next?*** ***END OF UNIT.***



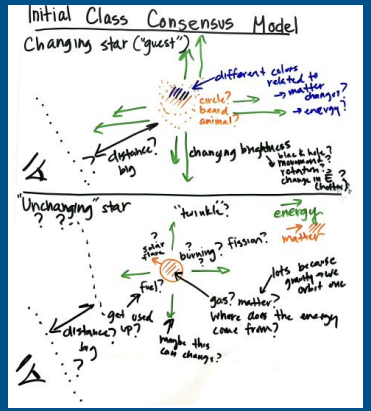
Astronomy: Unit 2 Stars and the Big Bang

Unit Written by Kelsey Duffy
Presentation Created by Lisa Daigle

The Phenomenon

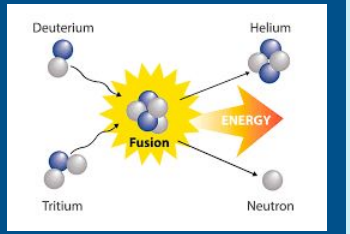
What will students be wondering about?

Why stars shine and what could cause stars to change?



Why do some stars seem unchanging, while others appear briefly, change dramatically, and fade away?

- Nuclear Fusion
- Big Bang Theory
- Light Spectra
- Star Life Cycle
- Feedback Loops



Performance Expectations

Earth Science

- **HS-ESS1-1** Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.
- **HS-ESS1-2** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- **HS-ESS1-3** Communicate scientific ideas about the way stars, over their life cycle, produce elements.

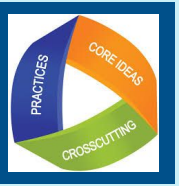
Performance Expectations

Physical Science

- **HS-PS1-8** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.



3D Learning



Science & Engineering Practices

- Developing and Using Models
- Constructing Explanations and Designing Solutions
- Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

- ESS1.A: The Universe and Its Stars
- PS3.D: Energy in Chemical Processes and Everyday Life
- ESS1.A: The Universe and Its Stars
- PS4.B: Electromagnetic Radiation
- ESS1.A: The Universe and Its Stars
- PS1.C: Nuclear Processes

Cross Cutting Concepts

- Scale, Proportion, and Quantity
- Energy and Matter

How will Students be Assessed?

First Assessment: Feedback Loops

Learning Target: I can develop and revise models to show how feedback loops keep stars stable, and how disruptions in these loops can cause sudden, dramatic changes depending on a star's mass.

Success Criteria:

- create and update models of stellar systems based on evidence from multiple sources.
- describe how feedback loops regulate matter, energy, and forces within stars.
- explain how the mass of a star affects its stability and response to disruptions.
- use my models to illustrate how changes in these loops can lead to sudden, catastrophic events.
- support my explanations with evidence from data, simulations, or observations of real stars.

5.A Develop and revise models based on evidence from a variety of sources to illustrate the feedback loop processes within star systems that keep them stable and the disruptions in these loops that can cause sudden change in the system and what happens then, based on the mass of the star. (SEP: 2.3; CCC: 3.1, 7.1, 7.3; DCI: ESS1.A.4, ESS1.A.1)

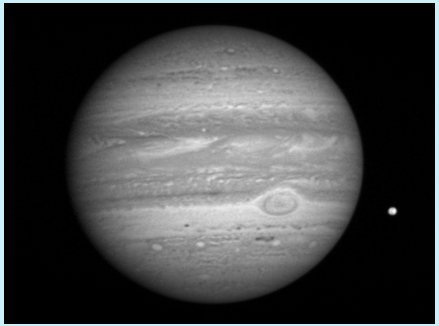
How will Students be Assessed?

Second Assessment: Jupiter Transfer Task

Learning Target: I can ask meaningful scientific questions about real-world phenomena and plan how to find, evaluate, and share information to answer them using the science and engineering practices I've learned.

Success Criteria:

- reflect on my own life experiences to identify puzzling phenomena I want to explain.
- ask testable and relevant questions that connect to ideas from this course.
- plan how to obtain and evaluate information to investigate my questions.
- decide how to communicate my findings clearly using scientific reasoning and evidence.



Transfer Task PE: HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy that eventually reaches Earth in the form of radiation. (SEP: 2.3; CCC: 3.1; DCI: ESS1.A.1, PS3.D.4)


Any
Questions?

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science – Advanced Non-Ruminant Livestock Management- NEW – Second Reading.

Summary of Issue: SHS Agricultural Science – Advanced Non-Ruminant Livestock Management- NEW - Second 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: Move that the Board of Education approve the SHS Agricultural Science – Advanced Non-Ruminant Livestock Management- NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan
Signature of Staff Member Submitting Report

Peter Madaras
Signature of Superintendent of Schools

Advanced Non-ruminant Livestock Management: Scope and Sequence

This course is designed to provide students with an understanding of how to properly manage and care for non-ruminant production livestock species (swine, poultry, exotics). Students will be introduced to best industry practices and standards when raising non-ruminant livestock; becoming more aware of how the production livestock industry operates. Students will learn about; terminology, anatomy, physiology, breed standards, nutrition, reproduction, and products. Hands-on skills will be incorporated throughout the class to provide students skills that will make them more marketable in the livestock industry for employment opportunities. The understanding of these various animal systems will make the students more informed as consumers to help make better decisions when purchasing.

Unit 1: Introduction
September

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:

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

Common Core State Standards Addressed:

- CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.
- CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
- CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written and visual communication in formal and

informal settings.

- AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

Unit 2: Swine

September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of swine as a production livestock species. Students will learn terminology, anatomy and physiology, handling and restraint, nutrition and digestion, reproduction, and health and disease.

Unit Skills/Topics:

- Terminology
- External anatomy
  - Parts of the body
- Musculo-skeletal system
  - Names of specific bones
  - Names of specific muscles
  - Types of bones
  - Types of muscles
- Digestive system
  - Organs in the system
  - Function of the organs
  - How the simple stomach system is different from a ruminant animal
- Nutrition
  - Nutrient classes
  - Forage types
  - Ration balancing
- Reproduction
  - Parts of the female system
  - Parts of the male system
  - Hormones of the reproductive cycle
  - Methods of breeding
  - Managing the breeding animal
  - Partitution
- Health and disease
  - Common diseases

    - Vaccinations
    - Biosecurity
- Handling and restraint
    - Proper handling/leading
    - Proper restraint techniques
    - Flight zones
    - Showing skills

Common Core State Standards Addressed:

- AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.
- AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Framework: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.04. CCTC Framework: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.06. CCTC Framework: Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.07. CCTC Framework: Apply principles of effective animal health care.

Unit 3: Poultry

September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of poultry as a production livestock species. Students will learn terminology, anatomy and

physiology, handling and restraint, nutrition and digestion, reproduction, and health and disease.

Unit Skills/Topics:

- Terminology
- External anatomy
    - Parts of the body
- Musculo-skeletal system
    - Names of specific bones
    - Names of specific muscles
    - Types of bones
    - Types of muscles
- Digestive system
    - Organs in the system
    - Function of the organs
    - How the simple stomach system is different from a ruminant animal
- Nutrition
    - Nutrient classes
    - Forage types
    - Ration balancing
- Reproduction
    - Parts of the female system
    - Parts of the male system
    - Hormones of the reproductive cycle
    - Methods of breeding
    - Managing the breeding animal
    - Partitution
- Health and disease
    - Common diseases
    - Vaccinations
    - Biosecurity
- Handling and restraint
    - Proper handling/leading
    - Proper restraint techniques
    - Flight zones
    - Showing skills

Common Core State Standards Addressed:

- AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.

- AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Framework: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.04. CCTC Framework: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.06. CCTC Framework: Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.07. CCTC Framework: Apply principles of effective animal health care.

Unit 4: Exotics

September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of exotics (llamas, alpacas, ostriches, emus, buffalo) as a production livestock species. Students will learn terminology, anatomy and physiology, handling and restraint, nutrition and digestion, reproduction, and health and disease.

Unit Skills/Topics:

- Terminology
- External anatomy
    - Parts of the body
- Musculo-skeletal system
    - Names of specific bones
    - Names of specific muscles
    - Types of bones
    - Types of muscles
- Digestive system

    - Organs in the system
    - Function of the organs
    - How the simple stomach system is different from a ruminant animal
- Nutrition
    - Nutrient classes
    - Forage types
    - Ration balancing
- Reproduction
    - Parts of the female system
    - Parts of the male system
    - Hormones of the reproductive cycle
    - Methods of breeding
    - Managing the breeding animal
    - Partitution
- Health and disease
    - Common diseases
    - Vaccinations
    - Biosecurity
- Handling and restraint
    - Proper handling/leading
    - Proper restraint techniques
    - Flight zones
    - Showing skills

Common Core State Standards Addressed:

- AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.

- AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.

- AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).

- AS.03. CCTC Framework: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.

- AS.04. CCTC Framework: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.

- AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.06. CCTC Framework: Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.07. CCTC Framework: Apply principles of effective animal health care.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science – Advanced Ruminant Livestock Management- NEW – Second Reading.

Summary of Issue: SHS Agricultural Science – Advanced Ruminant Livestock Management- NEW - Second 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: Move that the Board of Education approve the SHS Agricultural Science – Advanced Ruminant Livestock Management- NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Advanced Ruminant Livestock Management: Scope and Sequence

This course is designed to provide students with an understanding of how to properly manage and care for ruminant production livestock species (cattle, sheep, and goats). Students will be introduced to best industry practices and standards when raising ruminant livestock; becoming more aware of how the production livestock industry operates. Students will learn about; terminology, anatomy, physiology, breed standards, nutrition, reproduction, and products. Hands-on skills will be incorporated throughout the class to provide students skills that will make them more marketable in the livestock industry for employment opportunities. The understanding of these various animal systems will make the students more informed as consumers to help make better decisions when purchasing.

Unit 1: Introduction
September

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:

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

Common Core State Standards Addressed:

- CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.
- CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
- CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written and visual communication in formal and informal settings.

- AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

Unit 2: Goats

September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of goats as a production livestock species. Students will learn terminology, anatomy and physiology, handling and restraint, nutrition and digestion, reproduction, and health and disease.

Unit Skills/Topics:

- Terminology
- External anatomy
  - Parts of the body
- Musculo-skeletal system
  - Names of specific bones
  - Names of specific muscles
  - Types of bones
  - Types of muscles
- Digestive system
  - Organs in the system
  - Function of the organs
  - How the ruminant system is different from simple stomach animal
- Nutrition
  - Nutrient classes
  - Forage types
  - Ration balancing
- Reproduction
  - Parts of the female system
  - Parts of the male system
  - Hormones of the reproductive cycle
  - Methods of breeding
  - Managing the breeding animal
  - Partitution
- Health and disease

    - Common diseases
    - Vaccinations
    - Biosecurity
- Handling and restraint
    - Proper handling/leading
    - Proper restraint techniques
    - Flight zones
    - Showing skills

Common Core State Standards Addressed:

- AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.
- AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Framework: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.04. CCTC Framework: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.06. CCTC Framework: Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.07. CCTC Framework: Apply principles of effective animal health care.

Unit 3: Sheep

September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of sheep as a production livestock species. Students will learn terminology, anatomy and physiology, handling and restraint, nutrition and digestion, reproduction, and health and disease.

Unit Skills/Topics:

- Terminology
- External anatomy
  - Parts of the body
- Musculo-skeletal system
  - Names of specific bones
  - Names of specific muscles
  - Types of bones
  - Types of muscles
- Digestive system
  - Organs in the system
  - Function of the organs
  - How the ruminant system is different from simple stomach animal
- Nutrition
  - Nutrient classes
  - Forage types
  - Ration balancing
- Reproduction
  - Parts of the female system
  - Parts of the male system
  - Hormones of the reproductive cycle
  - Methods of breeding
  - Managing the breeding animal
  - Partitution
- Health and disease
  - Common diseases
  - Vaccinations
  - Biosecurity
- Handling and restraint
  - Proper handling/leading
  - Proper restraint techniques
  - Flight zones
  - Showing skills

Common Core State Standards Addressed:

- AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their

effectiveness and impacts.

- AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Framework: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.04. CCTC Framework: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.06. CCTC Framework: Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.07. CCTC Framework: Apply principles of effective animal health care.

Unit 4: Cattle

September ~ November

Unit Summary and Lesson Overviews

This unit extends students' understanding of cattle as a production livestock species. Students will learn terminology, anatomy and physiology, handling and restraint, nutrition and digestion, reproduction, and health and disease.

Unit Skills/Topics:

- Terminology
- External anatomy
  - Parts of the body
- Musculo-skeletal system
  - Names of specific bones
  - Names of specific muscles
  - Types of bones
  - Types of muscles

- Digestive system
    - Organs in the system
    - Function of the organs
    - How the ruminant system is different from simple stomach animal
- Nutrition
    - Nutrient classes
    - Forage types
    - Ration balancing
- Reproduction
    - Parts of the female system
    - Parts of the male system
    - Hormones of the reproductive cycle
    - Methods of breeding
    - Managing the breeding animal
    - Partitution
- Health and disease
    - Common diseases
    - Vaccinations
    - Biosecurity
- Handling and restraint
    - Proper handling/leading
    - Proper restraint techniques
    - Flight zones
    - Showing skills

Common Core State Standards Addressed:

- AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.
- AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Framework: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.04. CCTC Framework: Apply principles of animal reproduction to achieve desired outcomes for performance, development

and/or economic production.

- AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.06. CCTC Framework: Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.07. CCTC Framework: Apply principles of effective animal health care.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7,

Decision Requested X **2026 Agenda Code** 10. s.

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW – Second Reading.

Summary of Issue: SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW - Second 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: Move that the Board of Education approve the SHS Agricultural Science - UCONN SPS 1150 Agriculture Technology - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Course Name: UConn SPSS 1150 Agriculture Technology

This course is designed to provide students with a comprehensive understanding of the historical, technological, and cultural developments that have shaped global agriculture from early human civilizations to the present day. Guided by the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Standards and aligned with the academic rigor of the University of Connecticut's Early College Experience (ECE) program, the course equips students with the analytical, historical, and technological perspectives needed to understand modern agriculture in a global context.

Students will explore the dynamic relationship between society and agriculture, tracing the evolution of farming practices, agricultural tools, land use systems, and economic policies across cultures and time periods. Through research-based learning, primary source analysis, and hands-on historical practicums, students will develop competencies in evaluating the cultural, environmental, and technological forces that continue to influence agriculture today.

As part of the experiential component of the course, students will engage in historical reconstruction projects (e.g., model barn building), crop studies, and laboratory-based food history analysis, fostering a deeper appreciation for how human innovation and societal needs have shaped agricultural development through the ages.

Unit I: Evolution of Early Humans and Agricultural Beginnings

Unit Summary and Lesson Overviews

This unit provides a foundational overview of early human evolution and the pivotal transition from nomadic lifestyles to settled agricultural societies. Students will investigate how brain development, food preparation (e.g., cooking and meat consumption), and population dispersion played key roles in early food systems and permanent settlements.

Unit Skills/Topics:

- Evolution of early Homo species leading to Homo sapiens
- Global migration patterns and food sourcing
- Role of meat and cooking in human development
- Shift from hunter-gatherer to agrarian societies
- Early signs of domestication and plant cultivation

AFNR Standards Addressed:

- ESS.03.01. Evaluate human impacts on natural resource systems.
- NRS.01.01. Investigate the relationship between humans and environmental resources.
- CRP.07.01. Apply reasoning and critical thinking to solve historical problems.

Unit II: The World's First Agricultural Societies

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
Students will analyze the first major civilizations that emerged in fertile river valleys, such as Sumer, Egypt, and ancient China. The unit explores how environmental factors, irrigation systems, and early food production shaped cultural identities and long-term agricultural patterns.

Unit Skills/Topics:

- Geography of early river-based civilizations
- Agricultural tools and irrigation systems
- Crop domestication and diet in ancient societies
- Development of early agricultural economies
- Comparative analysis of Sumerian, Egyptian, and Chinese agriculture

AFNR Standards Addressed:

- PS.01.01. Analyze the role of agriculture in early civilization development.
- ESS.03.03. Evaluate sustainability of ancient food systems.
- CS.01.01. Analyze historical texts and documents relating to agriculture.

Unit III: Agriculture in Ancient Rome

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
This unit explores how Roman innovations in agricultural engineering, land use, and estate organization influenced food production and shaped modern Western agriculture. Special attention is given to the Latifundium model and its legacy in Mediterranean and Romance-speaking cultures.

Unit Skills/Topics:

- Structure and economy of Roman agricultural estates (Latifundia)
- Agricultural exports and dietary patterns of the Roman world
- Roman city layouts and integration of rural-agricultural spaces
- Linguistic and cultural continuity in modern Romance-language countries
- Fall of the Roman Empire and its agricultural aftermath

AFNR Standards Addressed:

- ESS.05.01. Evaluate the environmental consequences of long-term land use.
- CRP.01.02. Examine the impact of history and culture on agricultural development.
- CS.02.01. Use historical evidence to support agricultural research findings.

Unit IV: Medieval European Agriculture

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
This unit examines the agrarian economy during the Middle Ages, including the manorial system, technological stagnation and revival, religious influence on land management, and the domestication of livestock.

Unit Skills/Topics:

- Feudalism and land ownership models
- Christian influences on agricultural practices
- Medieval town and village structures
- Advances in animal domestication and breeding
- Return to meat consumption and dietary shifts

AFNR Standards Addressed:

- AS.02.01. Assess historical animal husbandry methods.
- ESS.01.02. Examine ethical and religious influences on agriculture.
- CRP.02.01. Evaluate the role of belief systems in food production and distribution.

Unit V: European Colonization and the Columbian Exchange

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
Students will investigate the agricultural impacts of European exploration and colonization, focusing on crop diffusion, the Columbian Exchange, and the shaping of global food systems. A hands-on food lab and crop dissection will help students explore cultural culinary connections.

Unit Skills/Topics:

- Crops of the Columbian Exchange (maize, potatoes, beans, etc.)
- Impacts of colonization on indigenous food systems
- Comparative diets before and after contact
- Global agricultural biodiversity and trade
- Italian cuisine and remnants of Roman agriculture

AFNR Standards Addressed:

- PS.01.02. Assess historical changes in plant use and distribution.
- ESS.03.04. Analyze the long-term effects of crop relocation.
- CS.03.02. Present research findings in written and oral formats.

Unit VI: Colonial New England and Agricultural Identity

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
Focusing on the agriculture of early American colonies, this unit explores the development of regional farm structures, settlement patterns, and animal domestication practices. Students will also explore European influences in barn architecture and build scale models of historical barns.

Unit Skills/Topics:

- Settlement patterns in Jamestown and Plymouth
- Colonial land use, crop choices, and livestock
- European barn styles: Dutch, German (Banked), English
- New England vs. Southern plantation systems
- Heritage breed analysis (cattle, goats, sheep)

AFNR Standards Addressed:

- AS.03.03. Investigate animal production in historical contexts.

- PST.02.01. Apply structural design concepts to historical buildings.
- CS.01.03. Construct physical models representing agricultural architecture.

Unit VII: The Second Agricultural Revolution

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
This unit explores the transformative impact of industrial mechanization on agriculture, population growth, and rural life. Students will trace the evolution of tractors, implements, and the emergence of youth agricultural organizations.

Unit Skills/Topics:
- Early tractors and agricultural machinery
- Population growth and urbanization
- Role of 4-H and FFA in American agricultural history
- Mechanized vs. manual labor: pros and cons

AFNR Standards Addressed:
- PST.01.01. Investigate the historical development of agricultural tools and machinery.
- CRP.04.01. Communicate the historical context of agricultural revolutions.
- CRP.10.02. Explore careers in agricultural engineering and innovation.

Unit VIII: Agriculture Under Communism

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
This unit examines the negative effects of political ideologies on food systems, land ownership, and agricultural productivity in the Soviet Union and China, with case studies of Stalin's Five-Year Plans and Mao's Great Leap Forward.

Unit Skills/Topics:
- Collectivization and its consequences
- Political oppression of farmers and landowners
- Impact of communist policies on food security
- Long-term environmental and human outcomes

AFNR Standards Addressed:
- ESS.01.01. Evaluate the role of government and policy in resource management.
- CRP.08.01. Examine ethical and legal implications in agriculture.
- CS.04.02. Analyze cause-effect relationships using case studies.

Unit IX: Third Agricultural Revolution and the Future

Unit Summary and Lesson Overviews

Unit Summary and Lesson Overviews:
The final unit addresses modern agricultural advancements including biotechnology, sustainability, and automation. Students will evaluate GMOs, vertical farming, and the future of food production in a growing global population.

Unit Skills/Topics:

- Fertilizers, pesticides, and selective breeding
- GMOs: scientific, ethical, and economic dimensions
- Urban farming, hydroponics, and automation
- Food insecurity and population challenges

AFNR Standards Addressed:

- BS.01.01. Evaluate biotechnological advancements in agriculture.
- PST.02.02. Investigate innovations in agricultural technology.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7,

Decision Requested X **2026 Agenda Code** 10. t.

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science -ECE Turfgrass - NEW – Second Reading.

Summary of Issue: SHS Agricultural Science - ECE Turfgrass - NEW - Second 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: Move that the Board of Education approve the SHS Agricultural Science - ECE Turfgrass - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Turfgrass
Teacher:	O'Keefe
Grade Level/Course:	Grade 11/12 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The turfgrass field plays a vital role in environmental enhancement, recreation, and the economy, supporting careers in landscape management, sports field maintenance, and golf course operations. Understanding the characteristics, growth habits, and classifications of various turfgrass species—including cool-season and warm-season grasses—is essential for selecting the right grass for specific climates and uses. Turfgrasses are evaluated based on their performance, appearance, and ability to withstand stress, and successful management begins with foundational knowledge of species identification and turfgrass functions. This unit also introduces students to the fundamental concepts of turfgrass science, including classification, plant growth, anatomy, and methods for evaluating turf quality. Students will learn to distinguish monocots from dicots, identify major grass plant structures, and understand how grasses spread through stolons, rhizomes, and tillers. The unit also covers how turf quality is measured—color, texture, density, and uniformity—and explores the relationship between turfgrass maintenance levels and cultural intensity. Students will build foundational knowledge of plant biology, including photosynthesis, respiration, dormancy, and water/nutrient movement through xylem and phloem.

Stage 1: Desired Results

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

Turfgrass Unit 1 State Standards

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

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

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

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Turfgrass is a significant component of various industries, contributing to environmental, economic, and social benefits. • The turfgrass industry is diverse, encompassing various sectors such as sports fields, golf courses, residential lawns, and commercial landscapes. • Sustainable turfgrass management practices are essential for balancing industry demands with environmental stewardship. • Turfgrass serves crucial roles in environmental management, aesthetics, and recreational spaces, providing both ecological and economic benefits. • Understanding the basic characteristics and growth habits of different turfgrass species is essential for effective management. • Turfgrass physiology and management practices are interconnected, impacting the health, durability, and appearance of turfgrass in various applications.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What is the scope and significance of the turfgrass industry? • How has the turfgrass industry evolved over time? • What are the primary sectors within the turfgrass industry, and what career opportunities do they offer? • How do turfgrass management practices impact the environment and economy? • What are the primary functions and benefits of turfgrass in environmental and recreational contexts? • How do different turfgrass species vary in their characteristics and suitability for various climates and uses? • What are the fundamental principles of turfgrass growth and development? • How does an understanding of turfgrass physiology inform best practices in turfgrass management?

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
Turfgrass Unit 1 Vocab	Turfgrass Unit 1 Skills

Stage 2/3: Instructional Design

Chapter 1 The Turfgrass Industry

1.5 Days

Learning Target:	Success Criteria:
1. **Knowledge and Understanding** ○ Students will understand the significance and scope of the turfgrass industry. ○ Students will trace the historical development and evolution of the turfgrass industry. ○ Students will identify the primary sectors within the turfgrass industry and explore related career opportunities. ○ Students will analyze the environmental and economic impacts of turfgrass management practices. 2. **Skills and Application** ○ Students will research and present on different sectors within the turfgrass industry. ○ Students will analyze case studies to understand the impact of turfgrass management on the environment. ○ Students will identify and evaluate career opportunities within the turfgrass industry.	• **I can articulate the significance of the turfgrass industry in written and oral presentations.** • **I can accurately identify key sectors within the turfgrass industry and associated career paths.** • **I can demonstrate a thorough understanding of the historical development of the turfgrass industry.** • **I can effectively analyze the environmental and economic impacts of various turfgrass management practices.** • **I can propose solutions for balancing industry needs with environmental sustainability.**

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.

Elevator Speech Topics Turfgrass

Sports Turf Magazine Think, Pair, Share

Assessment

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

Chapter 1 Assessment Turfgrass

Chapter 2 Introduction to Turfgrass

Time: 1.5 Days

Learning Target:	Success Criteria:
○ Students will identify and describe the primary functions and benefits of turfgrass. ○ Students will differentiate between various turfgrass species and their characteristics. ○ Students will understand the basic principles of turfgrass growth and development. ○ Students will apply knowledge of turfgrass physiology to develop effective management practices. ○ Students will accurately identify different species of turfgrass through observation and research. ○ Students will analyze case studies to understand the application of turfgrass management practices in real-world scenarios. ○ Students will design a basic turfgrass management plan, taking into account species selection, environmental conditions, and intended use.	• I can accurately describe the roles and benefits of turfgrass in environmental and recreational settings. • I can correctly identify various turfgrass species and describe their growth characteristics. • I can demonstrate an understanding of turfgrass growth principles through written explanations and practical applications. • I can apply knowledge to create a basic turfgrass management plan that addresses species selection and environmental conditions. • I can evaluate the effectiveness of turfgrass management strategies and propose improvements.

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.

Elevator Speech Topics Turfgrass

Assessment

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

Chapter 2 Assessment UConn Turfgrass

Shop Skill of the Week- Checking Fluids

Time: 1.5 Days

Learning Target:	Success Criteria:
○ Students will identify the different types of fluids used in equipment (e.g., engine oil, hydraulic fluid, coolant) and explain their specific functions and importance in maintaining equipment performance. ○ Students will demonstrate the correct procedure for checking fluid levels in various types of equipment, including locating dipsticks or reservoirs and interpreting fluid level indicators. ○ Students will assess the condition of fluids by checking for signs of contamination, degradation, or incorrect fluid levels, understanding the implications of each for equipment operation. ○ Students will perform routine fluid maintenance tasks, such as topping off fluids, replacing filters, and documenting maintenance activities according to best practices.	○ Students can accurately name the types of fluids (e.g., oil, coolant, hydraulic fluid) and describe their roles in equipment maintenance, such as lubrication, cooling, and power transmission. ○ Students demonstrate the ability to check fluid levels independently, correctly identifying and using dipsticks, sight glasses, or other indicators. They can interpret whether fluid levels are within the recommended range. ○ Students identify and describe signs of fluid issues, such as oil discoloration, coolant cloudiness, or hydraulic fluid leaks. They understand the impact of these issues on equipment performance and safety. ○ Students complete fluid checks and maintenance tasks correctly and efficiently, including topping off fluids and changing filters, and can explain the reasons behind each step in the process.

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.

Compact Tractor Checking Fluids/ Maintenance Worksheet

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

No Assessment

Hands On Activity of the Week- Mowing

Time: 6 Days

Learning Target:	Success Criteria:
• Students will understand the importance of proper mowing techniques for maintaining healthy turfgrass. • Students will identify the appropriate mowing height for different species of turfgrass. • Students will recognize the impact of mowing frequency on turfgrass health and growth. • Students will demonstrate the ability to properly set the mowing height according to turfgrass species requirements. • Students will correctly mow a section of turfgrass using the appropriate techniques and equipment. • Students will perform routine mower maintenance, including blade sharpening, to ensure effective mowing.	○ Students can explain the optimal mowing heights for different turfgrass species and the consequences of improper mowing practices. ○ Students consistently set the correct mowing height and achieve an even, clean cut across the entire turfgrass area. ○ Students correctly sharpen mower blades and maintain equipment to ensure high-quality mowing results. ○ Students assess the turfgrass condition after mowing and propose adjustments to improve future mowing outcomes. ○ Students successfully coordinate with peers to complete mowing tasks and equipment maintenance, demonstrating effective communication and teamwork. ○ Students identify specific areas for improvement in their mowing practices and outline actionable steps to enhance their skills.

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 are taught to successfully complete mowing tasks and equipment maintenance, demonstrating effective communication and teamwork.

Assessment

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

Two-Level Rubric for Safely Operating a Zero-Turn Mower

Resources

Any materials and resources related to Stage 3 learning activities.

Textbook - Turfgrass Science and Management
Shop and Mechanic Handtools
Turf Equipment and Fuel

Land Lab on which to perform tasks

Out of the Gate in Eight- Blank

Unit Overview	
Unit Title:	Turfgrass
Teacher:	O'Keefe
Grade Level/Course:	Grade 11/12 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to cool season turfgrasses, focusing on why certain grasses thrive in the cool season zone, their key characteristics, and how to select the most appropriate species for specific sites. Students will learn about the temperate zone, heat tolerance limits, and common turfgrass species such as Kentucky bluegrass, perennial ryegrass, creeping bentgrass, tall fescue, and fine fescues. The lesson also explores the concepts of grass blends and mixes, providing students with practical skills to make informed turfgrass selection decisions. This unit also introduces the fundamentals of soils as they relate to turfgrass growth and management. Students will examine the components of soil, soil texture and structure, and how these physical characteristics impact water movement, nutrient availability, and root development. Students will also study soil profiles, pore space, organic matter, and the processes of weathering and soil formation. Key tools such as the soil texture triangle will be used to identify loam and other soil types. By understanding soil horizons, topsoil quality, and organic materials like peat, students will gain the foundation needed to make informed turf management decisions.

Stage 1: Desired Results

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

Turfgrass Unit 2 State Standards

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

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

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

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

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Cool season grasses are adapted to climates with distinct seasonal temperature changes and perform best in moderate temperatures. • Correct turfgrass species selection ensures long-term health, function, and aesthetic quality of turf. • Blends and mixes can increase turf resilience and adaptability. • Healthy turfgrass depends on well-structured, balanced soils. • Soil texture and structure directly influence water infiltration, drainage, and root health. • Soil development is shaped over time by natural processes and human management.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What environmental factors make certain grasses well-suited to the cool season zone? • How do the characteristics of Kentucky bluegrass, perennial ryegrass, creeping bentgrass, tall fescue, and fine fescues compare? • What role do grass blends and mixes play in turf management? • How does heat tolerance affect species selection in the temperate zone? • How do soil texture and structure influence turfgrass health? • Why is understanding the soil profile important in turf management? • In what ways does organic matter contribute to a healthy soil environment? • How can turf managers use knowledge of soils to improve plant growth?

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
Turfgrass Unit 2 Vocab	**Overseeding, Greasing** 1. Students will demonstrate the correct soil preparation techniques for overseeding. 2. Students will accurately measure and apply seed to a designated area. 3. Students will execute the overseeding process using proper tools and techniques. 4. Students will accurately locate and identify all necessary grease points on the equipment, demonstrating a clear understanding of which parts require lubrication. 5. Students will choose the correct type of grease for the equipment, considering factors like temperature, load, and manufacturer recommendations.

	6. Students will use the grease gun effectively, applying the right amount of grease without over-lubricating. They ensure all grease points are serviced and can demonstrate proper technique to ensure even distribution.

Stage 2/3: Instructional Design

Chapter 4 Cool Season Grasses

1.5 Days	
Learning Target:	**Success Criteria:**
• Describe why cool season grasses grow best in certain climates. • Identify key characteristics of common cool season turfgrasses. • Select an appropriate cool season turfgrass for a given site based on environmental and use factors. • Explain the benefits of grass blends and mixes.	• I can match each cool season turfgrass species with its key characteristics and uses. • I can recommend a grass or mix that would thrive in a specific set of site conditions. • I can correctly use turfgrass terminology in written and spoken explanations.
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.	
Elevator Speech Topics Turfgrass **Sports Turf Magazine Think, Pair, Share**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
YCh 4 Assessment Cool Season Grasses	

Chapter 5 Intro to Soils

Time: 1.5 Days

Learning Target:	**Success Criteria:**

• identify soil components and explain their role in plant growth. • classify soil texture using a soil triangle. • describe the differences between soil texture and soil structure. • explain how pore space, organic matter, and soil horizons impact turfgrass growth.	• I understand the composition, classification, and formation of soils. • I can interpret soil texture and structure to predict turf performance. • I can use a soil triangle to determine soil classification. • I can create a labeled diagram of a soil profile and identify its horizons.

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.

Elevator Speech Topics Turfgrass

Assessment

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

YCh 5 Assessment

Shop Skill of the Week- Greasing Equipment

Time: 1.5 Days

Learning Target:	Success Criteria:
○ Students will explain the role of greasing in maintaining equipment, including reducing friction, preventing wear and tear, and extending the lifespan of moving parts. ○ Students will locate and identify all grease points on a given piece of equipment, understanding the specific parts that require regular lubrication. ○ Students will demonstrate knowledge of different types of grease and select	○ Students can articulate why regular greasing is essential, including its effects on reducing friction, preventing equipment failure, and ensuring smooth operation of moving parts. ○ Students accurately locate and identify all necessary grease points on the equipment, demonstrating a clear understanding of which parts require lubrication and why. ○ Students choose the correct type of grease for the equipment, considering

the appropriate type based on equipment specifications and operating conditions. ○ Students will perform the greasing process, including preparing the grease gun, applying the correct amount of grease, and ensuring even distribution to all necessary parts. ○ Students will properly maintain and store greasing tools and materials, ensuring they are in good working condition for future use.	factors like temperature, load, and manufacturer recommendations. They can explain the rationale behind their selection. ○ Students use the grease gun effectively, applying the right amount of grease without over-lubricating. They ensure all grease points are serviced and can demonstrate proper technique to ensure even distribution. ○ Students clean and store greasing tools correctly, checking for wear or damage, and ensuring the equipment is ready for future use. They demonstrate awareness of how to avoid contamination of grease and tools.

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.

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

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

No Assessment

Hands On Activity of the Week- Overseeding

Time: 6 Days

Learning Target:	Success Criteria:
● Students will explain the purpose and benefits of overseeding turfgrass. ● Students will identify the ideal conditions and timing for overseeding turfgrass. ● Students will understand the characteristics of different turfgrass species used in overseeding. ● Students will demonstrate the correct soil preparation techniques for overseeding.	● Students can clearly articulate the reasons for overseeding, such as filling bare spots and enhancing turf density. ● Students identify the best environmental conditions (e.g., temperature, soil moisture) and seasons for overseeding. ● Students can differentiate between various grass species used for overseeding and explain their specific benefits.

• Students will accurately measure and apply seed to a designated area. • Students will execute the overseeding process using proper tools and techniques.	• Students prepare the soil by properly mowing, dethatching, and aerating the turf. • Students measure and apply the correct amount of seed, ensuring even coverage across the area. • Students perform overseeding with minimal guidance, using appropriate tools and techniques.

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 are taught to perform overseeding with minimal guidance, using appropriate tools and techniques.

Assessment

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

Two-Level Rubric for Safely Operating a Walk-Behind Overseeder

Resources

Any materials and resources related to Stage 3 learning activities.

Textbook - Turfgrass Science and Management
Shop and Mechanic Handtools
Turf Equipment and Fuel
Land Lab on which to perform tasks

Out of the Gate in Eight- Blank

Unit Overview	
Unit Title:	Turfgrass
Teacher:	O'Keefe
Grade Level/Course:	Grade 11/12 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Soil chemistry directly impacts the health, growth, and maintenance of turfgrass. This unit explores the principles of soil fertility, how pH affects nutrient availability, and the ways soil amendments can alter pH. Students will investigate the role of ions and cation exchange capacity (CEC), the effects of soil salinity, and how water movement (osmosis and leaching) influences nutrient distribution. The unit also covers macronutrients, trace minerals, and the causes and prevention of fertilizer burn, connecting theory to practical turfgrass management strategies. Soil testing is the foundation for proper turfgrass management. This lesson introduces students to why soil testing is important, how to collect a representative sample, when and how often to test, and the different types of analysis that can be performed. Students will also learn about tissue testing, tools such as soil probes, and how to interpret results to make informed turf management decisions.

Stage 1: Desired Results

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

Turfgrass Unit 3 State Standards

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

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

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

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

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Soil chemistry influences nutrient availability, water movement, and overall turfgrass performance. • Adjusting soil pH is essential for optimizing plant health and nutrient uptake. • Managing soil salinity and preventing fertilizer burn are key to sustainable turf maintenance. • Healthy turfgrass depends on knowing the nutrient and pH status of the soil. • Soil testing is a proactive practice that saves money, improves turf quality, and protects the environment. • Proper sampling technique is just as important as the lab analysis.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• How does soil pH affect turfgrass growth and nutrient availability? • What materials can be used to raise or lower soil pH, and when should they be applied? • How does cation exchange capacity influence soil fertility? • Why is soil salinity harmful to turfgrass, and how can it be reduced? • What role do macronutrients and trace minerals play in turfgrass health? • Why should turf managers perform soil tests regularly? • What steps ensure that a soil sample is truly representative of an area? • How do the results of soil testing influence turf management decisions?

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
Turfgrass Unit 3 Vocab	Skills- Sharpening Blades, Fertilizing • Students will demonstrate the correct procedure for safely removing mower blades from the mower. • Students will accurately sharpen a mower blade using the appropriate tools and techniques. • Students will reinstall and balance the sharpened blade on the mower, ensuring proper alignment and function. • Students will demonstrate the correct procedure for calibrating a fertilizer spreader based on specific application requirements. • Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area. • Students will safely and effectively clean and maintain the fertilizer spreader after use.

Stage 2/3: Instructional Design

Chapter 7 Soil Chemistry

1.5 Days	
Learning Target:	**Success Criteria:**
• Students will explain how soil chemistry impacts turfgrass growth. • Students will identify and recommend pH adjustment materials. • Students will describe the role of CEC in nutrient management. • Students will explain how salinity affects turfgrass and ways to reduce it. • Students will differentiate between macronutrients and trace minerals.	• I can test and interpret soil pH results. • I can select appropriate amendments for pH correction. • I can explain fertilizer burn prevention methods. • I can recommend practices to address soil salinity problems. • I can list the essential macronutrients and trace minerals for turfgrass.
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.	
Elevator Speech Topics Turfgrass **Sports Turf Magazine Think, Pair, Share**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
YCh 7 Assessment	

Chapter 8 Soil Testing

Time: 1.5 Days	
Learning Target:	**Success Criteria:**
• Students will explain the purpose and benefits of soil testing.	• I can verbally explain at least three benefits of soil testing.

• Students will collect a soil sample using correct procedures. • Students will identify the main types of soil analysis and their uses. • Students will explain when and why tissue testing is helpful.	• I can demonstrate the correct use of a soil probe. • I can list the correct steps for collecting and submitting a sample. • I can match soil test types with their purposes on a quiz.

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.

Elevator Speech Topics Turfgrass

Assessment

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

YChapter 8 – Soil Testing: Assessment

Shop Skill of the Week- Sharpening Blades

Time: 1.5 Days

Learning Target:	Success Criteria:
• Students will explain the importance of maintaining sharp mower blades for turf health and equipment efficiency. • Students will identify the signs that indicate a mower blade needs sharpening. • Students will understand the safety protocols required when handling and sharpening mower blades. • Students will demonstrate the correct procedure for safely removing mower blades from the mower. • Students will accurately sharpen a mower blade using the appropriate tools and techniques. • Students will reinstall and balance the sharpened blade on the mower, ensuring proper alignment and function.	• Students can clearly articulate why sharp mower blades are crucial for turf maintenance and mower longevity. • Students can identify dull blades and explain the potential consequences of using them on turfgrass. • Students demonstrate an understanding of all safety measures required during the sharpening process. • Students successfully and safely remove mower blades, following all safety protocols. • Students sharpen the mower blades to a precise edge, using correct sharpening tools and techniques.

	• Students reinstall the blade, ensuring it is properly balanced and functions effectively when reattached to the mower.

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.

Elevator Speech Topics Turfgrass

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

junior and senior equipment id quiz .pptx

Hands On Activity of the Week- Fertilizing

Time: 6 Days

Learning Target:	Success Criteria:
• Students will explain the purpose and benefits of using a fertilizer spreader in turfgrass management. • Students will identify the different types of fertilizer spreaders (e.g., broadcast, drop, handheld) and their specific uses. • Students will understand the importance of calibrating a fertilizer spreader to ensure accurate application rates. • Students will demonstrate the correct procedure for calibrating a fertilizer spreader based on specific application requirements. • Students will correctly operate a fertilizer spreader, ensuring even coverage across the designated turf area. • Students will safely and effectively clean and maintain the fertilizer spreader after use.	• I can clearly describe why using a fertilizer spreader is crucial for consistent turfgrass nutrition. • I can identify the appropriate type of spreader for different turfgrass areas and fertilizer types. • I can demonstrate an understanding of the importance of spreader calibration and its impact on fertilizer application. • I can accurately calibrate a fertilizer spreader according to specific instructions or guidelines, ensuring the correct application rate. • I can operate the spreader efficiently, covering the designated turf area evenly without missing sections or overlapping too much. • I can clean and maintain the fertilizer spreader after use, ensuring it is ready for future applications.

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 are taught to operate the spreader efficiently, covering the designated turf area evenly without missing sections or overlapping.

Assessment

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

Two-Level Rubric for Safely Operating a Lesco PermaGreen Fertilizer

Resources

Any materials and resources related to Stage 3 learning activities.

Textbook - Turfgrass Science and Management
Shop and Mechanic Handtools
Turf Equipment and Fuel
Land Lab on which to perform tasks
Out of the Gate in Eight- Blank

Unit Overview	
Unit Title:	Turfgrass
Teacher:	O'Keefe
Grade Level/Course:	Grade 11/12 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on the complete process of establishing turfgrass, from selecting the appropriate species and cultivar to caring for newly planted turf. Students will learn to evaluate site conditions, prepare the soil, select quality seed or sod, and choose the best establishment method. They will also interpret seed labels, understand terms like purity, chaff, and noxious weeds, and explore advanced practices such as dormant seeding, hydromulching, overseeding, and top dressing. The unit concludes with strategies for maintaining newly seeded turf to ensure a healthy, sustainable lawn or sports surface. Fertilization is essential to maintaining healthy, attractive, and durable turfgrass. This lesson covers the nutrients turf needs, the types and ratios of fertilizers, how to choose and manage a fertility program, and the science behind why nitrogen is the most critical nutrient. Students will compare slow-release and quick-release products, understand the environmental impacts of overfertilization, and practice reading fertilizer labels. By the end of this unit, students will be able to design and justify a turf fertilization plan that meets plant needs while protecting the environment.

Stage 1: Desired Results

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

Turfgrass Unit 4 State Standards

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

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

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

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Turfgrass establishment is most successful when site preparation, species selection, and timing are matched to environmental conditions. • Seed label interpretation is essential for ensuring quality planting materials. • Proper aftercare during the early growth stages determines long-term turf health. • Proper fertilization balances plant health with environmental stewardship. • Nitrogen plays the most important role in turf growth and appearance. • Fertilizer type, ratio, and application method must be matched to turf needs and environmental conditions.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• How does site preparation influence turfgrass establishment success? • Why is timing critical for seeding turfgrass? • What information on a seed label is most important to ensure quality? • How do different turf establishment methods compare in terms of cost, time, and quality? • What practices promote strong establishment and long-term turf health? • Why is nitrogen the most important nutrient for turfgrass? • How do slow-release and quick-release fertilizers differ in effectiveness and environmental impact? • What role does fertilizer selection play in preventing problems like algal blooms or chlorosis? • How do you determine the right fertilizer ratio for turf?

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
Turfgrass Unit 4 Vocab	• Students apply an infield conditioner using the correct techniques, ensuring even distribution across the field. • Students adjust the quantity of conditioner based on field assessments, ensuring that the application meets the needs of the playing surface. • Students effectively incorporate the infield conditioner into the soil, ensuring it is well integrated and enhances field performance.

	• Students accurately refuel equipment using the correct fuel and following all safety protocols, such as grounding and spill prevention. • Students efficiently measure and dispense fuel, ensuring the equipment is properly fueled without overfilling. • Students consistently follow safety guidelines throughout the refueling process, including cleaning up any spills immediately and storing fuel containers properly.

Stage 2/3: Instructional Design

Chapter 9 Turfgrass Establishment

1.5 Days	
Learning Target:	**Success Criteria:**
• Students will identify and define key turfgrass establishment terms. • Students will evaluate which establishment method is best for a given scenario. • Students will interpret a seed label and calculate PLS. • Students will create a plan for establishing turfgrass on a specific site.	• I can correctly identify the best species and cultivar for a specific site. • I can prepare a site for planting according to best management practices. • I can read and interpret a seed label, including calculating PLS. • I can select and justify the best turf establishment method for a given situation. • I can recommend proper care for newly established turf.
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.	
Elevator Speech Topics Turfgrass **Sports Turf Magazine Think, Pair, Share**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
YCh 9 Assessment Establishment	

February, 2026

Chapter 10 Fertilization

Time: 1.5 Days

Learning Target:	Success Criteria:
• Students will identify and describe turfgrass nutrient needs. • Students will read and interpret a fertilizer label. • Students will explain the pros and cons of different fertilizer types. • Students will select an application method and frequency appropriate for the situation.	• I can match a turfgrass nutrient problem with the correct fertilizer. • I can choose a fertilizer ratio based on a soil test. • I can explain how fertilizer choice impacts the environment.

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.

Elevator Speech Topics Turfgrass

Assessment

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

YCh 10 Assessment Fertilization

Shop Skill of the Week- Refueling Equipment

Time: 1.5 Days

Learning Target:	Success Criteria:
• Students will explain the importance of refueling equipment properly to ensure safety and maintain engine performance. • Students will identify the different types of fuel used in various pieces of equipment (e.g., gasoline, diesel, mixed fuel) and their specific requirements. • Students will understand the potential hazards associated with refueling, such as spills, fire risks, and environmental contamination.	• Students can clearly explain why proper refueling procedures are critical for equipment safety and performance. • Students can identify the correct type of fuel for different types of equipment and understand the implications of using the wrong fuel. • Students demonstrate awareness of the risks associated with refueling and how to mitigate those risks.

• Students will demonstrate the correct procedures for refueling equipment, including checking fuel levels, selecting the appropriate fuel, and using safe refueling techniques. • Students will accurately measure and dispense the correct amount of fuel for the equipment being serviced. • Students will apply safety protocols during the refueling process, such as grounding the fuel container, avoiding overfilling, and cleaning up any spills.	• Students accurately refuel equipment using the correct fuel and following all safety protocols, such as grounding and spill prevention. • Students efficiently measure and dispense fuel, ensuring the equipment is properly fueled without overfilling. • Students consistently follow safety guidelines throughout the refueling process, including cleaning up any spills immediately and storing fuel containers properly.

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

Lesson Plan: Safe Refueling of Equipment

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

No Assessment

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

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

Hands On Activity of the Week- Infield Conditioner

Time: 6 Days

Learning Target:	Success Criteria:
• Students will explain the purpose and benefits of using an infield conditioner in maintaining baseball and softball field surfaces. • Students will identify the different types of infield conditioners and their specific properties (e.g., moisture retention, dust control, firmness).	• Students can articulate why infield conditioners are essential for maintaining safe and playable field surfaces. • Students can differentiate between various types of infield conditioners and select the appropriate one based on specific field needs.

• Students will understand the proper conditions under which to apply an infield conditioner to achieve optimal field performance and safety. • Students will demonstrate the correct procedure for applying an infield conditioner, including preparation, distribution, and incorporation into the soil. • Students will correctly adjust the amount of infield conditioner used based on field conditions, weather patterns, and usage requirements. • Students will apply an infield conditioner to a section of the field, ensuring even coverage and proper integration into the playing surface.	• Students understand the timing and conditions necessary for effective application of an infield conditioner. • Students apply an infield conditioner using the correct techniques, ensuring even distribution across the field. • Students adjust the quantity of conditioner based on field assessments, ensuring that the application meets the needs of the playing surface. • Students effectively incorporate the infield conditioner into the soil, ensuring it is well integrated and enhances field performance.

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.

Hands-On Lesson Plan: Operating an Infield Conditioner

Assessment

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

Two-Level Rubric for Safely Operating an Infield Conditioner

Resources

Any materials and resources related to Stage 3 learning activities.

Textbook - Turfgrass Science and Management
Shop and Mechanic Handtools
Turf Equipment and Fuel
Land Lab on which to perform tasks

Out of the Gate in Eight- Blank

Unit Overview	
Unit Title:	Turfgrass
Teacher:	O'Keefe
Grade Level/Course:	Grade 11/12 Ag Sci
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Water is essential for turfgrass growth and health, but not all water present in the soil is available for plant use. This unit focuses on understanding how water moves through soil, how plants use it, and how to manage irrigation effectively. Students will explore the physical properties of soil that influence water availability, recognize the signs of water stress, and analyze methods of irrigation scheduling. Special emphasis is placed on evapotranspiration, infiltration, water-holding capacity, and the tools turf managers use to monitor soil moisture. Students will also discuss advanced practices like syringing, effluent water use, desalinization, wetting agents, and management of hydrophobic soils. Weeds are one of the most common problems faced in turfgrass management. This unit examines the causes of weed invasion, important weed species, and how maintenance practices influence weed populations. Students will learn how herbicides work, differences between annual and perennial weeds, and the importance of proper timing, uniformity, and application methods. Special attention is given to understanding herbicide characteristics, including nonselective and pre-emergent types, as well as risks such as phytotoxicity and volatilization. Students will connect weed management strategies to integrated turfgrass care.

Stage 1: Desired Results

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

Turfgrass Unit 5 State Standards

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

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

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

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

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Turfgrass requires careful irrigation management to balance plant health with environmental responsibility. • Not all water present in the soil is usable by turfgrass; soil type and structure determine water availability. • Proper irrigation scheduling conserves water, reduces disease risk, and promotes sustainable turfgrass systems. • Proper turfgrass maintenance practices reduce weed competition. • Weed species differ in life cycle and susceptibility to control methods. • Herbicides must be selected and applied carefully to avoid damage and ensure effectiveness. • Long-term turf health depends on integrated weed management strategies.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• Why is not all soil water available to plants? • How can turfgrass managers determine when irrigation is needed? • What role does evapotranspiration play in scheduling irrigation? • How can irrigation practices conserve water and protect the environment? • Why do healthy, well-maintained turf areas have fewer weed problems? • What are the most common turfgrass weed species and how are they classified? • How do herbicides work, and what factors influence their effectiveness? • What risks are associated with herbicide use, and how can they be minimized? • How can managers balance cultural practices and chemical control for sustainable turfgrass management?

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
Turfgrass Unit 5 Vocab	**Skills- Organizing, Aerating** • Students can successfully group tools and equipment in logical categories and place them in designated storage areas.

	• Students create a labeling and storage system that is easy to understand and maintain, with all items clearly marked and easily accessible. • Students successfully operate an aerator on a designated area of turf, ensuring even and consistent aeration without damaging the grass. • Students can evaluate the effectiveness of their aeration process by identifying improvements in turf quality and identifying any issues or areas for improvement. • Students can identify problems during the aeration process and propose effective solutions, ensuring successful completion of the task.

Stage 2/3: Instructional Design

Chapter 12 Irrigation

1.5 Days	
Learning Target:	**Success Criteria:**
• Students will explain how water moves through soil and why some water is unavailable to plants. • Students will identify signs of turfgrass water stress. • Students will calculate irrigation needs using evapotranspiration and soil capacity. • Students will describe advanced irrigation practices and tools.	• I can correctly define soil-water terms like field capacity, infiltration, and evapotranspiration. • I can determine when and how much irrigation is needed for turf. • I can explain how syringing, effluent water, and wetting agents are used in turf management. • I can complete an irrigation planning scenario using correct concepts.
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.	
Elevator Speech Topics Turfgrass **Sports Turf Magazine Think, Pair, Share**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Chapter 12 Water & Irrigation Assessment

Chapter 14 Turfgrass Weeds

Time: 1.5 Days

Learning Target:	Success Criteria:
• Students will explain why strong turfgrass maintenance prevents weeds. • Students will identify weed species and classify them as annuals or perennials. • Students will compare different herbicides and explain how they work. • Students will evaluate herbicide application methods and risks.	• I can describe how good cultural practices limit weed growth. • I can classify weeds by type and life cycle. • I can explain how pre-emergent and nonselective herbicides differ. • I can identify when to use spot treatment vs. uniform application. • I can define and correctly use weed management vocabulary.

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.

Elevator Speech Topics Turfgrass

2024 Turf Weeds.pptx

Assessment

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

yChapter 14 – Weeds Assessment

Shop Skill of the Week- Organizing Tools and Supplies

Time: 1.5 Days

Learning Target:	Success Criteria:
○ Students will explain the importance of maintaining an organized shop for safety, efficiency, and productivity.	○ Students can clearly articulate the benefits of an organized shop, including reduced accidents,

○ Students will identify key organizational principles and strategies for managing tools, equipment, and materials in a shop setting. ○ Students will demonstrate the ability to categorize and arrange tools, equipment, and materials in an orderly manner. ○ Students will develop and implement a system for labeling and storing shop items to ensure easy access and inventory management. ○ Students will assess the current state of the shop's organization and identify areas for improvement. ○ Students will evaluate the effectiveness of their organizational system in maintaining order over time.	increased work efficiency, and better tool management. ○ Students can list and describe organizational strategies, such as grouping similar tools together, using pegboards, and implementing a labeling system. ○ Students can successfully group tools and equipment in logical categories and place them in designated storage areas. ○ Students create a labeling and storage system that is easy to understand and maintain, with all items clearly marked and easily accessible. ○ Students conduct a thorough assessment of the shop's organization, identifying problem areas and suggesting practical improvements. ○ Students monitor the shop's organization over time and make adjustments to ensure long-term order and accessibility.

Learning Activities

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

Lesson Plan for Putting tools away and for Organizing a Shop

Assessment

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

Hand Tool Study Guide

Resources

Any materials and resources related to Stage 3 learning activities.

Torque Talk Machinery Research Worksheet– Safe Machinery Operation

Hands On Activity of the Week- Aerating

Time: 6 Days

Learning Target:	Success Criteria:
• Students will explain the purpose and benefits of aerating turfgrass, including improved soil structure, enhanced water infiltration, and better root growth. • Students will demonstrate the correct procedure for using an aerator, including setting up the equipment, choosing the right tine depth, and operating the aerator across the turf. • Students will assess the condition of the turfgrass before and after aeration, noting changes in soil compaction, root growth, and overall turf health.	• Students can articulate how aeration impacts turf health, including its effects on soil compaction and oxygen availability. • Students successfully operate an aerator on a designated area of turf, ensuring even and consistent aeration without damaging the grass. • Students can evaluate the effectiveness of their aeration process by identifying improvements in turf quality and identifying any issues or areas for improvement.

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.

Student watch instructor operate machinery and then divide into groups to try operating aerator themselves. After learning to operate equipment efficiently students can work more independently maintaining the schools many ball fields.

Assessment

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

Rubric for Safely Operating an Aerator on Turfgrass

Resources

Any materials and resources related to Stage 3 learning activities.

Textbook - Turfgrass Science and Management
Shop and Mechanic Handtools
Turf Equipment and Fuel
Land Lab on which to perform tasks
Out of the Gate in Eight- Blank

Turfgrass Science and Management

Freshmen Course
1 Quarter Long



Unit 1 - Summary

The turfgrass field plays a vital role in environmental enhancement, recreation, and the economy, supporting careers in landscape management, sports field maintenance, and golf course operations. Understanding the characteristics, growth habits, and classifications of various turfgrass species—including cool-season and warm-season grasses—is essential for selecting the right grass for specific climates and uses. Turfgrasses are evaluated based on their performance, appearance, and ability to withstand stress, and successful management begins with foundational knowledge of species identification and turfgrass functions. This unit also introduces students to the fundamental concepts of turfgrass science, including classification, plant growth, anatomy, and methods for evaluating turf quality. Students will learn to distinguish monocots from dicots, identify major grass plant structures, and understand how grasses spread through stolons, rhizomes, and tillers. The unit also covers how turf quality is measured—color, texture, density, and uniformity—and explores the relationship between turfgrass maintenance levels and cultural intensity. Students will build foundational knowledge of plant biology, including photosynthesis, respiration, dormancy, and water/nutrient movement through xylem and phloem.



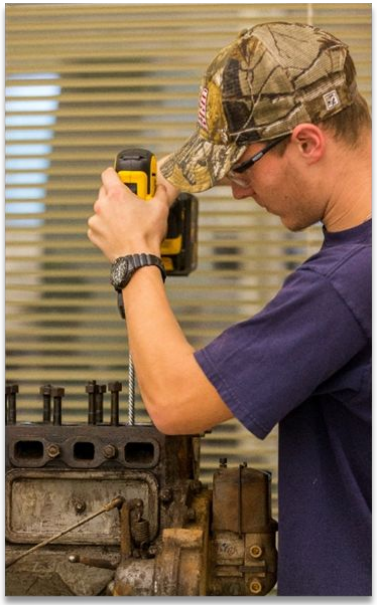
Enduring Understanding

- Turfgrass is a significant component of various industries, contributing to environmental, economic, and social benefits.
- The turfgrass industry is diverse, encompassing various sectors such as sports fields, golf courses, residential lawns, and commercial landscapes.
- Sustainable turfgrass management practices are essential for balancing industry demands with environmental stewardship.
- Turfgrass serves crucial roles in environmental management, aesthetics, and recreational spaces, providing both ecological and economic benefits.
- Understanding the basic characteristics and growth habits of different turfgrass species is essential for effective management.
- Turfgrass physiology and management practices are interconnected, impacting the health, durability, and appearance of turfgrass in various applications.



Unit 1 - Activities

Students perform regular maintenance on equipment all semester. Mowing is the biggest duty that we perform for the school system so it is where we start our hands on learning.





Unit 2 - Summary

This unit introduces students to cool season turfgrasses, focusing on why certain grasses thrive in the cool season zone, their key characteristics, and how to select the most appropriate species for specific sites. Students will learn about the temperate zone, heat tolerance limits, and common turfgrass species such as Kentucky bluegrass, perennial ryegrass, creeping bentgrass, tall fescue, and fine fescues. The lesson also explores the concepts of grass blends and mixes, providing students with practical skills to make informed turfgrass selection decisions. This unit also introduces the fundamentals of soils as they relate to turfgrass growth and management. Students will examine the components of soil, soil texture and structure, and how these physical characteristics impact water movement, nutrient availability, and root development. Students will also study soil profiles, pore space, organic matter, and the processes of weathering and soil formation. Key tools such as the soil texture triangle will be used to identify loam and other soil types. By understanding soil horizons, topsoil quality, and organic materials like peat, students will gain the foundation needed to make informed turf management decisions.



Unit 2 - Enduring Understandings

- Cool season grasses are adapted to climates with distinct seasonal temperature changes and perform best in moderate temperatures.
- Correct turfgrass species selection ensures long-term health, function, and aesthetic quality of turf.
- Blends and mixes can increase turf resilience and adaptability.
- Healthy turfgrass depends on well-structured, balanced soils.
- Soil texture and structure directly influence water infiltration, drainage, and root health.
- Soil development is shaped over time by natural processes and human management.



Unit 2 - Activities

Regular maintenance of the infields including removal lips (build up of material) around the bases is performed during the semester. Dethatching is performed when thatch builds up during high growth months.





Unit 3 - Summary

Soil chemistry directly impacts the health, growth, and maintenance of turfgrass. This unit explores the principles of soil fertility, how pH affects nutrient availability, and the ways soil amendments can alter pH. Students will investigate the role of ions and cation exchange capacity (CEC), the effects of soil salinity, and how water movement (osmosis and leaching) influences nutrient distribution. The unit also covers macronutrients, trace minerals, and the causes and prevention of fertilizer burn, connecting theory to practical turfgrass management strategies. Soil testing is the foundation for proper turfgrass management. This lesson introduces students to why soil testing is important, how to collect a representative sample, when and how often to test, and the different types of analysis that can be performed. Students will also learn about tissue testing, tools such as soil probes, and how to interpret results to make informed turf management decisions.



Unit 3 - Enduring Understandings

- Soil chemistry influences nutrient availability, water movement, and overall turfgrass performance.
- Adjusting soil pH is essential for optimizing plant health and nutrient uptake.
- Managing soil salinity and preventing fertilizer burn are key to sustainable turf maintenance.
- Healthy turfgrass depends on knowing the nutrient and pH status of the soil.
- Soil testing is a proactive practice that saves money, improves turf quality, and protects the environment.
- Proper sampling technique is just as important as the lab analysis.



Unit 3 - Activities

Students continue to do routine maintenance on the equipment and learn more complicated processes such as aerating the ball fields.





Unit 4 - Summary

This unit focuses on the complete process of establishing turfgrass, from selecting the appropriate species and cultivar to caring for newly planted turf. Students will learn to evaluate site conditions, prepare the soil, select quality seed or sod, and choose the best establishment method. They will also interpret seed labels, understand terms like purity, chaff, and noxious weeds, and explore advanced practices such as dormant seeding, hydromulching, overseeding, and top dressing. The unit concludes with strategies for maintaining newly seeded turf to ensure a healthy, sustainable lawn or sports surface. Fertilization is essential to maintaining healthy, attractive, and durable turfgrass. This lesson covers the nutrients turf needs, the types and ratios of fertilizers, how to choose and manage a fertility program, and the science behind why nitrogen is the most critical nutrient. Students will compare slow-release and quick-release products, understand the environmental impacts of overfertilization, and practice reading fertilizer labels. By the end of this unit, students will be able to design and justify a turf fertilization plan that meets plant needs while protecting the environment.



Unit 4 - Enduring Understandings

- Turfgrass establishment is most successful when site preparation, species selection, and timing are matched to environmental conditions.
- Seed label interpretation is essential for ensuring quality planting materials.
- Proper aftercare during the early growth stages determines long-term turf health.
- Proper fertilization balances plant health with environmental stewardship.
- Nitrogen plays the most important role in turf growth and appearance.
- Fertilizer type, ratio, and application method must be matched to turf needs and environmental conditions.



Unit 4 - Activities

Students continue learning maintenance eventually having worked on all the equipment here at SHS. As the weather gets colder the class moves from working on field maintenance to other projects at SHS.





Unit 5 - Summary

Water is essential for turfgrass growth and health, but not all water present in the soil is available for plant use. This unit focuses on understanding how water moves through soil, how plants use it, and how to manage irrigation effectively. Students will explore the physical properties of soil that influence water availability, recognize the signs of water stress, and analyze methods of irrigation scheduling. Special emphasis is placed on evapotranspiration, infiltration, water-holding capacity, and the tools turf managers use to monitor soil moisture. Students will also discuss advanced practices like syringing, effluent water use, desalinization, wetting agents, and management of hydrophobic soils. Weeds are one of the most common problems faced in turfgrass management. This unit examines the causes of weed invasion, important weed species, and how maintenance practices influence weed populations. Students will learn how herbicides work, differences between annual and perennial weeds, and the importance of proper timing, uniformity, and application methods. Special attention is given to understanding herbicide characteristics, including nonselective and pre-emergent types, as well as risks such as phytotoxicity and volatilization. Students will connect weed management strategies to integrated turfgrass care.



Unit 5- Enduring Understandings

- Turfgrass requires careful irrigation management to balance plant health with environmental responsibility.
- Not all water present in the soil is usable by turfgrass; soil type and structure determine water availability.
- Proper irrigation scheduling conserves water, reduces disease risk, and promotes sustainable turfgrass systems.
- Proper turfgrass maintenance practices reduce weed competition.
- Weed species differ in life cycle and susceptibility to control methods.
- Herbicides must be selected and applied carefully to avoid damage and ensure effectiveness.
- Long-term turf health depends on integrated weed management strategies.



Unit 5- Activities

Not all jobs at SHS involve working with big machinery. Dethatching a smaller area involves using a smaller tool. Students also prepare for the annual tractor driving contest in which students compete against other ag sci students from across the state.





BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Math for Technology and Innovation - NEW – Second Reading.

Summary of Issue: SHS Math for Technology and Innovation - NEW - Second 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: Move that the Board of Education approve the SHS Math for Technology and Innovation - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Principles of Manufacturing Mathematics

Course Description

This course was designed with the core values that: All students can excel in technology education. Historical practices and entrenched cultural perceptions of technology education need to be challenged. The technology education community, together, can solve problems in technology classrooms. High-quality technology should be freely available and customizable. Technology teachers feel empowered when allowed to use their expertise and creativity in the implementation of the materials. Professional learning is key in unlocking the power of great materials. And teachers and students need equitable and exciting learning experiences.

Guided by the vision for technology education described in the Connecticut State Technology Education Standards as well as the International Society of Technology Education (ISTE) Standards, and the Common Core Standards for Mathematics, this course seeks to provide a foundation of applied manufacturing mathematics to students so that they have the fundamental skills in this domain to begin their careers in production. This includes an application of the four basic functions (addition, subtraction, multiplication, and division), as well as 3 dimensional geometry, algebra, and trigonometry. Various industry specific hand measuring tools (i.e. ruler, caliper, micrometer, etc.) are utilized throughout the course. In addition, industry-specific calculations (i.e. speeds and feeds, spur gears, center-to-center distances, dovetails, tapers, etc.) are performed throughout the course. By the end of this course, students should have a clear understanding of the need for a keen sense of mathematics in the manufacturing sector. In providing this critical foundation to all learners, this course exists to fundamentally change the status quo, removing predictability about who succeeds/shows affection for manufacturing.

Course Standards (i.e. Common Core, ISTE, etc.)

Connecticut State Department of Education - Technology Education
International Technology & Engineering Education Association (ITEEA)
International Society for Technology in Education (ISTE)
Common Core Standards for Mathematics

Link to Standards based on Unit and Section- Math and Technology Standards

Textbook

Math for Machinists; Second Edition by Huth; The Goodheart-Wilcox Company, Inc.; ISBN 9781637767078

Course Goals

1. Calculate the conversion between common fractions and decimals
2. Calculate powers and roots of numbers
3. Explain and calculate ratios, proportions and percentage
4. Specify and convert units of measure
5. Determine tolerances, clearances and interferences
6. Operate measurement devices

7. Employ the fundamentals of algebra
8. Apply formulas to cutting speeds and revolutions
9. Apply the fundamentals of plane geometry
10. Calculate geometric figures areas and volumes
11. Apply the principles of trigonometry

Course Content Outline

Learning Module 1 - Fundamentals of Shop Math
Learning Module 2 - Precision Measurement
Learning Module 3 - Sizes and Dimensions
Learning Module 4 - Common Shop Formulas
Learning Module 5 - Applications of Angles and Trigonometry
Learning Module 6 - CNC Machining

Learning Module 1 - Fundamentals of Shop Math

Learning Module Summary

We will review number systems and decimal places. Students will add, subtract, multiply and divide whole numbers, fractions and decimals. We will use that knowledge to apply it to proportions and ratios. During this unit, students will also be introduced to shop terms for machinists such as thou.

Learning Module Essential Questions

- What are the basic math skills needed to succeed in the real world?
- How can knowledge of the four basic operations help me succeed in an entry level job as a machinist?
- How can building mathematical fluency with decimals and fractions help me in a career in quality assurance?
- In what ways can the concept of scaling up/down apply to production?

Learning Module Enduring Understandings

- Mathematical concepts that you've already learned have key applications throughout the manufacturing industry.
- Fluency with decimals and fractions is fundamental to making accurate and precise measurements within the Customary and Metric systems.
- An ability to think in terms that are orders of magnitude greater/smaller than "usual" helps solve problems of scale within industry.

Content Specific Vocabulary

Mathematical

Abstract number, Arabic number system, concrete number, decimal number system, denominate number, difference, dividend, divisor, multiplicand, multiplication table, multiplier, negative, positive, product, quotient, remainder, sum, zero, common denominator, denominator, equivalent fractions, fraction bar, improper fraction, invert, least common denominator, lowest terms, mixed numbers, numerator, proper fraction, reducing, whole, decimal, decimal fraction, decimal point, nearer fractional equivalent, extremes, inverse proportion, means, percent, percentage, proportion, ratio, rule of three

Manufacturing

Chamfer, groove, kerf, bolt, bolt body, thread, drift punch, hacksaw, center punch, steel rule, layout fluid, sine bar, caliper, screwdriver, Allen wrench, hammer, ∅, lathe, CNC machining center, mill, quality control, sleeve bushing, bar stock, chucking, band saw, mounting plate, center-to-center distance, stud, hex nut, acetylene, coolant, inside diameter, outside diameter, keyway, turn down, step, gear train, input shaft, output shaft, "one hundred thousandths," "one

hundredth," "one thousandth," one "thou," "one tenth," "ten millionths," "ten microinches," "one millionth," "one microinch," bushing, washer, bearing, axle, gage block, threads per inch (TPI), coarse series thread (UNC), fine series thread (UNF), torque, efficiency, BTU, annealing, horsepower, drive gear, driven gear, gear ratio, revolutions per minute (rpm)

Learning Module Overview

Textbook: **Unit=Chapter**
Chapter 1 - Number Systems
Chapter 2 - Adding Whole Numbers
Chapter 3 - Subtracting Whole Numbers
Chapter 4 - Multiplying Whole Numbers
Chapter 5 - Dividing Whole Numbers
Chapter 6 - Combined Operations
Chapter 7 - Parts of a Fraction
Chapter 8 - Proper Fractions, Improper Fractions, and Mixed Numbers
Chapter 9 - Least Common Denominator
Chapter 10 - Adding Fractions
Chapter 11 - Subtracting Fractions
Chapter 12 - Multiplying Fractions
Chapter 13 - Dividing Fractions
Chapter 14 - Decimal System
Chapter 15 - Converting between Common Fractions and Decimal Fractions
Chapter 16 - Adding Decimal Fractions
Chapter 17 - Subtracting Decimal Fractions
Chapter 18 - Multiplying Decimal Fractions
Chapter 19 - Dividing Decimal Fractions
Chapter 20 - Percent and Percentage
Chapter 21 - Ratio and Proportion

Days	Learning Target/Objective (*SWBAT*)	Lesson at a glance
Day 1	● *Add and Subtract whole numbers.* ● *Use terminology of abstract, concrete and denominate numbers* ● *Add and Subtract within the context of machined parts and diagrams*	Pg 2-28
Day 2	● *Multiply and Divide whole numbers* ● *Apply the operations within the context of a word problem or diagram*	Pg 29-48
Day 3	● *Solve a problem using all the operations in combination* ● *Apply Order of Operation in applications*	Pg 49-59

Day 4	• *Simplify fractions to their lowest term.* • *Change fractional numbers to a different denominator* • *Express fractions with pictures/diagrams(shade)* • *Change fractions from mixed numbers to improper fractions and vice a versa* • *Finding least common denominator*	Pg 60-86
Day 5	• *Add and subtract fractions including mixed numbers* • *Converting answers to mixed numbers* • *Applying the skills to machinist diagrams and tools such as bolt size/thread*	Pg 87-108
Day 6	• *Multiply and Divide fractions* • *Applying the skill to machinist terms such as thread size(pitch)*	Pg 109-124
Day 7	• *Use shop terms with decimal numbers(thou)* • *Write decimals using mathematical terms and shop terms* • *Convert common fractions to decimals and vice a versa* • *Estimate fractions/decimals using Decimal Conversion Chart on pg 138*	Pg 125-142
Day 8	• *Add and subtract decimals*	Pg 143-162
Day 9	• *Multiply and divide decimals*	Pg 163-184
Day 10	• *Convert fractions to percents vice a versa* • *Finding percent of, what is __% of type problems* • *Write a ratio with shop terms and diagram such as drive gear teeth ratios and pulleys*	Pg 185-206
Performance Task	*Students may do a performance task with fractions and decimals in a recipe or technical drawing*	Performance Task Mod…

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Learning Module 2 - Precision Measurement

Learning Module Summary

In this learning module, students will revisit concepts from previous grades related to standard and metric measuring systems and tools. As they rediscover familiarity with these ideas, they will be pushed to further their understanding by exploring the concept of precision measurement. They will gain familiarity with hand measurement tools that they will commonly see in industry such as micrometers and calipers. This will naturally lead to a discussion of concepts such as accuracy and tolerance. As it relates to industry, this will directly prepare students for future careers in quality assurance.

Learning Module Essential Questions

- What hand measurement tools should I be comfortable using before I apply for an entry level job in manufacturing?
- How do precision and accuracy in production relate to customer satisfaction?
- Why do different countries have different systems for measurement, and is one “better” than the other?

Learning Module Enduring Understandings

- Precise and accurate measurements result in products that meet predetermined standards so that customers are protected and waste is eliminated.
- Deep understanding of systems of measurement and measuring tools can lead to a stable and exciting career in quality assurance.

Content Specific Vocabulary

Mathematical

Linear measurement, US Customary System, metric system, graduation, Systeme International d’Unites, precision, accuracy, tolerance, positional tolerance, dimensional tolerance, bilateral tolerance

Manufacturing

Maximum allowable dimension, minimum allowable dimension, micrometer, anvil, spindle, sleeve, frame, locknut, thimble, ratchet, vernier scale, caliper, depth probe

Learning Module Overview

Textbook:
Chapter 22 - Reading Rulers
Chapter 24 - Tolerances
Chapter 25 - Vernier Measuring Instruments

Days	**Learning Target/Objective (*SWBAT*)**	**Lesson at a glance**
Day 1	• *Measure using a metric ruler using fractional or decimal form*	Pg 208-214
Day 2	• *Measure using a standard ruler using fractional or decimal form*	Same as above
Day 3	• *State or show the difference of precision and accuracy* • *Describe tolerance and know difference of positional, dimensional and bilateral tolerance* • *Find the tolerance in diagrams* • *Calculate the tolerance of parts using technical drawings*	Pg 227-236
Day 4	• *Measure using an inch based micrometer*	pg237-248
Day 5	• *Measure using a metric-based micrometer*	Same as above
Day 6	• *Measure using a vernier micrometer*	Same as above
Day 7	• *Measure using calipers- 25 and 50 Division Calipers*	Same as above
PT	*Students will measure parts with a ruler and a dial caliper.*	Performance Task #2

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Learning Module 3 - Sizes and Dimensions

Learning Module Summary

In this module, students will revisit familiar formulas for calculating the area and volume of particular shapes and apply them to industry-related situations. In particular, areas of circles, triangles, and quadrilaterals will be calculated such that students can make connections to production processes such as finishing and plating. In addition, the volume of rectangular prisms cylinders, cones, and spheres will also be calculated such that students can also make further connections to production. In completing this module and revisiting the utility of these formulas, students will be ready for the subsequent module on commonly used formulas for machinists.

Learning Module Essential Questions

- In what ways do manufacturers use 2 dimensional concepts like area, and how is it calculated for different shapes?
- In what ways do manufacturers use 3 dimensional concepts like volume, and how is it calculated for different shapes?

Learning Module Enduring Understandings

- Applications of area are prevalent throughout the manufacturing industry (i.e. finishing, plating, etc.)
- Applications of volume are prevalent throughout the manufacturing industry (i.e. containers for storing coolant/lubricant, determining weights of raw materials, etc.)

Content Specific Vocabulary

Mathematical

Perimeter, square, rectangle, trapezoid, circumference, circle, diameter, radius, π, power of a number, exponent, square of a number, cube of a number, radical symbol, vinculum, index, radicand, chord, circular segment, cone, cube, cuboid, cylinder, irregular polygon, non-polyhedron, octagon, parallelogram, pentagon, polygon, polyhedron, prism, regular polygon, sector, sphere, θ

Manufacturing

Spur gear, pitch diameter, pitch circle

Learning Module Overview

Textbook:

Chapter 23 - Perimeter and Circumference
Chapter 31 - Powers
Chapter 32 - Roots of Numbers

Chapter 43 - Area of Polygons
Chapter 44 - Area of Circles and Circular Segments
Chapter 45 - Volumes of Cubes, Rectangular Solids, and Prisms
Chapter 46 - Volume of Cylinders, Cones, and Spheres

Days	**Learning Target/Objective (*SWBAT*)**	**Lesson at a glance**
Day 1	• *Find perimeter of a closed figure: rectangle, parallelogram and trapezoid* • *Find circumference of a circle* • *Find perimeter of compound figures*	Pg 215- 226(ch 23)
Day 2	• *Find the powers of numbers including fractions with only one part to a power* • *Find area of a square and compound figures*	Can use calculator for some calculations Pg 298-306 (ch 31)
Day 3	• *Find the root of a number* • *Using square roots to find the side of a square or cube roots for a cube.*	Pg 307-314 (ch32)
Day 4	• *Find the area of rectangles, squares, parallelograms, triangles, trapezoids*	Pg 448-460 (ch 43)
Day 5	• *Find the area of pentagons, hexagons and octagons* • *Find the area of compound figures*	Same as above
Day 6	• *Find the area of a Circle* • *Find the area of a Circle Sector*	Pg 461-470 (ch 44) Pg 468 skip #21-22
Day 7	• *Find volume of prisms such as cube, cuboid(rectangular prism), triangular and others from chapter 43*	Pg 471-476 (ch 45)
Day 8	• *Find the volume of cylinders, cones and spheres*	Pg 477-486 Pg 484 #7 review of hexagonal prism
PT	*Students will do a picture/diagram with a park with wood chips or grass seed needed for a landscaping project. They will build a quote for a job submission.*	Backyard Design

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Learning Module 4 - Common Shop Formulas

Learning Module Summary

In this module, students apply their general knowledge of formulas to specific shop situations in order to perform a variety of calculations. Students become comfortable with substituting particular numbers for variables in a given equation. This allows them to solve “real world” problems such as calculating speeds and feeds of various machines and taper, screw, and spur gear dimensions. When provided with commonly used formulas for performing shop calculations, students should be able to accurately and consistently apply their knowledge to each situation such that they are able to arrive at the correct answer.

Learning Module Essential Questions

- What are the most common formulas that someone would need to be familiar with to be successful in a machining career?
- Is it “ok” to not memorize every formula, but still know how to use them in everyday life?

Learning Module Enduring Understandings

- Throughout a career in manufacturing, one will encounter many formulas for many purposes, and it is valuable to have familiarity with the most common ones.
- The use of charts and reference sheets for common machining formulas is incredibly helpful and increases productivity as well as accuracy of calculation.

Content Specific Vocabulary

Mathematics

Addendum, circular pitch, dedendum, diametral pitch, equation, feed, formula, feed rate per tooth per revolution (ftr), major diameter, p, pitch circle, pitch diameter, revolutions per minute (rpm), speed, tailstock offset, taper, threads per inch (tpi), diameter

Manufacturing

Unified Thread Standard (UTS), Unified National Coarse (UNC), Unified National Fine (UNF), Unified National Extra Fine (UNEF), left-hand (LH), gage, end mill, face mill, shell end mill, slab mill, side cutter, turning, milling

Learning Module Overview

Textbook:
Chapter 26 - Equations and Formulas
Chapter 27 - Thread Formulas

Chapter 28 - Taper Formulas
Chapter 29 - Speeds and Feeds
Chapter 30 - Spur Gear Calculations

Days	**Learning Target/Objective (*SWBAT*)**	**Lesson at a glance**
Day 1	• *Solve equations for x.* • *Solve formulas for x.* • *Substitute a value in and solve for the unknown variable*	Pg 250-254
Day 2	• *Find pitch of a thread* • *Find the height of the thread* • *Find the pitch diameter*	Pg 255-266
Day 3	• *Label a taper diagram* • *Calculate a unknown dimension of a taper(formulas given pg 268)* • *Calculate the offset for turning a taper on a lathe*	Pg 267-274 Skip #20
Day 4	• *Calculate cutting speed in terms of revolutions per minute(rpm)* • *Calculate feed rate of cutting tool in terms of inches per minute(IPM)* • *Calculate spindle speed in terms of rpm*	Pg 275-29
Day 5	• *Label a diagram of a spur gear.* • *Solve for missing pieces of a spur gear with formulas*	Pg 291-296
PT	Student will complete a packet on finding the pitch and missing parts on taper, cutting speeds and spur gear.	Performance Task on C…

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Learning Module 5 - Applications of Angles and Trigonometry

Learning Module Summary

In this module, students apply their knowledge of angular and trigonometric calculations to common situations in the machine shop. The use of sine bars and plates is explored and common machining processes such as creating dovetails and tapers are introduced. Throughout the module, students are constantly revisiting the concept that because machining often makes use of circular motion, a deep understanding of angles and trigonometry is critical.

Learning Module Essential Questions

- Why are circles and triangles so important to use in various machining processes?
- How can knowledge of angles and trigonometry make me a better machinist?

Learning Module Enduring Understandings

- Because many machining processes deal with circular motion, an understanding of angular calculations is critical to be able to manufacture a part to a given specification.
- Machining a part to a specified angle requires the use of specialized tools, processes, and mathematical calculations.

Content Specific Vocabulary

Mathematics

Acute angle, acute triangle, adjacent side, base of a triangle, complementary angles, equilateral triangle, height of a triangle, hypotenuse, isosceles triangle, law of cosines, law of cosines (angle version), law of sines, minuend, minute (angular measure), obtuse angle, obtuse triangle, opposite side, Pythagorean theorem, rays, reflex angle, right angle, right triangle, scalene triangle, second (angular measure), soh cah toa, straight angle, subtrahend, supplementary, angles, trigonometry, vertex, altitude, bisect, congruent, constant, dovetail slide, point angle, point of tangency, tangent line, tangent to a circle theorem, transversal, two-tangent theorem

Manufacturing

Bolt circle, chamfer, tolerance, taper, gage blocks, sine bar, sine plate, drill point angle, dovetail, dovetail slide, male dovetail, female dovetail, gage pin

Learning Module Overview

Textbook:
Chapter 33 - Units of Angular Measure
Chapter 34 - Basic Math Operations with Angles

Chapter 35 - Triangles
Chapter 36 - Right Triangle Trigonometry
Chapter 37 - Oblique Triangles
Chapter 38 - Sine Bars and Sine Plates
Chapter 39 - Drill Point Angles
Chapter 40 - Center-to-Center Distances
Chapter 41 - Dovetails
Chapter 42 - Tapers

Days	**Learning Target/Objective (*SWBAT*)**	**Lesson at a glance**
Day 1	● *State the type of angle given* ● *Write angle in terms of degrees, minutes and seconds*	Pg 316-324
Day 2	● *Add, subtract, multiply and divide degree, minutes and second of angles* ● *Convert between degrees, minutes and seconds between decimal angles* ● *Find tolerances with angle measures*	*Pg 325-338*
Day 3	● *Identify the types of triangles* ● *Find the area of triangles*	*Pg 339-346*
Day 4	● *Find a missing side with pythagorean theorem* ● *Label a right triangle with hypotenuse, opposite and adjacent to given/missing angle* ● *Find the missing side of a right triangle using sin, cos and tan*	*Pg 347-372*
Day 5	● *Find a decimal angle and convert it to degrees, minutes and seconds using a calculator* ● *Find the missing angle in a right triangle using sin, cos and tan*	*Same as above*
Day 6	● *State whether law of sines or cosines will find a missing angle or side* ● *Find a missing side or angle with law of sines* ● *Find a missing side or angle with law of cosines*	*Pg 373-382*
Day 7	● *State what the function of a sine bar or sine plate is* ● *Find the missing angle using the sine function*	Pg 384-394

	• *Find the missing height of gage blocks given the angle needed*	
Day 8	• *State or label drill point depth and drill point angle* • *Calculate size of drill point depth* • *Find Drill point constant and state why it is helpful* • *Calculate drill point using the drill point constants* • *Find total depth of hole drilled with a given diameter, drill angle and depth of needed hole*	Pg 395-402
Day 9	• *Calculate center to center distance* • *Calculate pin to pin distance* • *Calculate measurement over pins* • *Calculate measurement between nonadjacent holes* • *Find diameter of bolt circle given other information*	Pg 403-420
Day 10	• *State and label information of a dovetail slide* • *Calculate the small or large end of a dovetail slide given the other dimension* • *Calculate the inner or outer unknown dimensions using gage pins to check the accuracy for the dovetails*	Pg 421-434
Day 11	• *Label a taper* • *Calculate large or small diameter given the other* • *Calculate length of taper* • *Calculate the included angle given large and small diameter of taper*	Pg 435-446
PT	*Thinking of a project with a given angle and students need to find an angle unknown to them. A sine bar is so a machinist can find the angle given the side lengths.*	Not sure what to do with this one.

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Learning Module 6 - CNC Machining

Learning Module Summary

Learning Module Essential Questions

- How can a CNC machine be programmed such that it can perform a specified operation accurately, precisely, and repeatably?

Learning Module Enduring Understandings

- Programming a CNC machine requires a user to define its movements using their knowledge of the coordinate system.

Content Specific Vocabulary

Mathematics
Absolute positioning, Cartesian coordinate system, incremental positioning, plane

Manufacturing
CNC machining center, CNC turning center

Learning Module Overview

Textbook:
Chapter 47 - CNC Milling
Chapter 48 - CNC Turning
Chapter 49 - Bolt Circles

Days	Learning Target/Objective (*SWBAT*)	Lesson at a glance
Day 1	• *State points on a cartesian plane* • *Find and state coordinate points on a given diagram using absolute and incremental positioning* • *Find the absolute positioning on a diagram/blueprint*	Pg 488-506
Day 2	• *State the absolute or incremental positioning points for turning a part on the x and z axis* • *Using part drawings fill out a table of absolute and incremental positioning*	*Pg 507-520*

Day 3	• *Calculate the location of a hole(bolt) using trigonometry and radius of bolt circle when starting at the x axis* • *Calculate the location of a hole(bolt) using trigonometry and radius of bolt circle when starting above or below the x axis*	*Pg 521-542*
PT	*Setup a CNC type machine with coordinate points.*	Take a picture and make a CNC grid for the picture.

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Mathematics for Technology and Innovation

Half-Year Mathematics Elective (Spring)
11th & 12th Grade Students

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Overview of Course

This course seeks to provide a foundation of applied manufacturing mathematics to students so that they have the fundamental skills in this domain to begin their careers in production. This includes an application of the four basic functions (addition, subtraction, multiplication, and division), as well as 3 dimensional geometry, algebra, and trigonometry. Various industry specific hand measuring tools (i.e. ruler, caliper, micrometer, etc.) are utilized throughout the course. In addition, industry-specific calculations (i.e. speeds and feeds, spur gears, center-to-center distances, dovetails, tapers, etc.) are performed throughout the course. By the end of this course, students should have a clear understanding of the need for a keen sense of mathematics in the manufacturing sector. In providing this critical foundation to all learners, this course exists to fundamentally change the status quo, removing predictability about who succeeds/shows affection for manufacturing.

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Units of Study

Module 1

Fundamentals of Shop Math- Arithmetic of Decimals and Fractions

Module 2

Precision Measurements- Ruler, Calipers, Micrometers

Module 3

Sizes and Dimension- Geometry and Trigonometry

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Units of Study

Module 4

Common Shop Formulas- Threads, Spur Gear Calculations, Cutting Speeds

Module 5

Applications of Angles and Trigonometry

Module 5

CNC Machining- Coordinate Plane setup

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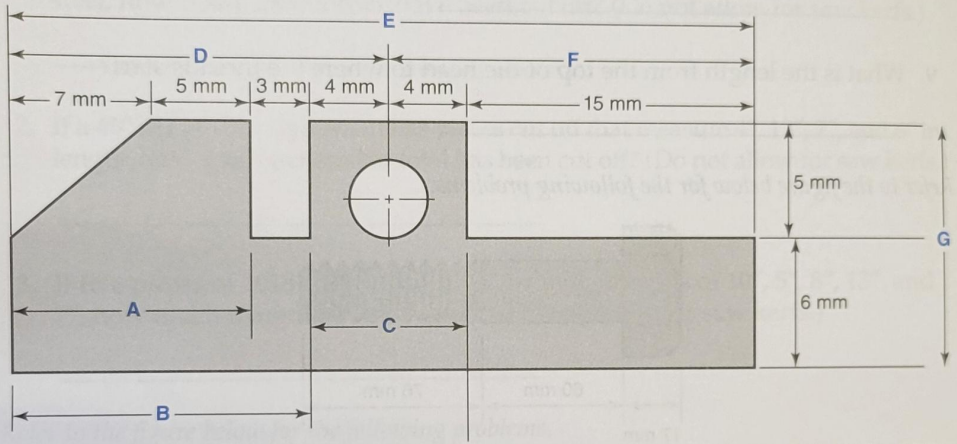
Module 1 - Fundamentals of Shop Math

We will review number systems and decimal places. Students will add, subtract, multiply and divide whole numbers, fractions and decimals. We will use that knowledge to apply it to proportions and ratios. During this unit, students will also be introduced to shop terms for machinists such as thou. From Day one students are looking at machining diagrams to use their knowledge of number systems.

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Module 1 - Fundamentals of Shop Math

Refer to the figure below to calculate the dimensions in the following problems.

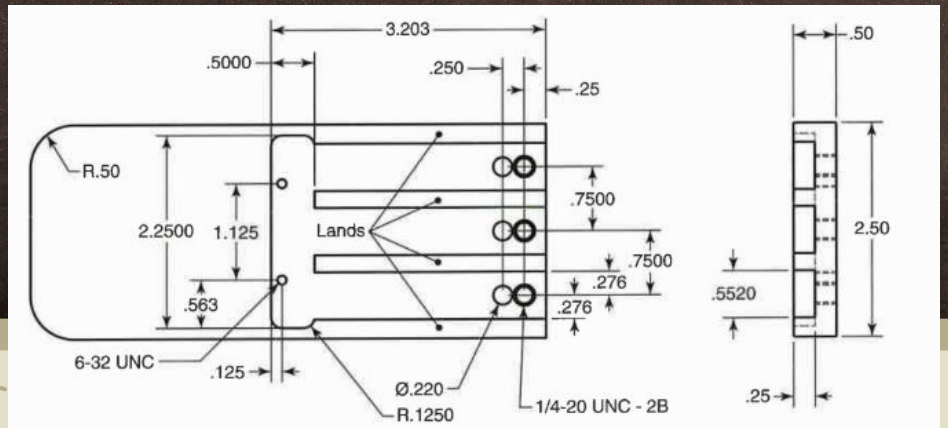


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Sample Module 1 Performance Task

Student show their knowledge of the number systems by finding different values in machining diagrams and using a recipe/oil ratios to find multiple or fractional parts.



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Module 2 - Precision Measurements

In this learning module, students will revisit concepts from previous grades related to standard and metric measuring systems and tools. As they rediscover familiarity with these ideas, they will be pushed to further their understanding by exploring the concept of precision measurement. They will gain familiarity with hand measurement tools that they will commonly see in industry such as micrometers and calipers. This will naturally lead to a discussion of concepts such as accuracy and tolerance. As it relates to industry, this will directly prepare students for future careers in quality assurance.

Student will measure wire gauge, bearing, and machined parts as practice.

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Sample Module 2 Performance Task

Students measure real life machined parts.



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Module 3 - Sizes and Dimensions

In this module, students will revisit familiar formulas for calculating the area and volume of particular shapes and apply them to industry-related situations. In particular, areas of circles, triangles, and quadrilaterals will be calculated such that students can make connections to production processes such as finishing and plating. In addition, the volume of rectangular prisms cylinders, cones, and spheres will also be calculated such that students can also make further connections to production. In completing this module and revisiting the utility of these formulas, students will be ready for the subsequent module on commonly used formulas for machinists.

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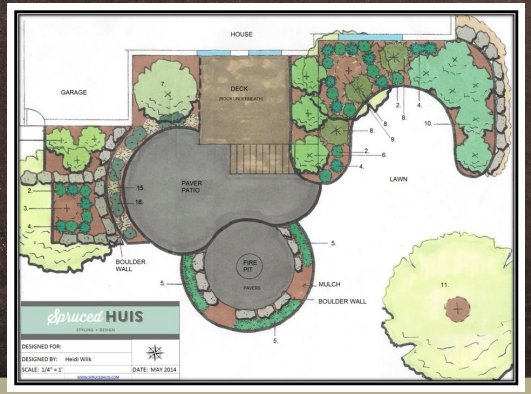
Module 3 - Sizes and Dimensions

This module relates back to Module 1 and Module 2 such as they figure out weights and sizes of crates/boxes for shipping. They use pictures of machined parts to find the weight of a determine amount of parts, the reasonable weight for the box, how much a determine amount of boxes will weigh and how many can fit in a truck. They use that as an extension of simply finding a volume of a shape.

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Unit 3 - Performance Task

Students design a backyard design using wood chips, flowers, grass seed and fencing. They will draw a makeover for a backyard.



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Module 4- Common Shop Formulas

In this module, students apply their general knowledge of formulas to specific shop situations in order to perform a variety of calculations. Students become comfortable with substituting particular numbers for variables in a given equation. This allows them to solve “real world” problems such as calculating speeds and feeds of various machines and taper, screw, and spur gear dimensions. When provided with commonly used formulas for performing shop calculations, students should be able to accurately and consistently apply their knowledge to each situation such that they are able to arrive at the correct answer.

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Module 5- Applications of Angles and Trigonometry

In this module, students apply their knowledge of angular and trigonometric calculations to common situations in the machine shop. The use of sine bars and plates is explored and common machining processes such as creating dovetails and tapers are introduced. Throughout the module, students are constantly revisiting the concept that because machining often makes use of circular motion, a deep understanding of angles and trigonometry is critical.

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Module 6- CNC Machining

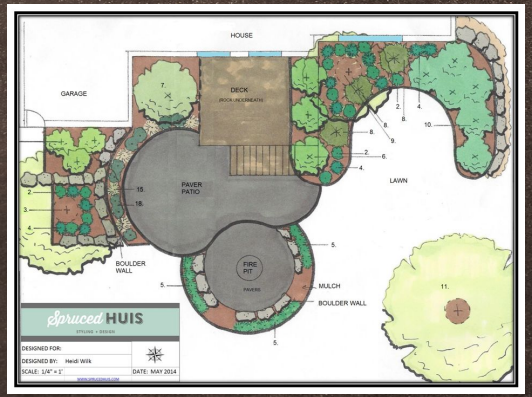
In this module, students create a cartesian plane for a CNC machine using absolute and incremental positioning. They will use part drawings to fill out a table of absolute and incremental positioning. They will also use prior knowledge to calculate the location of a hole(bolt) using trigonometry and radius of bolt circle when starting at the x axis

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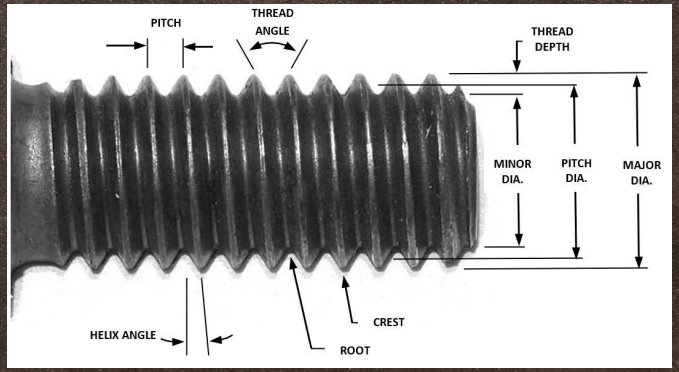
Great Connections to Real Life



Gears and sprockets



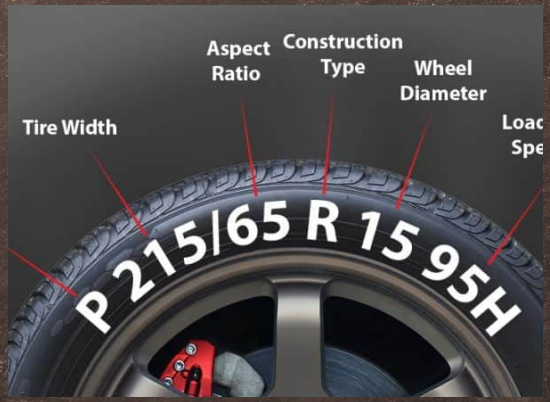
Designing Landscape

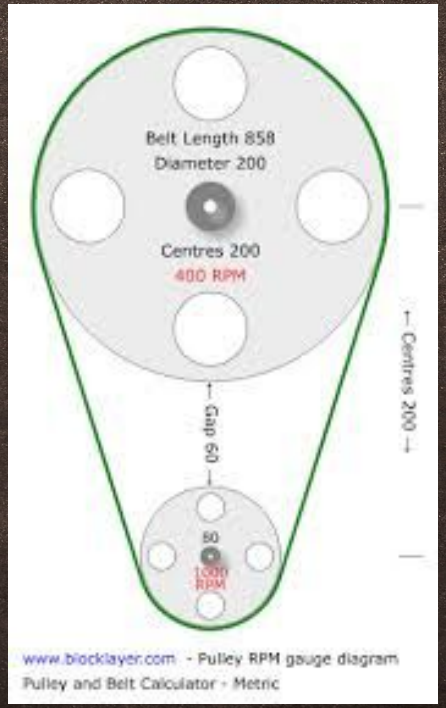


Bolt and Screw sizes

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Great Connections to Real Life





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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: KSA Elective - American Sign Language - NEW – Second Reading.

Summary of Issue: KSA Elective - American Sign Language - NEW - Second 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: Move that the Board of Education approve the KSA Elective - American Sign Language - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan

Signature of Staff Member Submitting Report

Peter Madaras

Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools
Southington, Connecticut

School: **Karen Smith Academy**

Department: **Elective / Flex block**

Please check appropriate item:

New Course: x☐

Revised Course: ☐

Course Title: **American Sign Language**

1. Proposed Change – **Please give a brief description of proposed new course or revision to existing course.**

We will offer students an American Sign Language class where they will develop a basic proficiency through a participatory, communicative approach. Emphasis will be placed on the development of signing skills and the acquisition of the fundamentals of grammar as it applies to sign language. Students will learn to translate basic English to sign language and signing back to English. Students will learn about the importance of sign language and the expanse of its use in society.

2. Rationale – **What is the purpose of the proposed new course or course change? To what extent will it benefit the students?**

Students will learn and be exposed to a new language and gain perspective and a better understanding of the Deaf community. Students will develop new motor skills and be exposed to a different form of communication that stresses a visual attention span and the use of positive, meaningful body language.

3. Target Population – **Which group of students will be directly affected (grade level, academic level)?**

Grades 9-12 and all academic levels.

PROPOSED COURSE/PROGRAM CHANGE FORM

4. Evaluation – **How do you plan to assess the implementation of the proposed new course or the course change?**

We will assess the implementation of this course through the level of student engagement and participation. Students will be assessed through live conversations with each other about different topics. Students will demonstrate that they are proficient in the sign language alphabet and become conversational.

5. Cost – **What are the anticipated costs for staff, textbooks, materials, other?**

No associated cost.

	YEAR		
	I	II	III
Staff	$	$	$
Textbooks	$	$	$
Materials	$	$	$
Other	$	$	$
TOTAL	$	$	$

Comments: _____

_____

Principal: Approved ☒ Denied ☐

Jess W. Lain

Signature

mp\Curriculum\Proposed Course Change Form, 2010.doc

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: KSA Elective – Topics in Science - NEW – Second Reading.

Summary of Issue: KSA Elective – Topics in Science - NEW - Second 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: Move that the Board of Education approve the KSA Elective – Topics in Science - NEW – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan

Signature of Staff Member Submitting Report

Peter Madaras

Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools
Southington, Connecticut

School: **Karen Smith Academy**

Department: **Science**

Please check appropriate item:

New Course: x☐

Revised Course: ☐

Course Title: **Topics in Science**

1. Proposed Change – **Please give a brief description of proposed new course or revision to existing course.**

This course will focus primarily on Ornithology and Entomology. Ornithology is the scientific study of birds. Students will explore bird biology, behavior, ecology, evolution and conservation. Students will develop skills in daily bird identification, data collection and scientific collection.
In Entomology, students will learn about insect anatomy, physiology, social behaviors, diversity and their overall importance to humans and ecosystems.
Unit 1: Foundations of Ornithology
Unit 2: Taxonomy, Evolution, and Diversity
Unit 3: Bird behavior and Ecology
Unit 4: Birds and the environment
Unit 5: Conservation and human connection

2. Rationale – **What is the purpose of the proposed new course or course change? To what extent will it benefit the students?**

Students will gain hands-on experience through lab work, projects, analysis, forming hypotheses, and field observation. Students learn to identify and classify different species across the two disciplines. Students will cultivate new interests through this class and collaborate with other students and think critically.

3. Target Population – **Which group of students will be directly affected (grade level, academic level)?**

Grades 9-12.

PROPOSED COURSE/PROGRAM CHANGE FORM

4. Evaluation – **How do you plan to assess the implementation of the proposed new course or the course change?**

We will monitor student engagement and participation as we pilot this class for the 2025-26 school year. We will assess and process student input and continue to develop the class in collaboration with our students. We will analyze students' class work, verbal contributions, collaboration, and formative and summative assessments.

5. Cost – **What are the anticipated costs for staff, textbooks, materials, other?**

Costs will be minimal and to be determined.

	YEAR		
	I	II	III
Staff	$	$	$
Textbooks	$	$	$
Materials	$	$	$
Other	$	$	$
TOTAL	$	$	$

Comments: _____

_____

Principal: Approved ☑ Denied ☐

PROPOSED COURSE/PROGRAM CHANGE FORM

Signature

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

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

Summary of Issue: SHS – World Language French Year 5, Units 3-6 – REVISED - 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 French Year 5, Units 3-6 – REVISED – 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:	Contemporary Life My Neighbors unit 3 year 5 
Teacher:	Mackala Fall
Grade Level/Course:	ADVANCED LOW ECE French 5
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their relationships with their neighbors, how to be a good neighbor, and why it is important to be a good neighbor.

Stage 1: Desired Results

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

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

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

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know… - vocabulary associated with community locations, neighbors, and family members. - how neighborhoods are structured in target language cultures. - how social media creates online communities that have a different set of rules for interaction. - present and past tenses.	Students can… - discuss and describe their relationships with their neighbors. - discuss and describe how they support their neighbors and build strong relationships with their neighbors. - discuss and describe how their neighborhood has changed over the years they have lived there. - discuss and describe the community structure of target language communities. - discuss how social media impacts their interactions. - discuss and describe the factors that impact communities and neighborhoods. - speak in present and past tenses. - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

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

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

January 8th

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

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

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

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

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

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets
Language lab activities and conversations

Weekly journal entries
CBAs
Proficiency checks

January 8-January 20

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

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

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

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

Formative:

Edpuzzle: La dure vie des manouches
Les Gens du voyage

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

Nos voisins Les Roms

January 10

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

Resolve situational conflicts

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

Formative
Avantages et Inconvénients du voisinage

January 12

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

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

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

Formative
Description de mon voisinage
January 14

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

Debate on the advantages of family solidarity

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

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

Oral gallery walk
Les Gens du Voyage
January 18

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

Integrated Performance Assessment

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

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

Summative:
IPA - interpretive, interpersonal, presentational
Midterm Exam

January 19-January 24

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

Past tenses

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

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

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

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

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

Flip grids are possible for presentations instead of live presentations

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

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

Instructional Slides-Unit 3

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

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

Stage 1: Desired Results

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

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

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

Students can

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

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

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

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

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

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

Vocabulaire sur Les Droits Humains

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

C Rubrics
Communication rubric
Advanced Low rubric
Mackala Advanced Low

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

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

Other Evidence

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

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

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

Vocabulaire
Dice game with vocabulary

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

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

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

Formative:
La Révolution Française
Organisateur Graphique 1

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

Heroes - Investigation of the target countries' heroes

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

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

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

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

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

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

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

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

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

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

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

Investigate the forms and uses of the subjunctive mood

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gaming practice: Quizlet, Blookit, Gimkit, Duolingo

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

Flip grids are possible for presentations instead of live presentations

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

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

Instructional Slides

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

Stage 1: Desired Results

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

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

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

Students can

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know… - The various architectural styles in the French speaking worlds - The beliefs and values that impacted what man constructed and how he constructed it - The historical events that impacted the beliefs and values and therefore the creations - vocabulary associated with architecture - Subjunctive mood and relative clauses	Students can… - Investigate architectural styles - Investigate the belief and values that impact what and how man constructs architectural buildings - Investigate the historical and socioeconomic situations impact what and how man constructs architectural buildings - Use the appropriate architectural vocabulary - Use the subjunctive when necessary in complex sentences - maintain communication in the target language at the Advanced Low Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

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

Stage 3: Instructional Design

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Integrated Performance Assessment

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

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

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

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

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

Flip grids are possible for presentations instead of live presentations

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

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

Instructional Slides

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

Stage 1: Desired Results

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

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

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

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know… - vocabulary associated with university studies, future professions, and relationships. - all tenses, past, present, and future. - Use the indicative and subjunctive moods	Students can… - Discuss their future plans and goals - Explain how their experiences at SHS prepared them for their next steps - Explain how being bilingual/speaking a second language has impacted their life and will impact their future employment - speak in all tenses, specifically the past, present and future tenses. - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

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

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

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

Investigate the uses of the subjunctive.

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

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

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

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

Mon Annuaire

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

Summative

Devoir sur le subjonctif

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

improvisation

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

Formative
Etudes Graphiques sur l'Enfant Noir de Camara Laye

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

text messages in French

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

Summative
Bande Annonce sur Mon Enfance

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

Integrated Performance Assessment

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

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

Summative:
IPA- MON ENFANCE
Gaming practice: Quizlet, Blookit, Gimkit, Duolingo

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

Flip grids are possible for presentations instead of live presentations

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

Review of future tense
Review of professions and school vocabulary
Mr. Fall Instructional Slides

Curriculum

Units: 1-6

Year 5

French & Spanish



World Language

Southington High School

French & Spanish

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World Language Units

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

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

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6 Cultural Themes for all years, all levels

Personal & Public Identities



Beauty & Aesthetics



Global Challenges



Science & Technology



Families & Communities



Contemporary Life



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ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

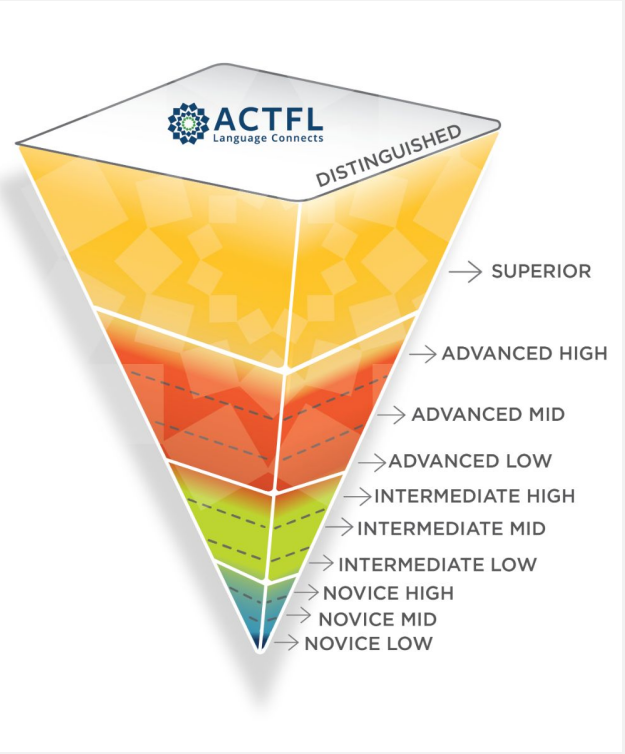
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



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ACTFL Proficiency Levels & the workplace

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

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



Advanced Low

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

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Unit 1: Presentational Writing and Speaking Mode:



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

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

Audience: Classmates/teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

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

PBA

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Year 5-Unit 2: pre approved Families & Communities



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: Yourself

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

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

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

Standards and Criteria for Success:

Your presentation should include:

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



PBA

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Year 5-Unit 3: Contemporary Life



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: Yourself

Audience: your classmates

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

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

Standards and Criteria for Success:

Your presentation should include:

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

PBA



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Year 5 - Unit 4: Global Challenges



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: author of a recipe

Audience: Classmates/teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

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



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Year 5-Unit 5:
Beauty & Aesthetics



Advanced Low

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

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

Standards and Criteria for Success:
Your presentation should include:

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



Year 5-Unit 6:
Science & Technology



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: Yourself

Audience: your classmates

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

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



Standards and Criteria for Success:

Your presentation should include:

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

PBA

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

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

Summary of Issue: SHS – World Language Spanish Year 5, Units 3-6 – REVISED - 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 Spanish Year 5, Units 3-6 – REVISED – 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:	Contemporary Life My Neighbors year 5 
Teacher:	
Grade Level/Course:	ADVANCED LOW ECE Spanish 5
Length/Dates:	2-3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will talk about their relationships with their neighbors, how to be a good neighbor, and why it is important to be a good neighbor.

Stage 1: Desired Results

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

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know… - vocabulary associated with community locations, neighbors, and family members. - how neighborhoods are structured in target language cultures. - present and past tenses.	Students can… - discuss and describe their relationships with their neighbors. - discuss and describe how they support their neighbors and build strong relationships with their neighbors. - discuss and describe how their neighborhood has changed over the years they have lived there. - discuss and describe the community structure of target language communities. - discuss and describe the factors that impact communities and neighborhoods. - speak in present and past tenses. - maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

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

Other Evidence

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

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

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

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

Describe their relationships with their family members.

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

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

Formative:
el cortometraje ELLA o YO organizador

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

Resolve situational conflicts

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

Formative
Vecinos en guerra
Jan 9-12

#4. Activity/Task

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

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

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

Formative
Vecinos en guerra
Jan 9-12

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

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

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

Formative
Eramos pocos
Eramos pocos actividades
Jan 16/17

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

Tasks can be linked in here. Include technology integration as applicable to support learning.		
Actividad de la Flor		
Learning Target:	**Relevance:**	**Success Criteria:**
Students can… ● write a story in the past about a moment in their past - a past memory - a moment they will never forget ● narrate and describe in the past with elaboration and details. ● ask questions that elicit information, details, and elaboration from their partners.	**Student interest - students share an important moment in their past and ask questions about their partner's moment**	Students can… ● ask questions about their partner's chosen moment. ● write the story addressing the questions asked. ● relate the story orally to their partners - addressing the questions their partners' asked. ● narrate and describe in the past. ● elaborate and give details. ● use both past tenses accurately.
Formative: **Written and orally presented personal story** **Oral gallery walk** **Jan 16/17**		

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

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

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

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

Summative:
IPA - interpretive, interpersonal, presentational

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

Students can narrate and describe in the past.

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

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

Formative & Summative
Assessments throughout the unit

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

Current Events

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

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

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

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

Stage 1: Desired Results

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

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

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

Students can

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

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

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

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

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

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

Standards and Criteria for Success:

Your presentation should include:

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

Resources

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

Vocabulario: mis derechos humanos

Evaluative Criteria

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

C Rubrics

Communication rubric

Advanced Low rubric

Riccio Advanced Low

Una relación asimétrica:

Lista de verificación - Relación asimétrica

Comments

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

Instructional Strategies

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

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

Stage 3: Instructional Design

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

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

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

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

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

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

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

Investigation of pre columbian/original cultures Central and South America

Learning Target:	Relevance:	Success Criteria:

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

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

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

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

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

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

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

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

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

Formative:
El espía video
El espía actividad
El espía preview

3/4 - 3/6
2 classes

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

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

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

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

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

3/6 & 3/8
2 classes

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

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

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

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

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

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

Heroes - Investigation of the target countries' heroes

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

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

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

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

#8. Activity/Task

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

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

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

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

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

3/12 - 3/14
2 classes

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

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

Learning Target:	Relevance:	Success Criteria:

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

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

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

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

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

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

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

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

Summative:
IPA
Riccio Advanced Low

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

Flip grids are possible for presentations instead of live presentations

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

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

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

Riccio slides

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

Stage 1: Desired Results

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

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

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

Students can

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know… - The various architectural styles in the Spanish speaking worlds - The beliefs and values that impacted what man constructed and how he constructed it - The historical events that impacted the beliefs and values and therefore the creations - vocabulary associated with architecture - Subjunctive mood - WEIRD/WEDDING and relative clauses	Students can… - Investigate architectural styles - Investigate the belief and values that impact what and how man constructs architectural buildings - Investigate the historical and socioeconomic situations impact what and how man constructs architectural buildings - Use the appropriate architectural vocabulary - Use the subjunctive when necessary in complex sentences - maintain communication in the target language at the Advanced Low Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

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

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

Interpretive vocab quiz
Exit tickets - formative

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

Stage 3: Instructional Design

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocabulario
comparacion arquitectura

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

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

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

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

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

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

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

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

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

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

Summative IPA
4 themes:

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

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

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

Flip grids are possible for presentations instead of live presentations

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

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

1. Lista de verificación Arquitectura española

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

País latinoamericano proyecto de la arquitectura:

2. Lista de verificación Arquitectura latinoamericana

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

comparacion arquitectura

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

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

Stage 1: Desired Results

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

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

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

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

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

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

Stage 2: Evidence of Student Learning

Performance Tasks

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

- A superlative page with visuals and information about the winners

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

PBA anuario

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

C Rubrics
Communication rubric
Intermediate High rubric
Advanced Low rubric

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

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

Other Evidence

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

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

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

#1. Activity/Task

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

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

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

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

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

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

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

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

summative anuario

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

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

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

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

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

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

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

Curriculum

Units: 1-6

Year 5

French & Spanish



World Language

Southington High School

French & Spanish

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World Language Units

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

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

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6 Cultural Themes for all years, all levels

Personal & Public Identities



Beauty & Aesthetics



Global Challenges



Science & Technology



Families & Communities



Contemporary Life



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ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

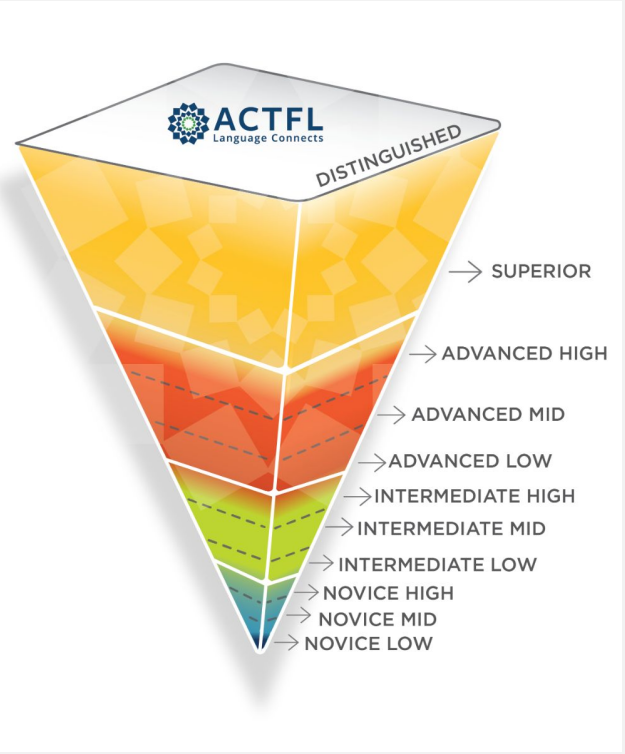
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



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ACTFL Proficiency Levels & the workplace

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

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



Advanced Low

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

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Unit 1: Presentational Writing and Speaking Mode:



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

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

Audience: Classmates/teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

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

PBA

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Year 5-Unit 2: pre approved Families & Communities



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: Yourself

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

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

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

Standards and Criteria for Success:

Your presentation should include:

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



PBA

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Year 5-Unit 3: Contemporary Life



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: Yourself

Audience: your classmates

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

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

Standards and Criteria for Success:

Your presentation should include:

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

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Year 5 - Unit 4: Global Challenges



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: author of a recipe

Audience: Classmates/teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

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



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Year 5-Unit 5:
Beauty & Aesthetics



Advanced Low

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

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

Standards and Criteria for Success:
Your presentation should include:

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



Year 5-Unit 6:
Science & Technology



Advanced Low

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

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Presentational Writing and Speaking Mode:

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

Role: Yourself

Audience: your classmates

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

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



Standards and Criteria for Success:

Your presentation should include:

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

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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

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

Summary of Issue: SHS – World Language Latin American Studies Year 5, Units 3-5 – REVISED - First Reading.

Background:

Alternative Strategies: N/A

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

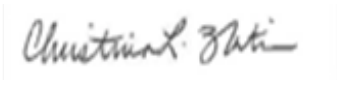
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

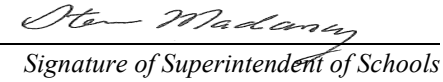
Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS – World Language Latin American Studies Year 5, Units 3-5 – REVISED – to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Spanish 5 Latin American Studies (UCONN Early College Experience)

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

Stage 1: Desired Results

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

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

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

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

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

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

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

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

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
● Puerto Rico is a US territory and people born in Puerto Rico are US citizens. ● Puerto Rican people were recruited to work in Connecticut in the 1950s and many chose to stay. ● Vocabulary to talk about Puerto Rico political status ● Definitions of Associated territory, independent country, and US state	● Define the political status of Puerto Rico. ● Define the political options of Puerto Rico: sovereign country, US territory, or full statehood. ● Compare how the political options for Puerto Rico affect the citizens who live there. ● Students will understand current events related to Puerto Rico’s path to statehood.

Stage 2: Evidence of Student Learning

May, 2024

Performance Tasks

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

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

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

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

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

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

Spanish 5 latin american studies rubric

Other Evidence

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

IPA text/task Los puertorriqueños no debemos ser tratados

Stage 3: Instructional Design

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

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

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

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

Formative:
Comparison table
generos musicales Puerto Rico

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

Puerto Rico's role in Spanish imperial trade

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

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

Formative:
Interpretive quiz

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

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

Learning Target:	Relevance:	Success Criteria:

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

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

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

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

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

Formative:
migration to CT
Summative:
prueba vocabulario puerto rico

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

The Jones Act and US Citizenship

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

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

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

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

Understand Puerto Rico's current political status and debate statehood, independence, and autonomous territory status.

Learning Target:	Relevance:	Success Criteria:
• Interpret an authentic text about Puerto Rican statehood. • Investigate the pros and cons of each political status.	Real-word connected: students understand real world current events.	• Interpret the main idea of the text. • Determine the author's argument about Puerto Rican statehood. • Debate a perspective based on the course rubric.

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

Formative:
Seminar organizer
Summative:
Interpersonal task: seminar comparing the political status of Puerto Rico.
Seminario:◦¿Puerto Rico debe ser Estado Libre Asociado, país independiente, o estado inc
Riccio slides
Stevens slides

May, 2024

Spanish 5 Latin American Studies (UCONN Early College Experience)

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

Stage 1: Desired Results

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

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

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

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

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

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

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

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

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

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

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

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

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

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

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

PBA reportaje

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

Spanish 5 latin american studies rubric

Other Evidence

Assessment Evidence

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

Stage 3: Instructional Design

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

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

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

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

Formative:
Símbolos de la Guerra Sucia

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

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

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

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

Formative:
episodio dictaduras latinoamericanas: Chile

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

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

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

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

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

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

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

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

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

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

Stage 2: Performance Based Assessment
PBA reportaje

Activity/Task

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

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

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

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

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

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

Students read testimonies from survivors of the Guatemalan civil war.

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

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

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

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

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

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

Assessment

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

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

IPA reading: guerra civil guatemala

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

IPA: figuras foreign policy guatemala el salvador

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

IPA Examen escrito: intervención de EEUU en Centroamerica

Slides Riccio

Slides Stevens

Spanish 5 Latin American Studies (UCONN Early College Experience)

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

Stage 1: Desired Results

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

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

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

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

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

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

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

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

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

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

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

Communication Transdisciplinary Goal:
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

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

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

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

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

Stage 2: Evidence of Student Learning

Performance Tasks

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

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

U5 PBA- present on Latin american contemporary artist

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

Spanish 5 latin american studies rubric

Other Evidence

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

Integrated performance assessment: IPA: arte conceptual de Ana Mendieta

Stage 3: Instructional Design

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

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

vocab list arte conceptual

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

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

PRUEBA vocab

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

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

Learning Target:	Relevance:	Success Criteria:

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

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

DIE Obra

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

Description and analysis of the work of Edgardo Antonio Vigo

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

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

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

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

Students present a contemporary artist from their host country specialty.

Learning Target:	Relevance:	Success Criteria:

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

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

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

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

Students describe and analyze the work of Vik Muniz

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

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

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

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

Students complete a jigsaw analyzing the work of Antonio Caro

Learning Target:	Relevance:	Success Criteria:

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

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

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

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

Students complete an integrated performance assessment about Ana Mendieta

study guide Ana Mendieta IPA

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

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

IPA: arte conceptual de Ana Mendieta

Curriculum

Units: 1-5

Year 5

Latin American Studies



World Language

Southington High School

Latin American Studies

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World Language Units

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

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

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6 Cultural Themes for all years, all levels

Personal & Public Identities



Beauty & Aesthetics



Global Challenges



Science & Technology



Families & Communities



Contemporary Life



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ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

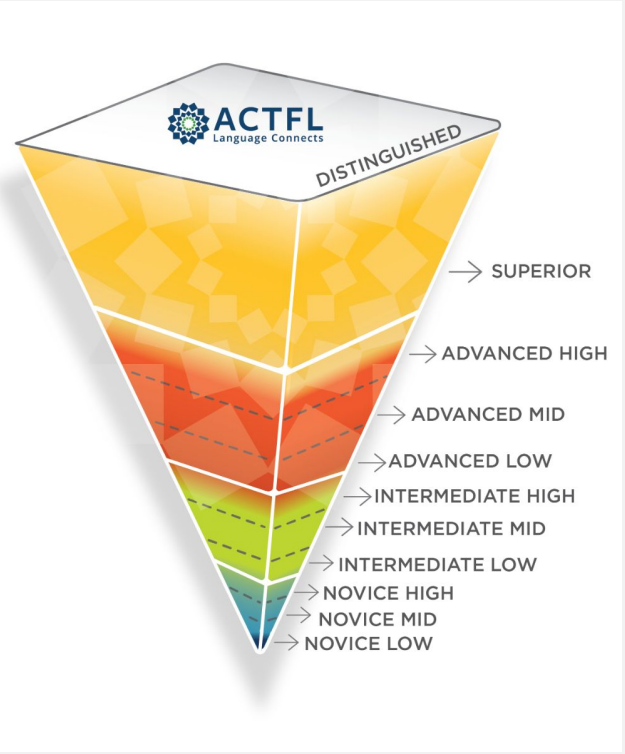
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



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ACTFL Proficiency Levels & the workplace

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

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



Intermediate High

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

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Presentational Speaking Mode:

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

Role: Expert in your host country specialty

Audience: Classmates at Culture Knight

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

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

Standards and Criteria for Success:

Your presentation should include:

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

For example:

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

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

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



PBA

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Year 5-Unit 2: pre approved Families & Communities



Intermediate High

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

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Presentational Speaking Mode:

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

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

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

Audience: Other participants and teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

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



PBA

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Year 5-Unit 3: Contemporary Life



Intermediate High

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

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

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

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Year 5 - Unit 4: Global Challenges



Intermediate High

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

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

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



PBA

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Year 4-Unit 5:
Beauty & Aesthetics



Intermediate Low

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

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

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



BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

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

Summary of Issue: SHS Agricultural Science Advanced Equine Evaluation and Horsemanship – NEW - 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 Advanced Equine Evaluation and Horsemanship – NEW – 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 Equine Evaluation and Horsemanship: Scope and Sequence

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

Unit 1: Introduction
September ~ November

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:

- Safety around large animals
- Proper footwear and clothing

Agricultural, Food and Natural Resources Standards:

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

Unit 2: Evolution
September ~ November

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:

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

Agricultural, Food and Natural Resources Standards:

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

Unit 3: Selection
September ~ November

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:

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

Agricultural, Food and Natural Resources Standards:

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

Unit 4: Musculo-Skeleton System
October - January

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:
- Types of bones
- Names of specific bones
- Correlating bones and joints to human bones and joints
- Types of muscles
- Names of specific muscles

Agricultural, Food and Natural Resources Standards:

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

Unit 5: Training/Handling
September ~ January

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:
- Showmanship
- Lounging
- Ground driving - driving
- Different disciplines
    - In hand
    - English

    - Western
    - Driving

Agricultural, Food and Natural Resources Standards:

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

Unit 6: Careers

September ~ January

Unit Summary and Lesson Overviews

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

Unit Skills/Topics:

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

Agricultural, Food and Natural Resources Standards:

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

success.

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

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

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

Summary of Issue: SHS Agricultural Science UCONN ECE Behavior & Training – NEW - 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 UCONN ECE Behavior & Training – NEW – 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: UCONN ECE Behavior & Training

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

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

Unit 1: Adaptations & Evolution

1 Week

Unit Summary and Lesson Overviews

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

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

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

Unit Skills/Topics:

- Recognizing and interpreting animal behaviors
- Introduction to Behavior

- Curiosity & Causation
- Evolution
- History of Behavior

NGSS Standards & Agricultural, Food and Natural Resources Standards:

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

Unit 2: Nervous & Hormones

1 Week

Unit Summary and Lesson Overviews

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

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

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

Unit Skills/Topics:

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

Common Core State Standards:

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

Unit 3: Behavioral Genetics

1 Week

Unit Summary and Lesson Overviews

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

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

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

Unit Skills/Topics:

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

NGSS Standards:

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

Unit 4: Biological Rhythms

1 Week

Unit Summary and Lesson Overviews

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

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

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

Unit Skills/Topics:

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

Common Core State Standards:

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

Unit 5: Learning

1 Week

Unit Summary and Lesson Overviews

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

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

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

Unit Skills/Topics:

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

Skills:

- Clicker training lab

Agricultural, Food and Natural Resources Standards:

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

Unit 6: Cognition

1 Week

Unit Summary and Lesson Overviews

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

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

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

Unit Skills/Topics:

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

Skills:

- Ethogram & Observations

NGSS Standards & Agricultural, Food and Natural Resources Standards:

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

Unit 7: Communication
1 Week

Unit Summary and Lesson Overviews

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

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

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

Skills:
- Dog Gallery Walk (how dogs communicate)

Agricultural, Food and Natural Resources Standards:

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

Unit 8: Movement
1 Week

Unit Summary and Lesson Overviews

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

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

Students will investigate **migration** and **dispersal**, comparing why and how animals travel long distances or spread into new areas. The unit will also explore how animals **respond to information** from their environment to adjust movement patterns and behaviors. By the end of this unit, students will be able to explain how animals use sensory and navigational cues to move, migrate, and disperse in ways that support survival and reproduction.

Unit Skills/Topics:

- Animal Movement
- Sources of Navigational Information
- Sensing the Environment
- Migration
- Responses to Information
- Dispersal

Common Core State Standards & Agricultural, Food and Natural Resources Standards:

WHST. 11-12.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers.
RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
AS.02.01.02.a. Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.).

Unit 9: Foraging

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore how animals obtain, select, and use food resources to survive and reproduce. Students will examine **foraging behavior**, including how animals search for and evaluate food. The unit will focus on **diet choice and food selection**, analyzing the costs and benefits that influence what animals eat. Students will also study the different ways animals obtain food, including **herbivory, carnivory, omnivory, saprophagy**, and other feeding strategies.

Students will investigate various **styles of hunting**, from ambush and pursuit to scavenging, and examine the advantages of **cooperative hunting** in certain species. The unit will also cover **parasitic life cycles**, exploring how parasites acquire nutrients from

hosts and how these relationships impact both parasite survival and host health.

By the end of this unit, students will be able to explain and compare feeding strategies, hunting behaviors, and parasitic relationships, and analyze how these strategies are shaped by environmental pressures and evolutionary adaptation.

Unit Skills/Topics:

- Foraging
- Diet Choice & Food Selection
- How Animals Get Food (herbivore, carnivore, saprophages, etc.)
- Styles of Hunting
- Cooperative Hunting
- Parasitic Life Cycles

Agricultural, Food and Natural Resources Standards:

AS.03.01.01.b. Differentiate between nutritional needs of animals based on growth stages, anatomy, and/or production systems (e.g., maintenance, gestation, work, growth, etc.)

Unit 10: Self Defense

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore the strategies animals use to avoid predators and survive threats from both predators and pathogens. Students will examine **self-defense behaviors** and **cryptic behaviors** that reduce detection, including different forms of **camouflage** such as countershading, background matching, and disruptive coloration. The unit will also focus on **vigilance and alarm behaviors**, explaining how animals detect danger and warn others within their group.

Students will study **mimicry and diversion tactics** used to confuse or mislead predators, as well as **evasion strategies** that help animals escape once detected. The unit will also address **predator deterrence and fighting back**, including physical defenses, displays, and group defense behaviors. Finally, students will explore **pathogen avoidance and deterrence**, including **sickness behaviors** that reduce disease spread and improve survival.

By the end of this unit, students will be able to identify and explain a wide range of defensive behaviors and analyze how these strategies increase survival in challenging environments.

Unit Skills/Topics:

- Self-Defense
- Cryptic-Behavior
- Camouflage (countershading, background matching, disruptive coloration)
- Vigilance & Alarm
- Mimicry & Diversion
- Evasion
- Predator Deterrence and Fighting Back
- Pathogen Avoidance/Deterrence and Sickness Behavior

Agricultural, Food and Natural Resources Standards:

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

Unit 11: Mating Systems

1 Week

Unit Summary and Lesson Overviews

In this unit, students will explore the biological and evolutionary principles that shape **mating systems** and reproductive strategies. Students will study the **evolution of sex** and the role of **sexual selection** in shaping traits and behaviors. The unit will cover **variance in mating success**, including why some individuals have more reproductive opportunities than others, and how **mate choice** influences the evolution of species.

Students will examine different mating systems, including **monogamy, polygyny, and polyandry**, and explore how **hormones** influence reproductive behavior. The unit will also address **sperm competition**, the **good genes model**, and the phenomenon of **forced copulations**, highlighting both cooperative and competitive aspects of reproduction.

By the end of this unit, students will be able to explain how mating strategies and sexual selection drive evolutionary change, affect reproductive success, and shape behavioral and physiological traits in animals.

Unit Skills/Topics:

- Mating Systems

- Evolution of Sex
- Sexual Selection
- Variance in Mating Success
- Mate Choice
- Monogamy
- Polygyny and Polyandry
- Hormones
- Sperm Competition
- Good Genes Models
- Forced Copulations

NGSS Standards & Agricultural, Food and Natural Resources Standards:

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
AS.04.02.01.a. Summarize genetic inheritance in animals.

Animal Behavior & Training Project

1 Semester

Unit Summary and Lesson Overviews

All students will choose an animal that we have at school and train that animal to perform at least three (3) new behaviors. Animals must perform the behaviors based on signals from the handler (you).

Animals must respond to two signals:
1.) Verbal (or other auditory) and
2.) Visual (non-verbal).

Projects will be graded on the ability of the animal to perform the behaviors and on a personal training log book to be kept by each student.

Students must demonstrate the three trained behaviors using the Auditory and Non-Auditory commands, thus showing each behavior twice. Students will demonstrate the trained behaviors and over the course of the semester you will produce a 10 minute (Maximum time) video presentation to be shown to the class.

Common Core State Standards & Agricultural, Food and Natural Resources Standards:

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
AS.02.01.04.c. Handle and work with domestic livestock, horses, and companion animals safely.
AS.02.01.02.c. Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses.
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written and visual communications (e.g., emails, reports, presentations, technical documents, diagrams, etc.).
CRP.04.01.02.a. Examine and assess personal ability to speak with clarity, logic, purpose and professionalism in formal and informal settings (e.g., speeches, interviews, presentations, oral reports, etc.).

Interpreting a Scientific Paper

1 Semester

Unit Summary and Lesson Overviews

As part of the course, students will be reading and interpreting a scientific paper related to animal behavior and training.

NGSS Standards, Common Core State Standards & Agricultural, Food and Natural Resources Standards:

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.
CRP.07.01.01.a. Identify and summarize reliable research processes and methods used to generate data for decision-making.

CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.
AS.01.01.02.b. Describe the historical and scientific developments of different animal industries and summarize the products, services and careers associated with each.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science UCONN ECE Companion Animal – NEW - First Reading.

Summary of Issue: SHS Agricultural Science UCONN ECE Companion Animal – NEW - 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 UCONN ECE Companion Animal – NEW – 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: UCONN ECE Companion Animal

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

Students will develop competencies in animal handling, health care, nutrition, and general management of companion animals, with an emphasis on real-world applications in small animal science. Additionally, students will explore career pathways and the skills required to secure meaningful employment within companion animal businesses. As part of the experiential learning component, students will be responsible for the use, management, and maintenance of the school's small animal laboratory facilities, fostering responsibility, problem-solving, and industry-level practices.

Unit 1: Intro to Companion Animal

1-2 Weeks

Unit Summary and Lesson Overviews

This unit provides an introduction to the field of Companion Animal Science, focusing on animal classification, disease awareness and prevention, safety practices, and foundational knowledge for responsible pet ownership and career exploration.

Unit Skills/Topics:

- Basics of animal diseases and how they are spread
- Zoonotic diseases and their impact on humans and animals
- Principles of binomial nomenclature and animal classification
- Key questions to consider when choosing a pet
- Careers within the companion animal industry
- Safety practices when working with small animals
- Recognizing and interpreting animal behaviors

Agricultural, Food and Natural Resources Standards:

- AS.06.01. Classify animals according to taxonomic classification systems and use (e.g., agricultural, companion, etc.).
- AS.07.01.03.b. Analyze illnesses and disorders of animals based on symptoms and problems caused by wounds, diseases, parasites, and physiological disorders.

- AS.07.01.01.a Identify specific tools, techniques, and technology used in animal health management.
- AS.02.01.02.b. Analyze animal welfare procedures used to ensure safety and minimize stress during management practices.
- AS.07.02.02.b. Analyze the health risk of different zoonotic diseases to humans and identify prevention methods
- CRP.10.01. Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

Unit 2: Canine

3-4 Weeks

Unit Summary and Lesson Overviews

This unit provides an in-depth exploration of canine science, focusing on dog classification, breed identification, anatomy, health, and responsible care. Students will develop the knowledge and skills necessary to properly select, manage, and care for dogs while also exploring career opportunities within the canine and animal science industries.

Unit Skills/Topics:

- Classification and nomenclature of canines
- History and domestication of dogs
- Dog groups and breed identification
- Basic canine anatomy and structure
- Choosing and selecting a dog based on lifestyle and needs
- Feeding and nutrition requirements for dogs
- Safe handling and restraint techniques
- Daily care and management practices
- Monitoring and understanding vital signs
- Housing and equipment for proper canine care
- Canine reproduction basics
- Common diseases and ailments affecting dogs
- Key terminology used in canine science
- Unique characteristics of different breeds
- Career opportunities within the canine field

Agricultural, Food and Natural Resources Standards:

- **AS.03.01** – Analyze the importance of animal classification, taxonomy, and nomenclature
- **AS.03.02** – Evaluate animal anatomy and physiology in relation to function
- **AS.04.01** – Evaluate animal nutrition, including nutrient requirements and feeding practices
- **AS.05.01** – Evaluate animal health practices, including disease prevention, control, and treatment
- **AS.05.02** – Analyze the impact of diseases on animals and humans (zoonotic diseases)
- **AS.06.01** – Evaluate animal welfare and ethical considerations in animal management
- **AS.06.02** – Demonstrate safe animal handling and management techniques
- **AS.07.01** – Apply principles of animal reproduction (basic level for companion/exotic animals)
- **CRP.07** – Employ valid and reliable research strategies
- **CRP.08** – Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP.11** – Use technology to enhance productivity

Unit 3: Feline

3-4 Weeks

Unit Summary and Lesson Overviews

This unit provides an in-depth exploration of feline science, focusing on cat classification, anatomy, nutrition, health, and responsible care. Students will build knowledge and practical skills related to managing and caring for cats while also exploring their unique behaviors, characteristics, and roles within the companion animal industry.

Unit Skills/Topics:

- Classification and nomenclature of felines
- History and domestication of cats
- Cat breeds and breed identification
- Basic feline anatomy and external structures
- Feline nutrition and dietary requirements
- Choosing and selecting a cat based on lifestyle and needs
- Safe handling and restraint techniques for cats
- Daily care and management practices
- Monitoring and understanding vital signs
- Housing and equipment for proper feline care
- Basics of feline reproduction
- Common feline diseases and health concerns
- Vaccinations and preventative care
- Key terminology used in feline science

- Unique characteristics and behaviors of cats
- Career opportunities within the feline and animal science fields

Agricultural, Food and Natural Resources Standards:

- **AS.03.01** – Analyze the importance of animal classification, taxonomy, and nomenclature
- **AS.03.02** – Evaluate animal anatomy and physiology in relation to function
- **AS.04.01** – Evaluate animal nutrition, including nutrient requirements and feeding practices
- **AS.05.01** – Evaluate animal health practices, including disease prevention, control, and treatment
- **AS.05.02** – Analyze the impact of diseases on animals and humans (zoonotic diseases)
- **AS.06.01** – Evaluate animal welfare and ethical considerations in animal management
- **AS.06.02** – Demonstrate safe animal handling and management techniques
- **AS.07.01** – Apply principles of animal reproduction (basic level for companion/exotic animals)
- **CRP.07** – Employ valid and reliable research strategies
- **CRP.08** – Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP.11** – Use technology to enhance productivity

Unit 4: Small Animal & Exotics

3-4 Weeks

Unit Summary and Lesson Overviews

Small Animal & Exotic Science Unit Summary

This unit provides an exploration of small and exotic companion animals, focusing on species identification, unique care requirements, handling, and responsible ownership. Students will examine a variety of non-traditional pets and develop an understanding of their specific needs, behaviors, and challenges within the companion animal field.

Unit Skills/Topics:

- Classification and identification of small and exotic animals
- Overview of species including amphibians, birds, reptiles, and small mammals
- Small mammal species such as guinea pigs, hamsters, gerbils, mice, rats, chinchillas, degus, rabbits, ferrets, and hedgehogs
- Exotic species such as reptiles, amphibians, birds, and sugar gliders
- Unique characteristics and behaviors of each species
- Choosing and selecting appropriate exotic pets based on lifestyle and experience
- Species-specific housing and environmental requirements
- Feeding and nutrition for a variety of exotic animals

- Safe handling and restraint techniques for small and exotic species
- Daily care and management practices
- Common health concerns and preventative care
- Ethical considerations and challenges of owning exotic animals
- Key terminology used in small animal and exotic care
- Career opportunities related to exotic and small animal care

Agricultural, Food and Natural Resources Standards:

- **AS.03.01** – Analyze the importance of animal classification, taxonomy, and nomenclature
- **AS.03.02** – Evaluate animal anatomy and physiology in relation to function
- **AS.04.01** – Evaluate animal nutrition, including nutrient requirements and feeding practices
- **AS.05.01** – Evaluate animal health practices, including disease prevention, control, and treatment
- **AS.05.02** – Analyze the impact of diseases on animals and humans (zoonotic diseases)
- **AS.06.01** – Evaluate animal welfare and ethical considerations in animal management
- **AS.06.02** – Demonstrate safe animal handling and management techniques
- **AS.07.01** – Apply principles of animal reproduction (basic level for companion/exotic animals)
- **CRP.07** – Employ valid and reliable research strategies
- **CRP.08** – Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP.11** – Use technology to enhance productivity

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X **Board Meeting Date** May 7, 2026

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

AGENDA REPORTING FORM

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

Summary of Issue: SHS Social Studies Modern US History Grade 9, Unit 6 - REVISED - 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 Social Studies Modern US History Grade 9, Unit 6 - REVISED – 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

Social Studies_MUSH_Unit 6_National Identity in the Digital Age

Parent Communication Letter: **MUSH_Unit 6_Parent_Communication_Letter.docx**

MUSH_Unit6_Parent_Letter_Shortened.docx

Southington Public Schools Social Studies Unit Plan	Approximate Pacing
This unit examines how major events since September 11, 2001, have shaped American identity and how digital media has transformed political discourse and civic participation. Students will explore four chronological arcs: (1) 9/11 and its impact on national security and foreign policy, (2) economic and environmental crises including Hurricane Katrina and the Great Recession, (3) contemporary constitutional debates over religious freedom, gun rights, marriage equality, and immigration, and (4) the role of digital media in democracy, including social movements, disinformation, and Big Tech. The unit is designed for politically diverse classrooms, with every controversial topic addressed from multiple perspectives, using primary sources rather than the teacher's opinion. Students will practice structured civil discourse protocols where they must articulate opposing viewpoints in their strongest form. Students develop critical media literacy skills by analyzing how social media algorithms, echo chambers, and viral content shape public understanding of current events. The unit addresses seven Connecticut Social Studies standards across History, Economics, Geography, and Civics, with particular emphasis on analyzing personal perspectives in public debates and the impact of multimedia on American politics. Assessment options include a Digital Identity Portfolio and Town Hall Simulation, all of which require students to demonstrate understanding of multiple perspectives. Exit tickets and formal discussions are also critical assessments in additional traditional content quizzes. Before beginning the unit, teachers should communicate with families about the goals, establish classroom norms for respectful disagreement, and incorporate practice in civil discourse skills. The ultimate goal is not to tell students what to think, but to develop their capacity for critical thinking, evidence-based reasoning, and informed citizenship in a digital democracy. By the end of the unit, students will be able to analyze complex policy debates, construct arguments while acknowledging counterarguments, identify bias and misinformation, and engage respectfully with people who hold different views.	Timeline for unit: Approximately 20 days

Compelling Questions
Compelling Question: How has national identity changed in the digital era in America? **Supporting Questions**:

- **Inquiry Arc #1**: *How do major events reshape national identity?*
- **Inquiry Arc #2:** *How do we balance economic growth and environmental protection?*
- **Inquiry Arc #3**: *How have interpretations of Constitutional rights shaped current national debates?*
- **Inquiry Arc #4**: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?*

Standards

***Note: Standards in bold are priority standards, meaning they are included on the rubric.**
The other listed standards are supporting standards that will be addressed during the lesson plans to support performance on the assessment.

Social Studies Standards:

Dimension 1: Developing Questions
US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History.

US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

Dimension 2: Applying Disciplinary Tools
US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).

US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.

US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.

US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).

ELA Standards (CCSS):

History/Social Studies Grades 9-10:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).

US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).

US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Dimension 3- Evaluate Sources and Use Evidence
US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Dimension 4- Communicate Conclusions and Take Informed Action
US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

US.Inq.4.d. Present arguments and explanations that feature evocative

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Writing:
CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated

ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.	**question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** **CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** **Speaking and Listening**: **CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

Assessments

Formative Assessments: • Exit tickets demonstrating content knowledge and the ability to answer inquiry-based questions with evidence and reasoning. **[Critical Thinking]** • Discussion participation showing civil discourse skills **[Communication | Collaboration]** • Document analysis worksheets demonstrating analytical skills **[Critical Thinking]** • Quizzes **[Content Mastery]** • Various formal discussions and debates to assess speaking and listening skills **[Communication | Collaboration]**	**Summative Assessments**: **Digital Portfolio** of Events Shaping American Identity in the Digital Age **[Creativity | Critical Thinking | Communication]** **Participation in Town Hall Meeting** (both verbal and written) **[Critical Thinking | Communication | Collaboration]**

Discourse: For discourse specific assessments and tasks, the MUSH PLC can determine how to best track student participation and performance: SPS Teacher Tracker for Fishbowl Discussion Participation.docx Copy of Harkness Discussion Tracker (GRID) Discussion Tracker Exit Ticket Copy of Keeping Track of Comments at the Table Copy of Oval map for tracking discussions Oval Tracker with side comments.pdf harkness Teacher observation checklist-.pdf Student Discussion Tracker Types of Comments.pdf Teachers may also consider looking into discussion tracking apps that map classroom discussion like Equity Maps.	

Instructional Vocabulary
It is suggested that teachers create a word wall with the following terms

ARC 1: A NATION TRANSFORMED - 9/11 AND ITS AFTERMATH

Terrorism - The unlawful use of violence and intimidation, especially against civilians, in pursuit of political aims
National Security - The safety and defense of a nation and its citizens from threats both foreign and domestic
Civil Liberties - Individual rights and freedoms protected by law from government interference
Surveillance - Close observation or monitoring, especially of a suspected person or group
Patriot Act - Federal legislation passed after 9/11 that expanded government surveillance and law enforcement powers
Foreign Policy - A government's strategy in dealing with other nations
Domestic Policy - Government actions, laws, and programs that affect issues within a country's borders
Interventionism - A policy of intervening in the affairs of other countries, often through military action
Human Rights Violations - Actions that abuse or deny basic rights and freedoms to which all humans are entitled
Genocide - The deliberate killing of a large number of people from a particular nation or ethnic group
Sanctions - Penalties or restrictive measures imposed by one country on another to pressure policy changes
Humanitarian Aid - Material or logistical assistance provided to people in need, typically during crises
Military Deployment - The movement of armed forces and their logistical support to carry out operations

ARC 2: ECONOMIC AND ENVIRONMENTAL CRISES

Recession - A period of temporary economic decline during which trade and industrial activity are reduced
Great Recession - The severe worldwide economic crisis that occurred from 2007 to 2009

Bailout - Financial support given to a failing business or economy to prevent bankruptcy
Stimulus - Government spending designed to encourage economic growth
Foreclosure - The legal process by which a lender takes possession of a property when the borrower fails to pay
Unemployment Rate - The percentage of the labor force that is jobless and actively seeking employment
NAFTA (North American Free Trade Agreement) - A treaty creating a free-trade zone between the US, Canada, and Mexico
Free Trade - International trade without government-imposed tariffs, quotas, or other restrictions
Protectionism - Economic policy of restricting imports to protect domestic industries
Regulation - Rules or directives made and maintained by a government authority
Dodd-Frank Act - Federal law passed in 2010 to regulate financial institutions after the Great Recession
Market Outcomes - The results of economic policies on prices, employment, production, and consumption
Catastrophe - A sudden disaster causing great damage or suffering
Climate Change - Long-term shifts in global temperatures and weather patterns
Migration - Movement of people from one place to another, often due to economic or environmental factors

ARC 3: CONSTITUTIONAL RIGHTS IN DEBATE

Supreme Court - The highest federal court in the United States with final appellate jurisdiction
Constitutional Interpretation - The process of determining the meaning and application of the Constitution
Originalism - Constitutional interpretation based on the original meaning at the time of ratification
Living Constitution - The idea that the Constitution should be interpreted in light of contemporary circumstances
Precedent - A legal decision that serves as an authoritative rule in future similar cases
Equal Protection Clause - Part of the 14th Amendment requiring states to provide equal protection under the law
Due Process - Fair treatment through the normal judicial system, especially as a citizen's entitlement
Federalism - The division of power between federal and state governments
States' Rights - Powers held by individual states rather than by the federal government
Second Amendment - Constitutional amendment protecting the right to keep and bear arms
Religious Freedom - The right to practice any religion or no religion without government interference
Establishment Clause - Constitutional provision prohibiting government establishment of religion
Free Exercise Clause - Constitutional provision protecting individuals' right to practice their religion
Conscience Protections - Legal safeguards allowing individuals to act according to their religious or moral beliefs
Marriage Equality - Equal legal recognition and rights for same-sex and opposite-sex marriages
Obergefell v. Hodges - 2015 Supreme Court case that legalized same-sex marriage nationwide
Reproductive Rights - Legal rights and freedoms relating to reproduction and reproductive health
Bodily Autonomy - The right to make decisions about one's own body without external coercion
Roe v. Wade - 1973 Supreme Court case that established the constitutional right to abortion
Dobbs v. Jackson - 2022 Supreme Court case that overturned Roe v. Wade
DACA (Deferred Action for Childhood Arrivals) - Policy protecting certain undocumented immigrants who came to the US as children
Undocumented Immigrants - Foreign nationals residing in a country without legal authorization

Sanctuary Cities - Jurisdictions that limit cooperation with federal immigration enforcement
Border Security - Measures to control and monitor a nation's borders
Rule of Law - The principle that all people and institutions are subject to and accountable to law

ARC 4: DIGITAL DEMOCRACY - POWER, INFORMATION, AND PARTICIPATION
Social Media - Digital platforms that enable users to create and share content or participate in social networking
Algorithm - A set of rules or calculations used by computers to solve problems or make recommendations
Echo Chamber - An environment where a person encounters only beliefs or opinions that coincide with their own
Filter Bubble - A personalized online experience where algorithms selectively show content based on past behavior
Disinformation - False information deliberately spread to deceive people
Misinformation - False or inaccurate information spread unintentionally
Deepfake - Synthetic media using artificial intelligence to manipulate or generate visual and audio content
Viral Content - Online material that spreads rapidly through social sharing
Hashtag Activism - The use of social media hashtags to promote political or social change
Slacktivism - Low-effort online activism that requires minimal commitment
Content Moderation - The practice of monitoring and removing problematic user-generated content
Deplatforming - Removing someone's access to social media or online platforms
Fact-Checking - The process of verifying factual information to promote accuracy
Big Tech - Large, dominant technology companies like Google, Facebook, Amazon, and Apple
24-Hour News Cycle - Continuous news coverage available around the clock
Digital Citizenship - The responsible use of technology and appropriate online behavior
Media Literacy - The ability to access, analyze, evaluate, and create media
Grassroots Movement - A political or social movement that originates with ordinary people at a local level
Civil Discourse - Respectful engagement in conversation with people of differing viewpoints
Public Policy - Principles and actions adopted by the government to address public issues
Stakeholders - Individuals or groups with an interest or concern in a particular issue

KUD: Knowledge, Skills, and Understandings		
Knowledge	**Skills**	**Understandings**
Students will know: • The major events of September 11, 2001, and	***Students will be able to:*** • Analyze primary sources, including court	***Students will understand that:*** • Major crises and events fundamentally

their immediate impacts • Key provisions of the USA PATRIOT Act and their purposes • The timeline and rationale for US military interventions in Afghanistan and Iraq • The causes and effects of Hurricane Katrina (2005) • The causes, timeline, and impacts of the Great Recession (2007-2009) • Major provisions of the Dodd-Frank Wall Street Reform Act • The terms and effects of NAFTA on American workers and communities • Key environmental and energy debates: Keystone Pipeline, Dakota Access Pipeline, Deepwater Horizon oil spill, Flint water crisis • The chronology of major social movements since 2001: Tea Party, Occupy Wall Street, Black Lives Matter, March for Life, March for Our Lives • The facts, legal questions, and decisions in key cases: - Hobby Lobby v. Burwell (religious freedom vs. healthcare mandate) - Masterpiece Cakeshop v. Colorado (religious freedom vs. anti-discrimination) - Little Sisters of the Poor v. Pennsylvania (religious exemptions) - Kennedy v. Bremerton (school prayer) - Obergefell v. Hodges (marriage equality) - Dobbs v. Jackson Women's Health Organization (abortion rights) • The text and meaning of the Second Amendment • The concepts of federalism and states' rights • The Equal Protection Clause of the 14th	decisions, speeches, news coverage, and firsthand accounts • Identify and explain the causes and effects of historical events • Compare and contrast different perspectives on the same issue • Distinguish between fact, opinion, and reasoned judgment • Recognize bias in sources and account for it in analysis • Evaluate the credibility of sources based on author expertise, purpose, and supporting evidence • Trace how events are connected across time (cause and effect, continuity and change) • Apply historical context to understand contemporary debates • Construct evidence-based arguments on complex issues • Support claims with relevant, credible evidence from multiple sources • Acknowledge and respond to counterarguments • Articulate opposing viewpoints in their strongest form (steel-man arguments) • Explain the reasoning behind positions they personally disagree with • Identify logical fallacies and weak reasoning • Recognize when an issue involves competing values rather than factual disputes • Assess the tradeoffs involved in different policy approaches • Identify bias in news coverage and social media content • Fact-check claims using credible sources • Recognize manipulated images, deepfakes,	reshape national identity and priorities • September 11th created lasting changes in how Americans view security, privacy, and government power • Economic and environmental crises reveal underlying inequalities and competing values in American society • Historical events are experienced differently by different groups based on race, class, geography, and other factors • The same historical event can be interpreted in multiple valid ways depending on one's perspective • How we remember and narrate historical events shapes current political debates • Democratic societies constantly negotiate tensions between competing values (security vs. liberty, individual rights vs. collective good, religious freedom vs. anti-discrimination) • Constitutional rights are not absolute—their boundaries are defined through ongoing legal and political debates • The same constitutional principle (e.g., freedom) can be invoked to support opposing positions • Federalism creates both opportunities and tensions as states and federal government balance power • Supreme Court interpretations of the Constitution evolve over time based on changing social contexts and judicial philosophies • Individual and group activism can effectively challenge policies perceived as discriminatory • The effectiveness of political responses depends on organizing, persistence, and the

Amendment • The First Amendment protections: Free Exercise and Establishment Clause • What DACA (Deferred Action for Childhood Arrivals) is and who it protects • The definition and purpose of sanctuary cities • Different perspectives on border security and immigration enforcement • The distinction between documented and undocumented immigration • How social media algorithms work and their effects on information consumption • What echo chambers and filter bubbles are • The definitions of misinformation, disinformation, and deepfakes • How the 24-hour news cycle has changed journalism • Major social media platforms and their role in political discourse • Examples of how viral content has influenced public opinion • What content moderation is and why it's controversial	and misleading information • Analyze how headlines, word choice, and framing shape perception • Explain how social media algorithms influence information consumption • Evaluate source credibility using lateral reading and other verification techniques • Distinguish between misinformation (unintentional) and disinformation (intentional) • Recognize echo chambers in their own media consumption and take steps to diversify sources • Engage in structured discussions using protocols like Philosophical Chairs, Socratic Seminar, and Fishbowl • Listen actively to understand others' perspectives • Ask clarifying questions without judgment • Build on others' ideas in discussion • Disagree respectfully without attacking individuals • Find common ground across differences • Regulate emotional responses when discussing controversial topics • Participate in or facilitate productive dialogue about divisive issues • Locate relevant primary and secondary sources on historical and contemporary topics • Evaluate sources for relevance, credibility, and bias • Synthesize information from multiple sources • Cite sources appropriately • Organize research findings to support an argument • Distinguish between scholarly, journalistic, and advocacy sources	strategic use of available tools • Economic policies involve tradeoffs—helping one group may burden another • The same economic policy can be evaluated differently depending on one's priorities (growth vs. equality, efficiency vs. security, short-term vs. long-term impacts) • Government intervention in the economy is debated along a spectrum from free market to regulated market approaches • Economic crises often reveal and exacerbate existing social inequalities • Trade policies create both winners and losers in different sectors and regions • Digital media has fundamentally transformed how citizens participate in democracy • Social media amplifies both productive civic engagement and harmful polarization • Algorithms shape what information people see, creating personalized realities • The speed and reach of digital communication create both opportunities (rapid organizing, diverse voices) and challenges (misinformation, mob mentality) • Critical media literacy is essential for informed citizenship in the digital age • Technology companies wield significant power over public discourse, raising questions about regulation and responsibility • Online activism can catalyze real-world change but requires strategic thinking beyond viral moments • Complex issues rarely have simple right/wrong answers—most involve competing values and legitimate tradeoffs • Understanding an argument is different from

	• Analyze how individual and group actions can influence public policy • Evaluate the effectiveness of different forms of political participation and activism • Connect historical patterns to current events • Understand how to participate in democratic processes • Recognize their responsibility as informed citizens • Present arguments clearly in written form • Create multimedia presentations that synthesize complex information • Speak persuasively about controversial topics • Adapt communication style for different audiences and purposes • Use evidence effectively in oral and written communication • Provide and receive constructive feedback • Read and interpret Supreme Court decisions • Identify the legal questions at stake in constitutional cases • Explain competing interpretations of constitutional provisions • Apply constitutional principles to new scenarios • Understand the relationship between federal and state authority • Analyze how the judiciary shapes public policy	agreeing with it • The strongest arguments acknowledge counterarguments and explain why they're insufficient • People's lived experiences shape their perspectives on policy issues • Evidence can be interpreted differently based on underlying values and assumptions • Respectful dialogue across differences is both possible and necessary in a diverse democracy • Civil discourse requires specific skills that can be learned and practiced

Suggested Lesson Sequence	
Learning Target and Success Criteria	**Inquiry Arc #1: A Nation Transformed - 9/11 and Its Aftermath** Supporting Question: *How do major events reshape national identity?*

Learning Target:
Today, I can take meaningful notes on the mid- to late 1990s to determine how new digital technologies and a growing globalized economy changed everyday Americans' lives and our collective identity.

Success Criteria:

- ☐ I have written detailed notes after listening carefully to my teacher's presentation.
- ☐ I have defined key vocabulary terms for this unit using Frayer models to reinforce retention.
- ☐ I have predicted how Americans might have thought the future would look in writing.

Lesson 1: What Makes Us "American" in the Digital Age?
Standards:

- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).
- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

Question of the Day: How do major events reshape national identity? How did 9/11 shape domestic and foreign policies?

Initiation/warm-up: Students analyze how they present their identity on social media vs. in person. How do we curate our identities online? How might an entire country curate their public image domestically and abroad? Ask students to consider what kind of image America projects to the world at large today and why.

Teach/Active Engagement:

- **Teacher-led: Direct instruction content with guided notes:** Tell students that today, they will investigate the question: How do major events reshape national identity? How did 9/11 shape domestic and foreign policies? To that end, they will study the late 1990s American political and social landscape leading up to September 11th. They will learn how new digital technologies emerged in the late 1990s, driven by the spread of the internet (World Wide Web).
  - **Slideshow**: Digital_Revolution_America_1990s.pptx
  - **Guided Student Notes**: Digital_Revolution_Guided_Notes.docx
- **Group/independent work**:
  - **Key unit vocabulary Frayer models**: Tell students that they will need to know the following terms for the entirety of the unit, which we will call "The Big 10"- globalization, terrorism, algorithms, surveillance, sanctions, discrimination, recession, regulation, echo chamber, and due process. Teacher can choose to have students do this independently or jigsaw the terms with a small group share out. Unit 6_MUSH_The Big 10 Key Vocab Terms.pdf

Closure:

- **Quick write and discussion:** Based on this evidence, what did Americans think the future would look like?

Homework: Students should review their notes from the day to prepare for a content quiz in the next block.

Learning Target:
Today, I can analyze primary sources about 9/11 to determine how national identity changed in its aftermath.

Success Criteria:

- ☐ I have analyzed a variety of primary sources on 9/11 from a variety of media (TV, song, speeches, etc).
- ☐ I have written a statement explaining how national identity changed after 9/11.

Lesson 2: September 11th - The Day That Changed Everything

Standards:

- US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Questions of the Day:

- How do major events reshape national identity? How did 9/11 shape American identity in the early 2000s?

Initiation/warm-up:

- **Quiz on Globalization**- Digital_Revolution_Quiz.docx. Set a visible timer for students. Allow select students to use their notes as a modification.

Teach/Active Engagement:

- **Teacher-led:** Teachers will show a 13 minute video on 9/11 from Newseum: 'Running Toward Danger' Video Lesson | NewseumED. Please note: Teachers will need to create a free Newseum account in advance to show the video. Teachers can provide students with the vocabulary handout (see below) for students who may need it and a student viewing guide. After the video, teachers can use the discussion questions to facilitate some discussion about the role of the media. Please also note that the footage is sensitive in nature. Teacher discretion is advised.
  - **Vocabulary handout:** Handout-Running-Toward-Danger.pdf
  - **Student Viewing Guide**: Worksheet-Running-Toward-Danger-Viewing-Guide.pdf
  - **Post Viewing Discussion Questions:** Lesson-Plan-Running-Toward-Danger-Viewing-Guide.pdf - Teachers can use the discussion questions in this handout to facilitate discussion after watching the video.
  - **Launch the question of the day:** How do major events reshape national identity? How did 9/11 shape American identity in the early 2000s? Inform students that they will analyze a variety of primary sources related to 9/11 to learn how American identity post 9/11 shifted to one of cohesion.
  - Teachers can also choose to show students public opinion polls from 2000 and 2001 to notice

	the differences to integrate data analysis skills: Public Opinion Six Months Later | Pew Research Center. ● **Group/independent work**: ○ **Annotation protocol**: Provide students with newspaper front pages, early blog posts, political speeches from 9/11 and the days after, community building and cohesion throughout the country, music, TV, movies, sports (Bush first pitch, I love NY): 9/11 Source Analysis . ○ Student will circle/record emotion words, underline calls to action, box statements about American identity in their notebooks. Teachers can choose to have students do this with a partner, small group, or individually in preparation for an exit discussion. **Closure**: ● **Discussion**: How did the events of 9/11 and media shape national identity in the early 2000s? The teacher can encourage students to use evidence from their source exploration.
Learning Target: Today, I can determine how 9/11 impacted domestic policy and conditions. **Success Criteria**: ☐ I have written detailed notes on and answered questions about the 4th Amendment and USA Patriot Act. ☐ I have taken on the role of an American citizen after 9/11 and participated in a Townhall, debating and comparing perspectives on the relationship between liberty and security after 9/11.	**Lesson 3: Security vs. Liberty - The Patriot Act Debates** **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy. **Questions of the Day**: ● What is the relationship between security and liberty? ● What were the arguments for security vs liberty following 9/11? **Initiation/warm-up**: ● **Think-pair-share**: Post the following in a slide or on the board- Benjamin Franklin once said: "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety." What does he mean by this, and do you agree with Ben Franklin? Or, in order to have security, do liberties have to be sacrificed? Set a visible timer for 3 minutes for students to jot down their thoughts on paper, then set a timer for 3 minutes for students to discuss with a partner, then randomly call on students to share what their partner expressed during the pair discussion. **Teach/Active Engagement**: ● **Teacher-led:** ○ Teacher will provide **brief background** on:

        - the 4th Amendment
        - Supreme Court decisions about privacy
        - the government and its surveillance powers (remind students of the Cold War; of the Civil Rights Movement; Fred Hampton and the Black Panthers; etc)
        - Patriot Act
            - Slides
            - Worksheet
- **Group/independent work:**
    - Next, teacher will hand out Perspective Cards for the Role Play (Simulation)
        - Worksheet/Perspective Cards
        - **Students should read through their roles for background information and perspectives (**civil libertarians, security hawks, 9/11 families, Muslim Americans, law enforcement)
            - Students receive role cards with stakeholder perspectives:
                - Civil liberties lawyer worried about 4th Amendment
                - FBI agent who lost colleagues on 9/11
                - Muslim American facing increased scrutiny
                - Sikh, others that faced discrimination
                - Parent of a soldier deployed to Afghanistan
                - TSA agent implementing new security
                - Tech company CEO asked to share data (which ones?)
                - Include perspectives from those who supported these measures as necessary protection and those subject to it
- **Simulation/debate:** Students role-play different perspectives
    - Worksheet
        - **"Town Hall" simulation:** Debate provisions of Patriot Act from assigned perspectives (first prep material individually, then group with like-topic students, then whole group interaction)
    - **Students complete the T-chart during/after the simulation and answer wrap up Qs.**

Closure: Students can share reflection questions if time.

Homework:

- **Surveillance technologies current events readings:** Students will read articles on Snowden and the NSA, current surveillance technologies, such as facial recognition systems in Connecticut Shop Rites, traffic cameras, and RING camera surveillance. Tell students to be prepared to discuss the next class.
    - Optional Article Links:

	■ Snowden ■ Technology Surveillance and Immigration ■ Shop Rite ■ Traffic Cams ■ RING surveillance ○ Note: Teachers should be prepared to field discussions about the Immigration and Customs Enforcement agency (ICE).
Learning Target: Today, I can determine how 9/11 shaped foreign policy. **Success Criteria**: ☐ I have explained the multiple causes of the September 11th attacks and their impact on U.S. foreign policy ☐ I have identified key global human rights challenges in Afghanistan, Iraq, and other international contexts ☐ I have defined critical vocabulary related to international intervention (War on Terror, genocide, sanctions, U.N., humanitarian aid)	**Lesson 4: Global Reach - Afghanistan, Iraq, and Human Rights** **Standards**: ● US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy. ● US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations). **Question of the Day**: ● Does the United States have a responsibility to help people in other countries when their rights are being violated? Why or why not? ● How much freedom should people give up in order to feel safe? **Initiation/warm-up**: ● **Surveillance Discussion**- Students will discuss the topics they read for homework about modern surveillance and whether these technologies are necessary or infringe on privacy. Teachers can use the following question to frame discourse: How much freedom should people give up in order to feel safe? Approximately 15 minutes. **Teach/Active Engagement**: ● **Teacher-led:** Teacher will review maps and areas of case studies. After giving basic overviews or leaders, situations and location, key vocabulary will be highlighted (War on Terror, genocide, 4th Amendment, sanctions, U.N., Red Cross). Lead the students in a brief discussion on how fear changes how a country makes decisions. Review different types of ways in which the U.S. could or has intervened. ● **Group/independent work**: Intervention Comparison Chart & Case Studies Readings (Group Research) ○ Case Studies: Compare US interventions with responses to other global crises (Darfur, Rwanda, Syria) ○ Assign groups different situations:

	■ Must cover: Afghanistan, Iraq ■ Can choose: Syria, Libya, other ○ Read provided sources and complete chart: What happened? Did the US intervene? Why/why not? What was the outcome? ● **Class discussion:** What patterns emerge in US decision-making? When should the U.S. intervene in other countries in response to human rights violations? ● Possible readings the night prior about U.S. soldier experiences in these places? ● **Task Idea: Human Rights Dilemma Scenarios (Ethics Discussion)** ● Present students with scenarios: "If Country X is committing genocide, should the US intervene militarily or in other ways?" Human Rights Dilemma: file:///Users/bdougherty/Downloads/human_rights_dilemma_scenarios.html ● Philosophical Chairs: Students physically move to "agree," "disagree," or "it depends" sides **Closure**: ● **Exit Ticket:** Students will answer the question: Does the United States have a responsibility to help people in other countries when their rights are being violated? Why or why not? They should explain reasoning using evidence from the unit.
Learning Target: Today, I can… ● understand the unit's final Digital Portfolio Project. ● research ONE event from Arc 1. **Success Criteria**: ☐ I have fully researched and explored ONE event from Arc 1 that explains American identity. ☐ I have filled in a graphic organizer for Arc 1 that I will use later to make my Digital Portfolio.	**Lesson 5: Digital Portfolio Workshop** Students create a multimedia presentation that analyzes how 4 major events (one from each Arc) shaped post-9/11 American identity, using primary sources from multiple perspectives. At the end of each arc, students will select one event to show how American identity changed. **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations). ● US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). ● US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. **Question of the Day**: How did the idea of American identity change since the mid-1990s to today?

	Teach/Active Engagement: ● Teacher-led: Introduce project by reviewing the Arcs, gathering sources and relevant materials and engaging students in a short discussion of the essential question. ○ Digital Portfolio ● For today, students will complete Arc 1 (research only and complete graphic organizer). They will create their multimedia presentation at a later date. The teacher may show an example, if available. Review the following steps as a class: ● For each Arc, you will: ● Generate a list of possible events. Select one important event from the 1990s to modern day. Add this to the graphic organizer. ● Use primary sources that show different perspectives. These can be from our class materials or your own research. ● Analyze the event and explain how that event changed or influenced American identity. The research should help students answer the following Qs: a. What happened? Briefly summarize the event. b. Who was involved or affected? c. What perspectives existed? Show at least two different viewpoints using your primary sources. d. How did this event shape American identity? Consider ideas such as: i. Freedom ii. Security iii. Rights and equality iv. The role of government v. America's role in the world ● Include proper MLA citations of your sources. Review Purdue Owl Citations 'How-to.' **Closure**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned in this inquiry arc. This document will eventually be used as a study guide for the final content assessment: Unit6_Vocabulary_Study_Guide.docx
Lesson Plans	**Inquiry Arc #2: Economic and Environmental Crises** Supporting Question: *How do we balance economic growth and government protection?*

Learning Target:
Today, I can evaluate the government's response to Hurricane Katrina by analyzing sources for credibility, bias, and reasoning, and construct an argument about who bears responsibility when the system fails to protect vulnerable communities.

Success Criteria:

- ☐ I have described the causes and impacts of Hurricane Katrina, including its effects on people, communities, and government systems at the local, state, and federal levels.
- ☐ I have explained the distinct roles and responsibilities of local, state, and federal government in responding to a natural disaster.
- ☐ I have analyzed sources related to Hurricane Katrina by evaluating each for credibility, bias, and reasoning, and identified strengths and weaknesses in the arguments they make.
- ☐ I have identified evidence of racial and economic

Lesson 6: When the System Failed - Hurricane Katrina and Government Responses to Natural Disasters
Standards:

- US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
- US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

Question of the Day:

- To what extent should the federal government provide disaster relief?
- How should the government respond to environmental disasters? Should it be local, state, or federal?

Initiation/warm-up: Read the question of the day to students as well as the learning target and success criteria. Inform students that they will learn about Hurricane Katrina, which occurred in August 2005 and affected Louisiana (most notably New Orleans), Mississippi, Alabama, and Florida. Tell students that the government's response to Hurricane Katrina in 2005 was widely criticized as inadequate and poorly coordinated, sparking controversy over emergency preparedness, racial and economic disparities in disaster relief, and failures in leadership at federal, state, and local levels.

- **Image Analysis (whole class)**: Show pictures of the Superdome, levees, FEMA responses. Explain and clarify roles: local government (police, firefighters, city plans, levee maintenance), state government (National Guard, statewide emergency plans), and federal government (FEMA, military, large-scale relief). Hurricane_Katrina_Image_Analysis.pptx These images came from: https://www.cnn.com/2020/08/29/us/gallery/hurricane-katrina as well as FEMA.gov and NOAA.gov.

Teach/Active Engagement:

- **Teacher-led**: Build the narrative with the slideshow. Hurricane Katrina PowerPoint.pdf
  - Review the Digital Inquiry Group's lesson (DIG formerly SHEG): Hurricane Katrina Teacher Materials.pdf
- **Group/independent work**:
  - **Source Analysis:** Have students analyze the three sources and complete their chart. Hurricane Katrina Student Materials_0.pdf
  - **Extension/Accelerated**: For groups that finish early, teachers can provide them with more recent examples of natural disasters to connect to the idea of government response to

disparities in the government's disaster relief response and connected those patterns to broader public policy. ☐ I have constructed an argument, supported by evidence from the sources, about who bears responsibility when the government fails to adequately respond to an environmental disaster, while acknowledging the strengths and limitations of my argument.	environmental crises. Natural Disasters and Federal Policy From Katrina to Today **Closure**: • **Class Discussion**: Ask students Who is responsible when "the system fails"—local leaders, state officials, federal agencies, or all of them?
Learning Target: Today, I can evaluate the government's role during an economic downturn by analyzing the causes and impacts of the Great Recession and constructing an evidence-based argument about who the government should prioritize helping and why. **Success Criteria**: ☐ I have explained what caused the 2008 Financial Crisis and described the government's initial response to it. ☐ I have analyzed data and	**Lesson 7: The Great Recession - Who Should the Government Help? (2-3 days)** **Standards**: • US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act). • US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. **Question of the Day**: What role should the government play, if any, when the economy faces a downturn? When the economy collapses, who should the government help—banks, businesses, homeowners, or let the free market work it out? What are the tradeoffs of each approach? **Teacher Preparation:** Teachers will need to use Magic School to set up 4 different chatbots representing four different economic philosophies: AI_Chatbot_Setup_Guide.docx **Initiation/warm-up**: • **Video**: The following video provides students with background information about the 2008 Financial Crisis. The 2008 Financial Crisis Explained: Housing Bubble to Bailout - Retro Report (10:27 min).

personal accounts to identify patterns in how the Great Recession affected different groups of Americans. ☐ I have examined at least one economic philosophy and described how it would approach government intervention during an economic downturn. ☐ I have identified the tradeoffs of different approaches to government intervention (e.g., bailing out banks, supporting homeowners, or allowing the free market to operate). ☐ I have constructed a CER response that makes a precise claim about the government's role during an economic downturn, supports it with evidence from multiple sources, and acknowledges a counterclaim or weakness in my argument.	Students should take notes on the video in order to explain what caused the recession and the role the government played in it. **Teach/Active Engagement**: • **Teacher-led**: Teachers can begin by reading the first personal story of Americans experiencing the Great Recession. The students can read the remaining stories and look for patterns and trends. Allow for 10 minutes of discussion: W Great_Recession_Personal Stories_Student_Materials.docx . Note: These are not primary sources; they are fictitious accounts of American experiences as a result of the Great Recession for students to learn about the impacts. • **Data Set Group Analysis/Jigsaw**: Students will be arranged into four groups and analyze their assigned chart. Teachers will ask each to report out their data set to the other groups: W The_Great_Recession_Data_Sets_Student_Materials.docx . • **Teacher-led**: P Great_Recession_Timeline.pptx . Students take notes. • **Group/independent work**: Students will be assigned **one** of four economic philosophy chatbots. The group wll interview the chatbot (which you will set up in advance). Note: The questions that the student will ask the chatbot are highlighted on the handout in yellow. W The_Great_Recession_Policy_Student_Materials.docx • Share out and discussion: Each group will share out a summary of their group's chatbot perspective. The teacher will cue students to take notes and facilitate a discussion about the tradeoffs of each approach. **Extension for Accelerated:** W Dodd-Frank Analysis.docx W Dodd_Frank_Reference_Sheet.docx **Closure**: • **Digital Workshop Organizer Update:** Allow students time to add to their newest arc on their Digital Portfolio Graphic Organizer. • **Exit CER**: What role should the government play, if any, when the economy faces a downturn? When the economy collapses, who should the government help—banks, businesses, homeowners, or let the free market work it out? What are the tradeoffs of each approach? Teachers will encourage students to point out the tradeoffs to their approach. **Homework**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned this inquiry arc. This document will eventually be used as a study guide for the final content assessment: W Unit6_Vocabulary_Study_Guide.docx

Lesson Plans	**Inquiry Arc 3: Constitutional Rights in Debate** Supporting Question: *How have interpretations of Constitutional rights shaped current national debates?*

Learning Target:
Today, I can research a Constitutional debate in modern America to determine the effectiveness of individuals and groups at responding to policies as well as the role of modern media in discourse around this debate.
 	
Success Criteria:
☐ I have researched my Constitutional debate using multiple sources.
☐ I have conveyed what I learned from my research in an essay, podcast, multimedia slideshow, letter to a representative, or an infographic.
☐ I have shared the gist of my Constitutional debate with others and listened to other Constitutional debates researched by my classmates.
	Lesson 8: Constitutional Debates in Modern America (5-6 days)
	Standards:
	• US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
	• US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
	• US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).
	• CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	
	Question of the Day: How have interpretations of Constitutional rights shaped current national debates?
	
	Initiation/warm-up:
	• **Turn & Talk**: Ask students to brainstorm what they already know about Constitutional debates about religious freedom, gun rights, immigration, LGBTQA+ rights, etc. Set a timer for 1 minute and have students discuss what they already know about Constitutional debates.
	
	Teach/Active Engagement:
	• Teacher-led:
	  ○ **Directions overview**: Teachers will review the directions for the Constitutional debates mini-research project as well as the project product options:
	  Constitutional Debates Mini-Research Project Topics & Rubric
	• Group/independent work:
	  ○ **Independent student research**: Students will follow the step by step directions for the project. Teachers to confer with students to monitor progress.
	  Constitutional Debates Mini-Research Project Research Notecatcher
	  ○ **Group Discussions**: After students have completed their projects, teachers can arrange students in heterogeneous groups to share what they learned about their Constitutional

	debate and why it matters today. Groups will also discuss the supporting question: *How have interpretations of Constitutional rights shaped current national debates?* **Closure**: • **Digital Workshop Organizer Update:** Allow students time to add to their newest arc on their Digital Portfolio Graphic Organizer. • **Exit ticket**: How have interpretations of Constitutional rights shaped current national debates? Be sure to include evidence from multiple Constitutional debates, not just one. **Homework**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned in this inquiry arc. This document will eventually be used as a study guide for the final content assessment: Unit6_Vocabulary_Study_Guide.docx
Lesson Plans	**Inquiry Arc 4: Digital Democracy - Power, Information, and Participation** Supporting Question: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?*
Learning Target: Today, I can • analyze how 21st century social movements across the political spectrum used digital media to mobilize support and influence policy. • evaluate the effectiveness of individual and group responses to public policies they deemed discriminatory by examining the tactics, strategies, and outcomes of modern social movements. Success Criteria: ☐ I have explained how new	**Lesson 9: Social Movements Go Viral (2 days)** **Standards**: • US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. • US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). **Question of the Day**: How did 21st century social movements across the political spectrum use digital media to mobilize support and influence policy, and what factors determined their effectiveness? **Initiation/warm-up**: 1. Display images from each movement (Tea Party rally with "Taxed Enough Already" signs, Occupy Wall Street's Zuccotti Park encampment, Black Lives Matter protest, March for Life participants). 2. Ask students: "What do you notice about how these movements communicate their message? What similarities and differences do you see?" 3. Students write individually for 2 minutes, then share with a partner for 3 minutes, followed by whole-class discussion for 5 minutes. Chart student observations on the board under categories: "Tactics," "Media Use," "Messages."

digital technologies in the 21st century changed the way activists organize and communicate compared to earlier movements like the Civil Rights Movement. ☐ I have described the origins, goals, tactics, and legacy of at least one social movement (Tea Party, Occupy Wall Street, Black Lives Matter, or March for Life) using evidence from primary and secondary sources. ☐ I have compared how multiple movements across the political spectrum used social media platforms, hashtags, livestreaming, and digital tools to mobilize supporters and spread their message. ☐ I have analyzed which digital tactics were most effective and explained why some movements translated online activism into real policy change while others focused primarily on cultural impact.	**Teach/Active Engagement**: • **Teacher-led:** Teachers can give a very brief overview of how activism started to change in the 2000s as a result of new technologies: 21st_Century_Activism.pptx. Students will take notes as background information. ○ **Quick Check for Understanding:** "Turn to your neighbor and name one way digital media changed activism. How is this different from the 1960s Civil Rights Movement?" • **Group/independent work**: **Activity 1: Movement Case Study Jigsaw (35 minutes)** • **Phase 1: Expert Groups (20 minutes)** Divide class into 4 expert groups, each researching one movement: 21st_Century_Movements_Jigsaw_Sources.docx • Group 1: Tea Party Movement • Group 2: Occupy Wall Street • Group 3: Black Lives Matter • Group 4: March for Life Each group receives a Movement Research Packet (see: Student Handouts_21st_Century_Movements.docx) and investigates: 1. Origins: What sparked the movement? When and where did it begin? 2. Goals: What were the movement's primary objectives? 3. Tactics: What methods did they use? (protests, lobbying, direct action, etc.) 4. Social Media Use: How did they leverage digital tools? 5. Successes: What did they accomplish? 6. Criticisms: What challenges or opposition did they face? 7. Legacy: What is their lasting impact? Groups use provided sources to complete a poster/digital presentation. • **Phase 2: Jigsaw Sharing (15 minutes)** Regroup students so each new group has one expert from each movement. Experts teach their peers about their movement. Students complete Comparison Chart (Part 2) Student Handouts_21st_Century_Movements.docx during sharing. **Activity 2: Social Media Toolkit Analysis (15 minutes)** Using Part 3 in the student handout, students examine specific digital tactics: Student Handouts_21st_Century_Movements.docx

	• Tea Party: Facebook groups, Tea Party Patriots website, Glenn Beck's media platform • Occupy Wall Street: #OccupyWallStreet, Tumblr "We Are the 99%", livestreaming • Black Lives Matter: #BlackLivesMatter, viral videos of police violence, TikTok campaigns • March for Life: Youth-focused Instagram campaigns, live coverage of march, pro-life media Students answer in pairs: 1. Which movement was most effective online? Why? 2. When did online activism translate to policy change? 3. What's the difference between hashtag activism and sustained organizing? **Closure**: • **Whole Class Discussion:** -"What patterns do you notice across these movements?" -"Why did some achieve policy changes while others focused on cultural impact?" -"What role did social media play in each movement's success or limitations?" ● **Exit Ticket:** Complete the sentence: "The most effective social movements combine online activity with _____ because _____." Students submit their responses. Teacher reviews to assess understanding of the relationship between digital activism and sustained organizing.
Learning Target: Today, I can… ● analyze how personal perspectives shape public debates about free speech, cancel culture, and the role of Big Tech in American society. ● evaluate the impact of social media and multimedia on American politics and public discourse. **Success Criteria**: I know I've met the learning targets when I have:	**Lesson 10: Free Speech, Cancel Culture, and Big Tech** **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). ● US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act). ● SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **Question of the Day**: Should the government regulate social media platforms? If so, how much and in what ways? What are the tradeoffs between free expression, public safety, and corporate power?

☐ Explained what the First Amendment protects and identified when and why a situation qualifies as a free speech issue ☐ Analyzed how personal perspectives and competing values (liberty vs. order, safety vs. expression, individual rights vs. corporate power) shape debates about free speech and social media regulation ☐ Described how social media algorithms, echo chambers, and Big Tech platforms influence American politics and public discourse ☐ Connected social media regulation to domestic economic policy by examining how government regulation affects market outcomes and corporate behavior ☐ Constructed an evidence-based argument either supporting or opposing government regulation of social media, using credible sources and reasoning ☐ Participated in a structured	**Initiation/warm-up**: Read the LT/SC and question of the day: Should the government regulate social media platforms? If so, how much and in what ways? What are the tradeoffs between free expression, public safety, and corporate power? • **Chart/Map Analysis**: Show students the following Statista graphic to show how other countries are banning social media entirely for teens: Social Media and Teens **Teach/Active Engagement**: • **Teacher-led:** Free_Speech_Big_Tech_Slideshow.pptx (Slides 1-6). Students will take notes in their notebooks. • **Group/independent work**: **Activity 1: Modern Free Speech Scenarios (20-30 minutes):** • Divide class into small groups (3-4 students) • Assign each group 2 scenarios from the handout: Free_Speech_Scenarios.docx • Discuss slide #7 to give some context. These scenarios are designed to represent free speech issues across the political spectrum so all students engage. Connect to values: Help students see competing values (order vs. liberty, safety vs. expression) • Groups analyze their scenarios using guiding questions: -Is this a free speech issue under the First Amendment? -Who gets to decide consequences for speech? -What competing values are at stake? -Would your answer change if details were different? **Activity 2: East Side/West Side Debate Preparation (20 minutes):** Free_Speech_Big_Tech_Slideshow.pptx (Slides 8 & 9) **Debate Topic:** Should the government regulate social media platforms? **Distribute:** Social Media Regulation Debate Chart with sources **Instructions:** 1. **Divide class in half**: Pro-Regulation vs. Anti-Regulation 2. **Chart Review**: Students review debate chart and select strongest arguments for their side: Social_Media_Regulation_Debate_Chart.docx 3. **Groups prepare**: opening statement (2 min), 3 key arguments with evidence, rebuttals to opposing side. 4. **Additional research**: Students may use devices to research additional evidence from provided sources.

class debate by presenting a clear opening statement, defending key arguments with evidence, and delivering a focused rebuttal to the opposing side ☐ Evaluated the tradeoffs of social media regulation by acknowledging the strongest arguments on both sides and reflecting on how my thinking evolved through discussion	**Preparation Time: 20 minutes** Circulate to ensure students are using credible sources and evidence-based reasoning **Class Debate (25 minutes)** **Debate Format:** • Opening Statements (4 minutes): Each side presents 2-minute opening • Main Arguments (12 minutes): Back-and-forth presenting key arguments (2 min each x 6) • Rebuttals (6 minutes): Each side responds to opposing arguments (3 min each) • Closing Statements (3 minutes): Final 90-second summaries from each side **Teacher Role:** Moderate, keep time, ask probing questions, ensure civil discourse **Debate Rules:** • Cite evidence and sources • Respectful disagreement only • No interrupting (raise hand to respond) • Address ideas, not individuals **Closure & Reflection (5 minutes)** **Post-Debate Discussion:** • "What was the strongest argument you heard from the opposing side?" • "Did anyone's mind change or evolve during the debate?" • "What tradeoffs are we making no matter which approach we choose?"
Learning Target: Today, I can analyze the tensions between free speech, public safety, and corporate power to evaluate whether and how the government should regulate social media platforms. **Success Criteria**: I know I've met the learning target when I have: ☐ Explained how the First Amendment applies (and	**Lesson 11: Truth, Trust, and Disinformation Wars** **Standards**: • US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). **Question of the Day**: Is social media hurting or helping American democracy? **Teach/Active Engagement**: • **Teacher-led: Introduction (5 minutes) Set the Context:** "You work for SocialSquare, a social media platform with 500 million users. Your company has 'Community Standards' that prohibit hate speech, threats, harassment, misinformation, and illegal activity. However, you also value free expression and diverse viewpoints.

does not apply) to social media platforms and identified what makes a situation a free speech issue ☐ Analyzed competing values at stake in real-world free speech scenarios (e.g., liberty vs. order, safety vs. expression, individual rights vs. corporate power) ☐ Described how social media algorithms, echo chambers, and Big Tech influence American politics and public discourse ☐ Constructed an evidence-based argument — either supporting or opposing government regulation of social media — using credible sources and reasoning ☐ Participated in a structured debate by presenting clear arguments, responding respectfully to opposing viewpoints, and building on others' ideas ☐ Evaluated the tradeoffs involved in social media regulation, acknowledging the strengths of multiple perspectives	Your content moderation team reviews flagged posts. You have THREE options for each post: • **LEAVE UP:** Post doesn't violate Community Standards • **TAKE DOWN:** Clear violation; remove immediately • **FLAG FOR REVIEW:** Uncertain; escalate to senior moderators Real platforms review millions of posts daily. You'll review just 15. Even with a small number, you'll find these decisions are harder than they seem." **Divide into Groups:** • Groups of 3-4 students work best • Distribute materials to each group • Remind students to keep discussion respectful • Group/independent work: ○ **Group Deliberation (25-30 minutes)** Groups review each of the 12 content cards and make decisions together: Content_Moderation_Simulation_Cards.docx. They should: 1. Read the post aloud 2. Discuss which Community Standards might apply 3. Vote on decision (Leave Up / Take Down / Flag) 4. Record decision and brief reasoning on worksheet or sort into piles. **Teacher Role During Deliberation:** • Circulate and listen to discussions • Ask probing questions: "What if it were phrased differently?" "What's the harm?" "What's the benefit?" • Note cases where groups strongly disagree (use in debrief) • DO NOT give "correct" answers - there often aren't any. **Whole-Class Debrief (10-15 minutes)** **Debrief Questions:** **1. Difficulty & Disagreement:** • "Which posts were hardest to decide on? Why?" • "Where did your group disagree most?" • "Show of hands: Who found this harder than expected?" **2. Principles & Values:**

	• "What principles did you use to decide? (Free speech? User safety? Truth?)" • "When those principles conflicted, which did you prioritize?" • "Did anyone's thinking change during the activity?" **3. Real-World Context:** • "We reviewed 15 posts in 30 minutes. Facebook has 2 billion users. How does scale change this?" • "Would algorithms do better or worse than humans? What would they miss?" • "Should companies have to explain every moderation decision?" **4. Connection to Regulation Debate:** • "Based on this experience, do you think government should regulate content moderation? Why or why not?" • "What would change if government made these decisions instead of companies?" **Extension**: If time permits, teachers should have students read an article about the role of the media in public discourse today. **Closure**: ● **Exit Ticket:** Complete one of the following: 1. "The biggest challenge in regulating social media is _____ because _____." 2. "If I had to design social media policy, I would prioritize _____ over _____ because _____." **Homework**: Allow students some time to review key unit vocabulary and complete the blank box to the right of the key terms they learned in this inquiry arc. This document will eventually be used as a study guide for the final content assessment: Unit6_Vocabulary_Study_Guide.docx. Encourage students to read all of their notes from the unit in their notebooks for the test.
Learning Target: Today, I can… ● understand the unit's final Digital Portfolio Project. ● make a Digital Portfolio that analyzes how post-9/11 events have shaped American Identity. **Success Criteria**: ☐ I have FULLY completed my	**Lesson 12: Unit 6 Assessment & Digital Portfolio Workshop Time (3 days)** Students create a multimedia presentation that analyzes how 4 major events (one from each Arc) shaped post-9/11 American identity, using primary sources from multiple perspectives. Students will compile their multimedia presentation using all of their research from the four arcs to show how American identity changed. **Standards**: ● US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). ● US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support

fourth arc on my graphic organizer. ☐ I have made my Digital Portfolio that FULLY describes/analyzes four events post 9/11 that have shaped American identity.	for free elections, sanctions, humanitarian aid, funds for human rights organizations). • US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). • US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. **Question of the Day**: How did the idea of American identity change from the mid-1990s to today? • **Supporting Questions**: ▪ **Inquiry Arc #1**: *How do major events, like 9/11, Hurricane Katrina, etc, reshape national identity?* ▪ **Inquiry Arc #2:** *How do we balance economic growth and environmental protection?* ▪ **Inquiry Arc #3**: *How have interpretations of Constitutional rights shaped current national debates?* ▪ **Inquiry Arc #4**: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?* **Assessment**: • **Assessment**: Unit6_National_Identity_Test.docx • **Teacher Answer Key**: Unit6_Answer_Key_Scoring Guide_TEACHER_ONLY.docx **Teach/Active Engagement**: • Teacher-led: Teacher will instruct students to access their four graphic organizers and complete their fourth arc. After students finish their organizer, they can transition into creating their digital portfolio. Teacher review various platforms and show example of title slide and arc. • Group/independent work: ○ Complete fourth arc on graphic organizer ○ Students will begin creating their digital portfolio to completion. They will have the rest of this class plus one additional to finish the portfolio. **Closure**: Teacher will check in with students, quick individual conferences to see progress. Teacher can create an exit slip where students can write down questions about the Portfolio.
Learning Target: Today, I can…	**Lesson 13: Town Hall Meeting (with Digital Component)** **Standards**:

• synthesize evidence from multiple sources and perspectives to evaluate how national identity, democratic institutions, and core American values have evolved in the digital era — and contribute that thinking to a collaborative discussion. **Success Criteria**: By the end of this lesson, I will be able to... ☐ **Recall & Connect** — Draw on specific evidence from my notes and unit assignments to support my contributions to the town hall discussion (verbally and/or in writing). ☐ **Analyze** — Explain how at least one major event (9/11, Hurricane Katrina, etc.) reshaped how Americans see themselves as a nation. ☐ **Evaluate** — Articulate a position on at least one of the supporting questions (environmental policy, Constitutional rights, or social media regulation) using evidence, not just opinion.	• US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. • US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new, compelling, and supporting questions emerge when engaging sources that represent varied perspectives. • US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. • US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). • US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **Question of the Day**: How has national identity changed in the digital era in America? **Initiation/warm-up**: Review the unit's compelling and supporting questions with students. Inform students that today, they will participate in a town hall-style meeting, both verbally and digitally, via written submissions. The questions they will be discussing are as follows. Students should refer to their notes from the unit to draw as evidence to support their thinking. Students should use the notes they took as well as all of their assignments from this unit to support their thinking and contributions to class discussion. • **Compelling Question**: How has national identity changed in the digital era in America? • **Supporting Questions**: ▪ **Inquiry Arc #1**: *How do major events, like 9/11, Hurricane Katrina, etc, reshape national identity?* ▪ **Inquiry Arc #2:** *How do we balance economic growth and environmental protection?* ▪ **Inquiry Arc #3**: *How have interpretations of Constitutional rights shaped current national debates?* ▪ **Inquiry Arc #4**: *Should the government regulate social media platforms? Is social media helping or hurting American democracy?* **Teach/Active Engagement**: • **Teacher-led**: Teachers should generate a list of discourse norms with the class to establish safety. • Group/independent work: Students will discuss the compelling and supporting questions from this unit to synthesize all of their learning.

☐ **Argue & Support** — Make a claim that directly addresses the compelling question: *How has national identity changed in the digital era?* — and back it up with at least one specific example from the unit. ☐ **Listen & Respond** — Engage respectfully with the ideas of classmates, building on or respectfully challenging their contributions with evidence. ☐ **Reflect Forward** — Thoughtfully articulate something I look forward to about the future of the United States and connect it to what I've learned in this unit.	**Closure**: Exit Slip→**Looking into the Future:** Ask students what they look forward to most about the future in the United States and why.



MUSH Unit 6

Banas, Tran, Dougherty



OVERVIEW: This unit examines how major events since September 11, 2001 have shaped American identity and how digital media has transformed political discourse and civic participation.

Students will explore four chronological arcs:

(1) 9/11 and its impact on national security and foreign policy
(2) economic and environmental crises including Hurricane Katrina and the Great Recession
(3) contemporary constitutional debates over religious freedom, gun rights, marriage equality, and immigration
(4) the role of digital media in democracy, including social movements, disinformation, and Big Tech

The Performance Task:

- A Digital Identity Portfolio and Town Hall Simulation

By the end of the unit, students will be able to analyze complex policy debates, construct arguments while acknowledging counterarguments, identify bias and misinformation, and engage respectfully with people who hold different views.



Unit 6 Performance Task:
Digital Portfolio

Students create a **multimedia presentation** that analyzes how **4 major events** (one from each Arc) shaped post-9/11 American identity, using primary sources from multiple perspectives. At the end of each arc, students will select one event to show how American identity changed.

Standards:

- US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
- US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.

Compelling Question: How has national identity changed in the digital era in America?

For each Arc, students will:

- Generate a list of possible events from the 1990s to modern day.
- Use primary sources that show **different perspectives**.
- **Analyze** the event and **explain** how that event changed or influenced American identity.
    a. **Summarize** the event.
    b. **Explain** what perspectives existed? Show at least two different viewpoints using your primary sources.
    c. **Synthesize**: how did this event shape American identity? Consider ideas such as: freedom, security, rights and equality, the role of government, America's role in the world.
- Include proper MLA citations of your sources.

Town Hall Simulation

Students will participate in a **town hall-style meeting**, both verbally and digitally, via written submissions. Students should refer to their notes from the unit to draw as **evidence to support their thinking.** Students will **synthesize evidence** from multiple sources and perspectives to **evaluate** how national identity, democratic institutions, and core American values have evolved in the digital era — and contribute that thinking to a **collaborative discussion.**

Compelling Question: How has national identity changed in the digital era in America?

- **Recall & Connect** — Draw on specific evidence from my notes and unit assignments to support my contributions to the town hall discussion (verbally and/or in writing).
- **Analyze** — Explain how at least one major event (9/11, Hurricane Katrina, etc.) reshaped how Americans see themselves as a nation.
- **Evaluate** — Articulate a position on at least one of the supporting questions (environmental policy, Constitutional rights, or social media regulation) using evidence, not just opinion.
- **Argue & Support** — Make a claim that directly addresses the compelling question: *How has national identity changed in the digital era?* — and back it up with at least one specific example from the unit.
- **Listen & Respond** — Engage respectfully with the ideas of classmates, building on or respectfully challenging their contributions with evidence.
- **Reflect Forward** — Thoughtfully articulate something I look forward to about the future of the United States and connect it to what I've learned in this unit.