

Southington Board of Education Meeting

Thursday, May 26, 2022 6:30 PM

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

200 North Main Street

Southington, CT 06489



COMMITTEE OF THE WHOLE - INSTRUCTION

1. CALL TO ORDER
2. Executive Session
 - a. UPSEU Negotiations Update
 - b. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
 - a. Invention Convention National Finalists
6. APPROVALS
 - a. Approval of Out of State/Overnight Field Trip
7. Approval of Minutes - May 12, 2022
8. Approval of Foreign Field Trip to Dominican Republic
9. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public
10. Committee Reports
 - a. Policy & Personnel Committee Report - May 11, 2022
 - b. Curriculum & Instruction Committee Report - May 20, 2022
 - c. Finance Committee Meeting - May 16, 2022
 1. Renewal of Apple Lease
 2. Use of Non-lapsing FY21 Funds for Elementary Air Quality RFP
11. Old Business
 - a. Town Maintained School Access Sidewalks - Second Reading
12. New Business
 - a. Enrollment Study
 - b. 2022-2023 Operating Budget Reallocation/Adoption
 - c. Resolution for Department of Mental Health and Addiction Services ("DMHAS") and the Town of Southington - Board of Education
 - d. Policy 4118.7 Social Networking - First Reading
 - e. Policy 6173 - Enrollment in Advanced Course/Program and Challenging Curriculum - First Reading

- f. Grade 7 Science Curriculum - Unit 1: Chemical Reactions - First Reading
 - g. SHS Sociology Curriculum - Units 1-5 - First Reading
 - h. K-2 Curriculum - Library Media Units - First Reading
13. Adjournment

The minutes presented within this 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 www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT
REGULAR MEETING**

MAY 12, 2022

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, May 12, 2022, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

Mrs. Colleen Clark, Chairperson, called the meeting to order at 7:09 p.m.

Board members present were Mrs. Dawn Anastasio, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana (*via phone*) and Mr. Jasper Williams. Absent were Mr. Joseph Baczewski and Mr. Sean Carson.

Cabinet administrators present were Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; and Mrs. Jennifer Mellitt, Director of Business & Finance.

Student Representatives present were Ethan Solury and Angelina Micacci.

2. PLEDGE OF ALLEGIANCE

The student representatives led in reciting of the Pledge of Allegiance.

3. APPROVAL OF MINUTES – April 28, 2022

MOTION: by Mrs. Carmody, seconded by Mr. Derynoski:

“Move to approve the Regular Board of Education Minutes of April 28, 2022, as submitted.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

MOTION: by Mr. Derynoski, seconded by Mrs. Carmody:

“Move to move Agenda Item 8.c ‘Out of State/Overnight Field Trip Approval’ to Agenda Item 3.a.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

a. Out of State/Overnight Field Trip Approval *(formerly Agenda Item 8.c)*

MOTION: by Mr. Derynoski, seconded by Mr. Williams:

“Move to approve the Out of State/Overnight Foreign Field Trip request, as presented by administration.”

Mrs. Carmody and Mr. Derynoski appreciated the detailed information provided for the request for a foreign field trip to England and France in April 2023 for high school students. The teachers Karen Cavanaugh, Heather Allenback, and Patricia Pettit, who are coordinating the trip, have over the years taken high school students on field trips to other countries. The last trip was in 2019 that included 43 students to Eastern Europe.

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

4. PUBLIC COMMUNICATIONS

a. Communications from Student Board Representatives

Ethan Solury reported on the following:

- He noted that Jhalissa Vincent was absent because it was her 18th birthday.
- The SHS Cheerleading Team recently held their annual end of the year banquet at Manor Inn and the SHS Marching Band held their banquet at the Aqua Turf Club.
- Senior Prom is May 21 at Aqua Turf.
- Senior Scholarship Night is May 19 at 7:00 p.m. in the SHS Auditorium.
- Students shared presentations/projects with the NEASC team last week for accreditation.
- The Coffee House Showcase held by the SHS Music Club is Tuesday, May 17.
- SHS Activity Fair is May 24 from 6:00-7:30 p.m. for incoming students.
- SHS World History classes attended a Holocaust seminar that impacted students.
- SHS Art Show was held on Monday showcasing talented students. The Art Department announced that junior McKenzie Mohans drawing was selected as the winning artwork in the 2022 Congressional Art Competition for Connecticut District 1. Her winning submission will be displayed in the Cannon Tunnel of the U. S. Capitol Building for one year alongside artwork from other congressional districts across the nation.
- All math eighth grade classes at DePaolo Middle School took part in the Smarter Balance Assessment last week to refresh their math skills.
- Southington Police Officer Laporte visited DePaolo Middle School on Tuesday to give a presentation on Social Media Safety to all students.
- The Derynoski (DES) Elementary School PTO sponsored their first annual carnival and DES held their Kindergarten Orientation this week.

Angelina Micacci reported on the following:

- On Monday, May 16, the SHS Varsity Baseball Team, in conjunction with the Hartford Yard Goats Club, will play Windsor High School at Dunkin Donuts Park in Hartford at 6:30 p.m. The Blue Knights Diamond Club is selling advance tickets at the 3:45 p.m. Friday game vs. Simsbury.
- The SHS Unified Sports student athletes will host a rescheduled CIAC Track & Field meet on Wednesday, June 1 at 3:00 p.m. This event was postponed due to inclement weather last week.
- All nine SHS spring sports teams are on target to qualify for CIAC post season state championship competitions. Ms. Micacci reported on the athletic sports season results to date for the current SHS Girls Softball noting that the SHS Girls Softball program has won 19 State Championships overall and tied with two other high schools in the nation for the most State Championships for high school girls' softball in the United States.
- She reported on the Kennedy Middle School American Essay Contest.
- A sixth-grade science teacher from Kennedy was awarded a grant to fund a Study Tour to Brussels and Luxemburg this summer on climate change issues.

b. Communications from Board Members

Mr. Derynoski asked if the SHS Senior Class Caravan would take place again this year. Mr. Pepe noted that Southington High School Principal Mr. Michael Crocco would be leading the Senior Car Caravan this year.

Mrs. Clark reported that she and Mrs. Carmody attended the Wall of Honor in the high school auditorium that Mr. Bob Brown coordinates to honor notable SHS graduates. Three years of honorees were recognized due to postponement because of the pandemic. Mrs. Carmody noted that the Wall of Honor plaques needed to be better maintained. Mr. Pepe announced that there are plans to change the location of Wall of Honor because it is expanding, and they want to make the Wall of Honor at eye level so the plaques can be read. He noted that Mr. Brown and the committee were working on it.

Mrs. Clark stated that she and other Board members attended the Southington Education Foundation (SEF) auction at the Back Nine Pavilion with the proceeds of bids going back to the Southington Public Schools teachers via grants. Mr. Madancy noted that Mr. Pepe won the 50/50 raffle and donated it back to the SEF.

c. Communications from Administration

Mr. Madancy explained that due to the length of the Technology Department Presentation tonight, he was reserving his comments for a comprehensive report at the next Board meeting.

d. Communication from Public

Mrs. Clark requested that if any member of the public wanted to speak at the meeting they had to sign-in on the computer and had five minutes to speak. There was no public communication.

5. COMMITTEE REPORTS

a. Elementary Facilities Committee Meeting – April 25, 2022

Mr. Madancy reported that this project and referendum was postponed due to the turmoil at the state level. The committee met with representatives from the Colliers Group and discussed revised timelines and actions needed for pre-referendum work for the November 2023 Referendum. The recently completed updated enrollment study will be presented to the Board at the May 26 Board of Education meeting. The committee discussed the transitions occurring at the state level and decided to hold off further discussion with the state until permanent leadership was in place in the State Office of School Construction. The next Elementary Facilities Committee meeting will be held on June 1, 2022, at 3:00 pm via Zoom. Mrs. Carmody was pleased to have the enrollment data updated due to volatility in enrollment since the pandemic.

6. SUPERINTENDENT'S REPORT

a. Personnel Report

MOTION: by Mr. Derynoski, seconded by Mrs. Carmody:

“Move to approve the Personnel Report, as submitted.

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

7. OLD BUSINESS

a. Town Government Communications

Mrs. Clark stated that there was nothing to report at this time.

b. Athletic Facilities Update

Mr. Madancy reported that he met with Planning & Zoning and the Board of Finance members to present the phasing of this major project and received confirmation from both Boards to move forward with the approval process. The next step is to receive approval from the Town Council at their next meeting with a presentation on the phasing of the project and public hearing. Mr. Madancy noted that Ms. Erica Pocock in the SPS Operations Department had done outstanding work on the Operations website regarding this project to make it user-friendly.

c. Policy 4118.4 – Staff Ethics – Revision – Second Reading

MOTION: by Mrs. Carmody, seconded by Mr. Derynoski:

“Move to approve Policy 4118.4 – Staff Ethics – Revision, as recommended by the Policy & Personnel Committee.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

d. Policy 5145.2 - Freedom of Speech/Expression – Revision – Second Reading

MOTION: by Mr. Williams, seconded by Mr. Derynoski:

“Move to approve Policy 5145.2 - Freedom of Speech/Expression – Revision, as recommended by the Policy & Personnel Committee.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

e. Policy 6162 – Care of Instructional Materials – Revision – Second Reading

MOTION: by Mr. Williams, seconded by Mrs. Carmody:

“Move to approve Policy 6162 – Care of Instructional Materials – Revision, as recommended by the Policy & Personnel Committee.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

8. NEW BUSINESS

a. Town Maintained School Access Sidewalks – First Reading

Mr. Peter Romano, Director of Operations, gave an update on a recently completed audit of the Town maintained school access sidewalks as requested by the Town of Southington Public Works Committee. Working within the parameters, the audit results concluded that the town-maintained school access walks are correct except for two locations: 1) A portion of sidewalks on Mulberry Street and, 2) the entire sidewalk on Parkview Drive.

Mr. Romano addressed in detail the findings. In the case of Mulberry Street, the students attend SHS, JFK and South End School. The SHS and South End School students are bused. JFK students at 263 Mulberry and lower are walkers. Therefore, the responsibility for the sidewalks on Mulberry Street between Old Turnpike Road and South End Road should be maintained by the residents.

Mr. Romano explained that the students who live on Parkview Drive, which is not an arterial road and is basically a dead-end road with traffic limited to those who live in the neighborhood, does not meet the criteria for town-maintained sidewalks. The students are walkers to South End School. He did not know why it was originally implemented. The residents should maintain the Parkview Drive sidewalks.

Mr. Romano noted that this was his recommendation to the Board of Education for action at their next Board meeting and then it would be turned over to the Town Council for their review. Mr. Derynoski questioned who would notify the residents. Mr. Romano stated that it is the town’s responsibility because the sidewalks are town maintained and that the town will notify

residents who will be affected by this change. Mrs. Clark questioned who maintains the pathway on Deckert Drive to South End School. Mr. Romano stated that the pathway is maintained by the school district; however, the sidewalks in that area are maintained by the residents. He noted that for the Parkview walkers to South End School there is a crossing guard on South End Road and the sidewalks on Maxwell Noble Drive right up to South End School will continue to be town maintained. Mr. Romano explained that there is a Town Ordinance that a resident must remove snow on sidewalks 12-hours after a snowstorm ends.

b. Unaffiliated Compensation (*Attachment #1*)

MOTION: by Mrs. Carmody, seconded by Mr. Derynoski:

“Move to approve the compensation for Unaffiliated Staff for the 2022-2023 school year as proposed by the administration.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

c. Out of State/Overnight Field Trip Approval (*Moved to Agenda Item 3.a*)

d. Technology Department Presentation

Mr. Madancy explained that in the two-years since the pandemic technology infrastructure in the district changed drastically with the network, number of devices, and how technology is utilized in the classroom. This presentation would give the Board members an overview of the operational side and instructional side of technology used in the district bridged by the network. The technology portion of the budget has increased over the last couple of years.

The Tri-Tech Leadership Team of Jessica Poon, Information Systems Manager, Tyler Savage, Network Manager, and Rebecca Savelkoul, Digital Learning Coordinator, updated the Board of Education with a lengthy and detailed PowerPoint presentation on the status of hardware, software, and department personnel responsibilities within the Technology Department (*Attachment #2*). Mr. Savage recognized the Technology staff in attendance. Mrs. Savelkoul pointed out that the presentation was interactive with the Board members provided Chromebooks to participate.

Mrs. Poon spoke at length on the three major categories of Information Systems: 1) students, 2) staff, and 3) Inventory/Help Desk. She highlighted the many different software programs (PowerSchool, CT State Reporting, ParentSquare, SNAP, Naviance, ClassLink, etc.) needed for information regarding the 6,400 currently enrolled Southington Public School students, which includes demographics, enrollment, attendance, grades, discipline, scheduling, report cards, etc. She explained the state mandated reports (enrollment dates, ELL status, race/ethnicity, facility/school, special education 504 status, free/reduced lunch, homeless status, special programs, seal of biliteracy, in-school suspensions, out-of-school suspensions, bus suspensions, expulsions, serious offenses, incidents involving alcohol, drugs or weapons, bully incidents, Civil Rights Data Collection with 140 data points, etc.) including Family and Student Engagement programs along with student systems efficiencies. Mr. Madancy interjected that the accuracy of this information is crucial because it is tied into the state funding sources for revenue. Mrs. Poon spoke at length on the Staff Software Systems such as Alio, Employee

Service Portal, Frontline for absence management, recruiting and hiring, time & attendance, etc. She addressed efficiency improvements for staff including going paperless. Mrs. Poon noted that there are 17,000 assets (devices, monitors, Smartboards, adapters, printers, servers, projectors, etc.) that need to be monitored in the district for 2021-2022, which is an increase from 6,000 in 2019-2020. She spoke in detail about the Help Desk and asset management.

Mr. Savage spoke at length and in detail on the Technology Network and Infrastructure including progress, goals, and the Five-Year Plan regarding network stability and security issues, improvements made to date, and future steps. He spoke on WiFi Access Points, changing the main switch, Two-Factor Authentication, cyber security, Secure Print, Firewall, Antivirus, Ransomware Protection, asset replacement improvements, aging equipment, critical servers moved to the Cloud, grants received, backups to servers and the cloud for disaster recovery, the Municipal Center video quality upgrade this summer, configurations, and Technology Department staffing. Mr. Savage explained the Five-Year Plan for hardware life use and funding sources.

Mrs. Savelkoul spoke at length and in detail on Instructional Technology including professional development, purchasing of 6,000 new student devices guaranteeing a device for each student in grades K-12, goals of the Instructional Technology, Instructional Technology Committee to achieve the goals, programs offered, and online tools such as Padlet. Discussed were programs and online tools for English Language Arts (STAR, RAZ Kids, Learning A-Z Intervention Program, Lexia, Read Naturally, CommonLit, Intervention Programs, etc.). Math Programs and online Tools (iReady Pathway, iReady Intervention, etc.). Science and Social Studies Programs and online tools (Generation Genius, Gizmos, Mystery Science, Newsela, Infobase Learning, Proquest Databases, etc.). Programs and online tools for other subject areas such as Adobe Creative Cloud, Cameyo, etc.) were discussed. Mrs. Savelkoul spoke in detail about Instructional Management Tools such as ClassLink, GoGuardian, Gagggle, ParentSquare, Lyman Systems Data Warehouse, EduPlanet21 Curriculum Warehouse, SMART Online Suite, PearDeck, Padlet, Kami, Canvas, etc. and many instructional tools for non-curricular specific programs such as Project Lead the Way, EdPuzzle, PebbleGo, BrainPop, etc. Also noted were annual costs of the various programs/online tools and that the Dashboards in ClassLink are appropriate for the grade level.

Mrs. Carmody thanked the Technology Department for the informative presentation and the wonderful work that they have done and continue to do. However, she was bothered by the expense and hoped that grant funds are awarded. Mr. Derynoski questioned the cost of the software packages and if they all were currently being used. Mrs. Savelkoul stated that the current Instructional Technology budget is \$413,000. Mr. Derynoski thought that it was money well spent. Mr. Chrzanowski questioned if there were multi-year agreements for the programs. Mrs. Savelkoul and Mr. Savage replied that the department takes advantage of cost savings for multi-year agreements where it is offered. Mr. Williams noted that he had two children in elementary school that use some of these applications and they love it. He stated that at the budget workshop he mentioned the budget increase and thought that it was important that they continue to advance in digital technology for the 21st century skills needed. He asked the Tri-Tech Leadership Team to continue to look for those efficiencies and funding sources to continue to be able to fund technology. Mr. Oshana appreciated the comprehensive presentation and the Tri-Tech Leadership Team explaining it in more detail. Mr. Derynoski questioned Mr. Rit Campbell from the Technology Department about the audio in the auditorium at the high school. Mr. Campbell acknowledged that the high school auditorium project was complete with a whole new lighting system and a new sound system.

e. 2022-2023 Operating Budget Reallocation/Adoption

Mr. Madancy explained that the Reallocation Plan was uploaded to the BoardBook portal on Tuesday after the Town Council approved the Board of Education 2022-2023 Operating Budget on Monday. The reduction to the BOE budget request was \$500,000. The Reallocation Plan provided by administration included budget reductions and adjustments that would have minimal impact on student outcomes. Mr. Derynoski requested to table a vote on the Reallocation Plan until the Board members had time to peruse the plan and questioned if postponing the vote to the May 26 BOE meeting would be a problem for administration.

MOTION: by Mr. Derynoski, seconded by Mrs. Carmody:

“Move to Table action on the 2022-2023 Operating Budget Reallocation/Adoption until the next Board of Education meeting.”

ROLL CALL VOTE: YES – Mrs. Anastasio, Mrs. Carmody, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, and Mrs. Clark.

Motion passed with all in favor.

9. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mrs. Carmody:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:58 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

ATTACHMENT #1 – UNAFFILIATED COMPENSATION 2022-2023

Unaffiliated Approved Salary and Wages

POSITIONS	2022--23	%
	Proposed	Inc
Superintendent		-100.00%
Assistant Superintendent	189,170	2.25%
Director of Pupil Services	165,242	2.25%
Director of Business & Finance	142,127	2.25%
Director of Operations	151,101	2.25%
Accounting Manager	81,800	2.25%
Human Resource Manager	120,000	8.82%
Network Manager	112,475	2.25%
Information Systems Manager	92,025	2.25%
Technology Analysts	72038-76903	2.25%
Technology Assistant	23	15%
Payroll Supervisor	35.19	3.02%
Maintenance Foreman	91,534	2.25%
Exec. Assistant Superintendent	41.55	2.24%
Exec. Asst. Asst. Superintendent	33.79	2.24%
Exec. Asst. Director of Business	32.64	2.26%
Board Recording Secretary	350 per mtg	
Summer School Director	7,000	1.16%
Jump Start Director	5141	1.98%
Part Time Custodian	15.98-17.24	2.00%
Part Time Clerks	16.95-18.30	2.00%
ESY/Jumpstart Paras (non union)	13.26-15.27	2.00%
Substitute Teachers - per day	105-135	
Matrons	18.53	1.98%
Crossing Guards - per shift	18.92	1.56%
ESY/ Jumpstart Aides	14	Wage
Substitute Paras***	16.80	0.00%
Substitute Custodians	15.59	0.00%
Substitute Nurses	22	0.18%
Substitute Secretaries	20.00-24.13	
Tutors Math & Literacy	21.77	1.97%
Non Union LPN 's	24.63	1.99%
Lead Occupational Therapist **	99,051	2.25%
BCBA (CZ) **	97,507	2.25%
BCBA (KG) **	86173	2.25%
Outreach Coordinator STEPS	20	0.00%
Food Service Director	81,864	2.25%
Secr/Bookkeeper Food Service	28.95	2.22%
Food Service Clerk	17.16	2.26%
Family Resource Ctr- Director	46,169	2.25%
Family Resource Parent Educator	20.97	2.24%

ATTACHMENT #2 – TECHNOLOGY PRESENTATION



Technology Presentation to School Board May 12 2022 (1).pdf (Command Line)

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date May 26, 2022

Decision Requested X

Agenda Code 6 b.

AGENDA REPORTING FORM

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

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

- SHS - World Language Students – Language Immersion and Service Trip - Dominican Republic
 - April Vacation 2023 (4/10/2023 – 4/17/2023)
- SHS – Girls’ Volleyball Team – Invite to Burnt Hills/Ballston Spa Volleyball Tournament - Burnt Hills, NY
 - 9/30/2022 – 10/1/2023

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
World Language Students**

**Language Immersion and Service Trip
Dominican Republic**

April Vacation 2023 (4/10/2023 – 4/17/2023)

**Southington Public Schools
Southington, Connecticut**



Submit to Assistant Superintendent

Date: 5/17/2022
 Out of State: Yes No
 Overnight: Yes No
 Miles Round Trip: 3,000

Southington High School World Language Students April 10th 2023

School: Southington High School Class/Group: World Language Students Date of Trip: April 10th 2023
 Name and Address of Destination: Dominican Republic. Exact destination to be confirmed at a later date.
 Reasons for Field Trip: Language immersion and service trip

Itinerary (attach if needed) Please see [trip proposal](#)

Departure Date/Time: Mon. April 10th 2023. Time TBD at a later date. Return Date/Time: Mon. April 17th 2023. Time TBD at a later date.

of Students: 12-18 depending on enrollment # of Teacher/Chaperones: 2 to 3 depending on enrollment # of Buses: 1

Have definite arrangements been made at the field trip destination? Yes No
 Have met with nurse to address student health needs.

Nurse's Signature: _____ Date: _____

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

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

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ _____	3200 for trip and 450 for cancel at anytime
Board of Education Contribution	\$ _____	insurance purchased through EF.
Other	\$ _____	
Fundraising Activity	(\$ _____)	
BALANCE	\$ _____	
Student Contribution		
Transportation	\$ _____	Students @ \$ _____
Entrance Fees, Room & Board	\$ _____	Students @ \$ _____
TOTAL Cost of Trip to Each Student	\$ 3650	

SIGNATURES

Teacher: Megan Martin Date: 5/17/2022
 Dept. Head: Tina Riccio Date: 5/17/2022
 Principal: Mike Crocco Date: 5/17/2022

Comments: _____

Assistant Superintendent: Frank Rip Date: 5.19.2022 Approved Pending COVID
 Not Approved

Board of Education Approval*** YES NO Date: _____

EF Dominican Language immersion & Service Trip

Monday April 11-
Monday 18th 2023

Southington High School Coordinator: Megan Martin

STUDY ABROAD CONTRACT

In order to participate in the Dominican language immersion and service program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student is currently enrolled in a language course.
- The student has an 85% average in their language course.
- The student has completed the application and interview process and has signatures from their teachers.
- Students are responsible for completing all makeup work upon their return to school.

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

Parents please be aware of the following stipulations:

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

Please sign and return by _____

Parent's signature _____

Student's signature _____

Program Outline:

Education First (EF) educational tours offer a unique learning opportunity for teachers and students interested in immersing themselves in the Spanish language and culture and contributing to their host country in a powerful and meaningful, culturally appropriate service project. This study abroad program is being held April 2023 in the Dominican Republic.

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide while also providing students an opportunity to serve a community. The students from SHS will have the opportunity to study with people from all over the world. Faculty will teach their lessons in a variety of modalities focusing on the daily themes to foster student's communication skills in the target language. The rigorous course schedule will allow students to delve deeper into the language by means of cultural investigations such as art, architecture, and agriculture. The participants enrolled in this course will be placed at the appropriate level and will improve their skills through oral and written practice. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the Spanish language, culture, history and arts while providing them an opportunity to put their skills into practice and serve the host community in a culturally appropriate way. The program will offer 10 - 15 hours of classroom language study, 15 hours of service, and daily excursions and after school activities. Upon the completion of this course study the students will receive a certificate of course and service completion to add to their college resume. Please see attached document for the tentative schedule of events.

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience the Spanish language and Dominican culture. It also builds our students' global citizenship. As global citizens our students are aware and understand their place in the world and how their actions, at home and abroad, impact that world. All students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow immersion in the Spanish language and Dominican culture. The value of participating in educational language and service programs abroad is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (a website) that discussed the value of this type of experience.

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

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

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

- Learning from students from different cultural, ethnic and national backgrounds

- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

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

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

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

World-Readiness Standards for Learning Languages:

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

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

Cultures: Interact with cultural competence and understanding

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

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

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

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

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

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

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

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

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

Connections to 4Cs:

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

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

Communication:

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

Critical Thinking:

- Information and discovery
- Problem solving/solution finding

Collaboration:

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

This is an opportunity that will set us apart from the masses; we will focus on **authentic** learning opportunities in the target language. The students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country.

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

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

Social Science World History

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

English

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

Science

- Students will visit a local hydroelectric plant

Math

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

In conclusion:

This experience is the first step toward resuming our travel post COVID. We also are excited to initiate a new trend of trips abroad that emphasize service as well as linguistic and cultural learning.

The historical stories, grammar concepts and geographical studies one reads about in the textbook will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. This opportunity will put the Southington school system on the map for offering a study and service abroad programs where the students attend 10-15 hours of language classes, 15 hours of service learning, and cultural experiences. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

FAQs

How much does the trip cost?

The trip costs approximately \$3650 per student, not including spending money. This price includes airfare, three meals a day, hotel accommodations, language classes and excursion. This price also includes the cancellation for any reason insurance purchased through EF. The cost of this insurance is \$460. This price **does not** include spending money for gifts, souvenirs or extra meals/drinks.

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

Students will stay at one of the hotels used by EF on this Service trip. Accommodation is not decided until closer to the departure date. Students will stay in rooms with two or three other students. Here are some examples of hotels students might stay in on tour:

Examples of previous trip hotels provided by EF trip coordinator.

Dominican Republic | Ecolodge Angostura

<http://Ecoangostura.com/sobra-el-complejo-ecoturistico> The Ecolodge Angostura features three cabins with three rooms each, as well as three bedrooms in a separate building. Each cabin has a common area where guests can gather and socialize. Other amenities include an on-site restaurant and a camping area with a bonfire.

Dominican Republic | Blue Moon Retreat

www.bluemoonretreat.net/index.html The Blue Moon Retreat is a unique guest house and retreat center located in the foothills of the Septentrional mountains. The center offers four bungalows with six suites and one family suite. The center also features a poolside restaurant and a complimentary country breakfast.

Dominican Republic | Hodelpa Caribe Colonial

<http://www.hodelpa.com/en/hotels/santo-domingo/hodelpa-caribe-colonial/general-information.html> This modern hotel, located in Santo Domingo's colonial zone, is walking distance from the villa Alcazar de Colon and even has its own restaurant. Rooms also have air conditioning and phones. The lobby also provides WiFi and serves as a great meeting space.

Tentative Trip Schedule:

EF sample itinerary <https://www.eftours.com/eliterature/dbd/s/ldr.pdf>

Monday:

Depart Southington High School for JFK Airport
Arrival in Santo Domingo, DR
Travel to hotel

Tuesday - Saturday:

Morning: language classes
Afternoon: Service project TBD based on community needs.
Evening: Cultural activities (Cooking class, dance class, tour of community gardens)

Sunday:

Travel to Santiago
Day trip to the beach
Boat tour of mangrove forest

Monday:

Depart hotel
Travel to JFK
Arrive at Southington High School

**Southington High School
Girls' Varsity Volleyball Team**

**Invite to Burnt Hills/Ballston Spa Volleyball Tournament
Burnt Hills, NY**

(9/30/2022 – 10/1/2022)

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 5/17/2022

Out of State: Yes No

Overnight: Yes No

Miles Round Trip: 310

Southington High School School Girl's Varsity Volleyball Team Class/Group 9/30 - 10/1/2022 Date of Trip

Name and Address of Destination 88 Lake Hill Rd, Burnt Hills, NY 12027

Reasons for Field Trip Invite to Burnt Hills/Ballston Spa Volleyball Tournament

Itinerary (attach if needed) _____

Departure Date/Time 9/30/2022 3pm Return Date/Time 10/1/2022 10 pm est

of Students 14 # of Teacher/Chaperones 3 # of Buses 1

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

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

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

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

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$6,000	Bus (\$3,400); Lodging (\$1,500); Food&Misc (\$1,100)
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$3,900)	
BALANCE	\$2,100	
Student Contribution		
Transportation	\$1050	14 Students @ \$75
Entrance Fees, Room & Board	\$1050	14 Students @ \$75
TOTAL Cost of Trip to Each Student	\$150	Will attempt to fundraise to cover any contribution

SIGNATURES

Teacher [Signature] (GIRLS Volleyball Coach) Date 5/17/2022

Dept. Head [Signature] Date 5/17/2022

Principal [Signature] Date _____

Comments _____

Assistant Superintendent [Signature] Date 5.19.2022 Approved Pending COVID Not Approved

Board of Education Approval*** YES NO Date _____

Board of Education

Administrative Report

May 26, 2022



1. 7 Angels Halo Awards
2. PEGPETIA Grant Awarded, 44,000 plus partnership with town for AV system upgrade in Public Assembly Room
3. Public Hearing for Athletic Facilities and website build out



SOUTHINGTON PUBLIC SCHOOLS

Board of Education Policy & Personnel Committee Meeting
May 11, 2022 @ 5:30PM
Municipal Center Public Assembly Rm (Tech Training Lab)

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

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JASPER P. WILLIAMS

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SOUTHINGTON, CT 06489

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Board Members Present: Policy and Personnel Committee Chair Jasper Williams, Zaya Oshana and Dawn Anastasio

Absent: David Derynoski

Administration Present: Frank Pepe, Assistant Superintendent

Meeting Summary: Meeting called to order by Committee Chair Jasper Williams at 5:34pm.

The suggested revisions to *Policy 4118.7 – Social Networking*, including the potential to combine with *Policy 4118.4* were discussed. Neighboring district policies were reviewed along with a Model Policy. The recommendation to keep the two policies separate and accept the suggested edits for *Policy 4118.7* was agreed. The associated regulations for *4118.7* were reviewed.

Policy 4118.4 will continue as a Second Read during the May 12th BOE meeting and *Policy 4118.7* is recommended for a First Read at the May 26th BOE meeting.

Policy 6173 – Enrollment in Advanced Course/Program and Challenging Curriculum was presented as new. This is a required policy based on recent legislation. Associated regulations will be developed with the middle and high school administration and will be reviewed during the first Policy & Personnel meeting of the 2022-2023 school year. *Policy 6173* is recommended for First Read at the May 26th BOE meeting.

Per the direction of the committee, an investigation for policy regarding technology replacement yielded a district replacement process/plan which was presented and reviewed. No action is necessary.

The meeting adjourned at 6:09.

Respectfully submitted,

Frank Pepe



SOUTHINGTON PUBLIC SCHOOLS

**Board of Education
Southington, Connecticut**

**Curriculum & Instruction Committee Meeting Minutes
Friday, May 20, 2022 - 9:00 a.m.
Technology Training Lab**

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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Members Present: Terri Carmody, Dawn Anastasio,

Absent: Committee Chair Joseph Baczewski, Jasper Williams

Administration Present: Assistant Superintendent Frank Pepe, Director of Teaching and Learning for Secondary Education Dianne Holst-Grubbe, Digital Learning Coordinator Rebecca Savelkoul

School Staff Present: SHS Social Studies Department Leader Heather Allenback, SHS Teachers Carrie Miranda and Brandi Dougherty

Meeting called to order by Mrs. Carmody at 9:08 a.m.

1. Grade 7 Science Unit 1: Chemical Reactions

Mrs. Holst-Grubbe provided an overview of the proposed seventh grade unit which continues to expand on the concept of science explored as a recursive process. Students observe, make predictions, discover patterns and gain understanding via cognitive dissonance. The opening slide asked, "What do bath bombs, elephant's toothpaste and the Taj Mahal have in common?". Students utilize small group discussions, graphic organizers such as *T-Charts* and *Driving Question Boards* to explain a phenomenon. Students then synthesize data and apply the newly gained knowledge to recreate the phenomenon. Finally, students use the related experiences to explain what at first appeared as an unrelated topic/concept.

2. SHS Elective Course Introduction to Sociology: Unit 1 Origins and Perspectives of Sociology, Unit 2 Research and Ethics, Unit 3 Culture, Unit 4 Socialization and Unit 5 Intersectionality

Mrs. Holste-Grubbe, Heather Allenback, Carrie Miranda and Brandi Dougherty presented an overview which underscored the concept of teaching students how to think versus what to think. Unit 1 defines sociology, why it is important and considers the three theoretical perspectives and their current relevance. Unit 2 examines how sociological research is conducted and associated ethical implications which prompts students to think critically about information received. Unit 3 focuses on how culture evolves through examining how groups of people are shaped by culture and how culture shapes groups of people. Unit 4 identifies influences on socialization while Unit 5 explores the relationship between the individual and society.



SOUTHINGTON PUBLIC SCHOOLS

3. Grade K-2 Library Media Unit 1 Technology Operations and Digital Citizenship, Unit 2 Research and Information Literacy and Unit 3 Innovative Design.

Mrs. Savelkoul provided an overview of each unit. As with previous library media units presented, these three spiral conceptually as a student progresses from kindergarten to second grade. Unit 1 typically occurs at the start of a school year and spans concepts from the *care and feeding* of Chromebooks to how a student's online presence reflects who he/she is as a person. Unit 2 isolates how to locate information. This unit provides multiple opportunities for library media specialists to work collaboratively with classroom teachers and utilize other subjects as the target for research. This provides opportunities for limitless cross-curricular connections. Unit 3's focus is coding. Starting in kindergarten, students explore the core concept of sequential thinking to apply to programming.

The committee agreed to forward the units presented to the full BOE for *First Read* at the scheduled 05.26.2022 meeting.

Meeting adjourned at 10:14am.

Respectfully Submitted,

Frank Pepe

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Monday, May 16, 2022, 6:00 p.m.

Video Conference

Board Members Present: James Chrzanowski; Sean Carson; Zaya Oshana

Present from Administration: Jennifer Mellitt, Director of Business & Finance; Kaiya Hill, Accounting Manager

The Finance Committee meeting was called to order at 6:08 p.m.

1. **SELF-INSURANCE UPDATE:**

Mrs. Mellitt presented an update regarding Self-Insurance funds and highlighted the increasing claim paid trend from January to March 2022. The Self-Insurance Committee feels the increase may be due to employees having more surgeries now that were not done during COVID; however, the trend has accelerated. The May Self-Insurance meeting has been cancelled and the final meeting of the year will be June 22, 2022.

2. **FY 22 FINANCIAL UPDATE:**

Mrs. Mellitt provided a financial update through May 13, 2022.

She noted there is a projected deficit in the technology salaries line item due to technology assistant raises. The technology department discussed this topic during their presentation at the May 12, 2022 Board of Education meeting. Mrs. Mellitt also informed the committee that grant reimbursements would occur at the end of the year. There may be some excess in the teacher salaries due to turnover and short-term vacancies. The substitute teacher salary line item is projected to go into deficit; this is normal and is due to covering vacancies and medical leaves.

Mrs. Mellitt noted that we are holding back 25% of the school supplies line items at this time, which is our normal procedure.

The Nexus Tuitions received from Hartford for Open Choice students helps to offset the increase in paraeducator support and \$278,000 of special education salaries which are being funded using Nexus (as part of the 2021-22 re-allocation plan).

Mrs. Mellitt stated that there are several open items, including a \$124,000 reimbursement from the Emergency Connectivity Funding (ECF) program for Chromebook purchases.

Mr. Oshana asked if there would be any carryover funds for next year. Mrs. Mellitt said she is still assessing Open Choice funds and other grant funds at this time.

3. RENEWAL OF APPLE LEASE:

Mrs. Mellitt presented the request for a new three-year Apple lease. The current budget includes \$170,000 in the Rental of Equipment account for this lease. The lease will allow Southington to purchase \$487,946 worth of equipment in a three-year time frame. The district's Network Manager, Tyler Savage, is currently developing a plan for the next three years to replace teacher laptops, iPads, and interactive projectors for classrooms.

Mr. Chrzanowski asked if discounted pricing was available. Mrs. Mellitt mentioned that the district buys from vendors who work with schools and are part of purchasing consortiums.

The committee agreed to bring the motion for a new three-year lease to the Board of Education for approval at the May 26, 2022 meeting.

Mr. Oshana was in agreement. Mr. Carson asked about unexpended funds at the expiration of the contract. Mrs. Mellitt stated those funds would go into an escrow account that could then be used with no time limit.

Mr. Chrzanowski asked what the district does with old equipment. Mrs. Mellitt stated that the district may use some equipment for parts. The district also participates in a recycling program where we may get money back for those old items. If the useful life is stated to be three years, we usually try to get five to seven years of use out of that piece of equipment.

4. USE OF NON-LAPSING FY21 FUNDS FOR ELEMENTARY AIR CONDITIONING RFP:

The Administration requests approval to allocate \$70,000 of FY21 Non-lapsing Account funds to conduct an RFP to hire an engineering firm to evaluate the facilities and provide recommendations for implementation of air conditioning in five of our elementary schools.

Mr. Oshana mentioned how not doing this would pose an equity issue because the elementary projects being considered would include air conditioning. Mr. Carson asked if the RFP would include all aspects of air quality in relation to the concerns raised at many of the Board of Education meetings. Mrs. Mellitt assured Mr. Carson that the Director of Operations had been involved in developing the RFP specifications to make sure those issues would be addressed.

The committee agreed to have the motion at the next Board of Education meeting.

5. FOOD SERVICE FINANCIAL UPDATE:

Ms. Hill provided an update on the Food Services financials through April 30, 2022. The program currently has \$674,426 cash on hand. Government receivables total \$1,041,545. Ms. Hill reminded the committee of the Seamless Summer Option (SSO) and meals being free for all students. She also reminded the committee of the \$300k loan.

Ms. Hill presented the year-to-date income statement, highlighting how revenue has shifted from student payments to government reimbursement since the COVID pandemic. There continues to be food shortages and supply chain issues, not only in the district, but nationally. Due to the continued struggles faced by school lunch programs, the federal government increased lunch and breakfast meal reimbursements from \$4.32 and \$2.47 to \$4.56 and

\$2.61. She noted that a reimbursement grant in the amount of \$24,545 was also provided in late fall of 2021.

Ms. Hill presented a comparative income statement for the last three years. The current year has revenues of \$2.8MM, a large increase over the previous two years. Expenses have increased mainly due to food inflation and higher costs for supplies and packaging. Food Services has a net profit through 10 months of \$679,973, compared to net losses in the previous years.

The increase in number of meals served has increased for the seven months ending March from 330,000 in 2020-21 up to 546,000 in 2021-22.

6. FOOD SERVICE UPDATE – SEAMLESS SUMMER OPTION WAIVERS:

Mr. Carson asked about the ending of the Seamless Summer Option. Mrs. Mellitt said that at the current time, the United States Department of Agriculture (USDA) waivers have not been renewed and will expire on June 30, 2022.

There is still a chance that the July legislative session would extend the USDA SSO waiver. If the waivers are discontinued, Food Services will be faced with having to charge students and families for meals again.

Mr. Carson wanted to make sure the program could remain flexible during such a drastic change. Mrs. Mellitt said that she was aware and is already in conversation with Nya Welinsky, Director of Food Services.

7. MISCELLANEOUS:

Ms. Hill informed the committee that there were many projects underway and that the stage rigging and ropes bids were recently awarded. The original budgets for these projects were \$35,000. Both projects were awarded to one vendor. The projects will be completed for \$19,907.

Ms. Hill also addressed the short-term athletic projects that had failed to successfully be awarded in July 2021. There was a second attempt to work through a state contract, but the vendor who initially presented a proposal rescinded almost immediately. Ms. Hill was granted a bid waiver from Superintendent Madancy to solicit pricing from responsible vendors to complete the projects this summer.

8. EXECUTIVE SESSION – PROPOSED CONTRACT RENEWAL:

Mrs. Mellitt shared that the current three-year contract with Select Physical Therapy will expire in June 2022. Select Physical Therapy has provided athletic training services to Southington Schools for many years. The alternative to renewal would be going out to bid.

Mrs. Mellitt mentioned how she reached out to other districts to see what they spend for similar services. Mr. Oshana stated that Mrs. Mellitt could renegotiate with the vendor to possibly lower pricing after year one. Mrs. Mellitt agreed with Mr. Oshana's recommendation of renegotiating after year one.

Mr. Carson suggested looking at a three-year total price.

The committee agreed that the relationship with Select Physical Therapy was strong. Mrs. Mellitt will reach out to Select to continue the negotiating process.

The meeting adjourned at 7:19 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Jennifer Mellitt".

Jennifer Mellitt
Director of Business & Finance



SOUTHTON PUBLIC SCHOOLS

Jennifer S. Mellitt
Director of Business & Finance

MEMO

TO: Finance Committee
DATE: May 16, 2022
RE: Renewal of Apple Lease

The Southington Public Schools signed a Master Lease Purchase Agreement with Apple in June 2007 to assist the district in purchasing technology. Apple Lease #13 expired in June 2021 with the last payment of \$170,280. The Administration is recommending a new three-year lease. The Apple Lease is budgeted in the Rental of Equipment Account #32510.

The new Apple lease will provide approximately \$487,946 for technology equipment to be purchased over three years. The lease will have three equal annual payments of \$170,000 beginning in June 2022. The district will own all the equipment purchased using this program.

Our Network Manager, Tyler Savage, is developing the equipment purchase plan including replacement for teacher laptops, iPads, interactive projectors, etc.

The Administration requests approval for a new three-year lease with Apple Financial in June 2022.



SOUTHTON PUBLIC SCHOOLS

Jennifer S. Mellitt
Director of Business & Finance

MEMO

TO: Finance Committee
DATE: May 16, 2022
RE: Use of Non-lapsing FY21 Funds for Elementary Air Conditioning RFP

The Administration is requesting approval to allocate \$70,000 of Non-lapsing FY21 funds to conduct an RFP to evaluate adding air conditioning at five (5) elementary schools.

The RFP would look to contract with an engineering firm to determine the cost of adding air conditioning to Hatton, Oshana, South End, Strong and Thalberg Elementary Schools. The completed RFP will provide pricing to retrofit the new systems in the five schools. The cost will be added into the Capital Plan in November 2022.

The unallocated FY21 Non-lapsing balance is \$983,533. The Administration is requesting to allocate \$70,000 to this project.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 26, 2022

Decision Requested X Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Town Maintained School Access Sidewalks – Second Reading

Summary of Issue: At the request of the Town of Southington Public Works Committee, the Southington Public Schools Operations Department performed an audit finding that sidewalks on a portion of Mulberry Street and the entire sidewalk on Parkview Drive should not be town maintained.

Background: These areas cited above are currently town-maintained.

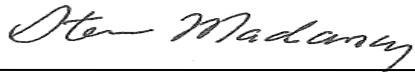
Alternative Strategies: N/A

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

Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Move that the Board of Education approve the Town Maintained School Access Sidewalks proposal as presented by the administration.



Signature of Superintendent of Schools

Attachments:

1. Memo from Peter Romano, Director of Operations



SOUTHINGTON PUBLIC SCHOOLS

Peter J. Romano, Jr.
Director of Operations

MEMO

To: Steven G. Madancy, Superintendent

Date: April 12, 2022

Re: **Town Maintained School Access Sidewalks**

At the request of the Town of Southington Public Works Committee, the Operations Department performed an audit of the town-maintained school access sidewalks. The town sought confirmation that the Highway Department should be removing snow from these walks.

We reviewed the location of the walks, confirmed that they are used by students, checked if the walks met the parameters of an arterial roads, and verified the sidewalks are within the walking distance to each school. The audit results concluded that the town-maintained school access walks are correct with the exception of two locations.

1. Mulberry Street – Currently the full length of Mulberry Street is considered a town-maintained school access walk. The students for SHS and SEES are transported by buses. The students that attend JFK from house #263 and lower are considered walkers. The students that attend JFK from house #264 and above receive bus transportation. For reference, students between Old Turnpike Road and South End Road are transported. Therefore, the town should not be maintaining the sidewalks above house #264. The sidewalks between Old Turnpike Road and South End Road should be maintained by residents similar to other locations throughout the town.
2. Parkview Drive – Its unclear why this street is on the town-maintained school access walks list. While the students that live on Parkview Drive and the five short side streets of it are walkers, it is not an arterial road. It is a dead-end road. The traffic is limited to those that live in the neighborhood. Not meeting the criteria for an arterial road, these sidewalks should be maintained by the residents.

The Board of Education should consider recommending to the town that the responsibility for the maintenance of the portion of Mulberry Street and all of Parkview Drive should reside with the residents at those locations. I will be glad to meet with the Board of Education to discuss this further.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 26, 2022

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Enrollment Study

Summary of Issue: Representatives from Colliers and SLAM will discuss results of a recent Enrollment Study

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): _____ **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 26, 2022

Decision Requested X Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: 2022-2023 Operating Budget Reallocation/Adoption

Summary of Issue: The Town Council adopted the Board of Education budget on May 9, 2022 for the 2022-2023 school year.

Background: Administration will provide their recommended reallocation plan to the Board under separate cover.

Alternative Strategies: N/A

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

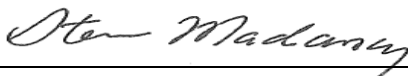
Beginning Date of Program or Project: July 1, 2022

Ending Date of Program or Project: June 30, 2023

Recommendation or Comment: Recommend that the Board of Education adopt the 2022-2023 Operating Budget with adjustments.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachment:

1. 2022-2023 Budget Recommended Adjustments

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 26, 2022

Decision Requested X Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Resolution for Department of Mental Health and Addiction Services (“DMHAS”) and the Town of Southington – Board of Education

Summary of Issue: STEPS received a grant award from the Department of Mental Health and Addiction Services (“DMHAS”). A resolution is needed to authorize Megan Albanese, Youth Prevention Coordinator, to enter into and to amend contractual instruments with the DMHAS.

Background: DMHAS requires a Board resolution to name an individual who is authorized to enter into contracts on behalf of the Town of Southington – Board of Education relating to the award granted by the DMHAS.

Alternative Strategies: N/A

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

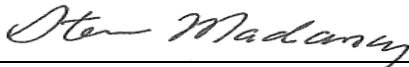
Beginning Date of Program or Project: July 1, 2022

Ending Date of Program or Project: June 30, 2023

Recommendation or Comment: Move to approve the DMHAS resolution as presented.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Title of Attachments:

1. Draft Resolution



SOUTHINGTON PUBLIC SCHOOLS

RESOLUTION

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JOSEPH BACZEWSKI
VICE CHAIRPERSON

DAWN L. ANASTASIO
SECRETARY

TERRI C. CARMODY
SEAN M. CARSON
JAMES J. CHRZANOWSKI
DAVID J. DERYNOSKI
ZAYA G. OSHANA
JASPER P. WILLIAMS

I hereby Certify that at a meeting of the Town of Southington’s Board of Education duly called and held on May 26, 2022, at the John Weichsel Municipal Center, 200 North Main Street, Southington, CT 06489, the following resolution was duly adopted in conformity with the charter and bylaws of said corporation and is in full force and effect.

RESOLVED that Megan Albanese, the Youth Prevention Coordinator of the Town of Southington is authorized to enter into and amend contractual instruments with the Department of Mental Health and Addiction Services of the State of Connecticut.

May 26, 2022
Date

Certifying Official

Colleen W. Clark
Typed Name

Board of Education Chairperson
Title

200 NORTH MAIN ST.
SOUTHINGTON, CT 06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

STATE OF CONNECTICUT

County of Hartford

Personally appeared before me this _____ day of _____,
2022, _____ of _____, and made
oath that the above is a true copy from the records of the Corporation.

Expiration Date of Notary Public (if applicable)

Notary Public of Office of the Court (Attorney)

Policy 4118.7
Social Networking – Policy Revision
Draft

Series 4000: Personnel

Social Networking

The Southington Board of Education recognizes the use of social media by its employees. As used in this policy, “social media” includes, but is not limited to, forums, and social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, and MySpace. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee’s right to use social media or personal online accounts under applicable law, as it may evolve. Moreover, the Board acknowledges that its employees have the right under the first amendment to speak out on matters of public concern. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Use of social media by employees, however, may become a problem if it: Ordinarily, the use of social media by employees, including employees’ use of personal online accounts, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- interferes, disrupts or undermines the effective operation of the school district; interferes with the work of the school district;
- is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications; is used to harass coworkers or other members of the school community; creates a hostile work environment;

3) creates a hostile work environment

breaches confidentiality of school district students or employees; or harms the goodwill and reputation of the Board of Education in the community.

1. breaches confidentiality obligations of school district employees; or
2. violates the law, board policies and/or other school rules and regulations.

Series 4000: Personnel

Social Networking

The Board has the following standards for the use of social media by employees.

1. Staff who post on social media and refer to the Board of Education or school system, must make clear that they are employed by the Board and that the views posted are theirs alone and do not represent those of the Board.
2. Posts shall not mention other school employees or members of the school community without their expressed consent.
3. The Board or District Logo may not be used in posts without written consent.
4. Posts that reflect a disagreement with others should respond with factual information, not inflammatory comments.
5. Staff members are responsible for what they write on social media. Employees may not use social media on the Board of Education equipment for non-work related activities without permission. Social media activities shall not interfere with duties at work. The Board reserves the right to monitor its network and computers for compliance with this restriction. All social media posts must comply with the Board's policies concerning confidentiality.
6. Social media posts may not link to the Board website or contain Board materials without written permission from a supervisor.
7. All Board policies that regulate off-duty conduct apply to social media activity.
8. Violation of this policy may lead to discipline up to and including the termination of employment.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Series 4000: Personnel

Social Networking

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Policy Adopted: June 2010

Policy Revised: May 2022

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date May 26, 2022

Decision Requested _____ Agenda Code 10 e. _____

AGENDA REPORTING FORM

Agenda Topic: Policy 6173 – Enrollment in Advanced Course/Program and Challenging Curriculum - First Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6173 – Enrollment in Advanced Course/Program and Challenging Curriculum.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 6173 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 6173



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6173
Enrollment in Advanced Course/Program and
Challenging Curriculum
Draft

Series 6000: Instruction

Enrollment in an advanced course or program and challenging curriculum

The Southington Board of Education (the "Board") understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Southington Public Schools (the "District"). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means any college level credit, honors, accelerated class including advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

"Advanced placement" program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

"Dual credit/Dual enrollment" courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.

- A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.

III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board, College Credit Opportunities
- The student's student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.

The academic plan may be part of the student's success plan, required for each student by Conn. Gen. Stat. §10-221a, if the student success plan's academic component intentionally focuses on advanced course and program participation.

IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (March 2022 Draft)

Adopted May 2022

Unit 1: Chemical Reactions Storyline

Unit #: SPS1-00124353

Team: Brett Wojtkowski (Author), Dianne Holst-Grubbe

Duration: 10.0 Week(s)

Grade(s): 7

Subject(s): Science

Course(s): SCI7 - Science 7

Prior Learnings/Connection

Matter of any type can be subdivided into particles that are too small to see, but even then, the matter still exists and can be detected by other means. A model showing that gasses are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects (5-PS1-1).

The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish (5-PS1-2).

Measurements of a variety of properties can be used to identify materials (5-PS1-3).

When the state of a substance changes, the speed of the molecules and their spacing change, but the type of molecules making up that substance do not.

Stage 1: Learning Goals

Established Goals	Long-Term Transfer Goals		
Standards <ul style="list-style-type: none"> • Next Generation Science Standards (content standards) <ul style="list-style-type: none"> ◦ <i>Middle School Physical Science: 6 - 8</i> <ul style="list-style-type: none"> ▪ Matter and Its Interactions (<i>MS-PS1</i>) <ul style="list-style-type: none"> ▪ Develop models to describe the atomic composition of simple molecules and extended structures. (<i>MS-PS1-1</i>) ▪ Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (<i>MS-PS1-2</i>) ▪ Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (<i>MS-PS1-5</i>) ◦ <i>Middle School Life Science: 6 - 8</i> <ul style="list-style-type: none"> ▪ From Molecules to Organisms: Structures and Processes (<i>MS-LS1</i>) <ul style="list-style-type: none"> ▪ Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. (<i>MS-LS1-8</i>) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>		
	T1 Reasoning T2 Constructing arguments T3 Interpretation and analysis T4 Problem solving and solution finding		
	Meaning		
	Understandings		Essential Questions
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> <ul style="list-style-type: none"> U1 Developing models to show what is happening at a smaller scale than we can see (patterns) helps explain what happened to the matter in the solid bath bombs and what caused the gas bubbles to appear. U2 In order to seek additional information about the observed changes in the bath bomb when placed in water, we need to ask questions that arise from our observations of the bath bombs before and after they were added to water. U3 The gas observed from the bath bomb does not come from any gas that was originally trapped in the bath bomb itself. Instead, the gas observed when the bath bomb was placed in water comes from some change to the matter that is already there. 		<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i> <ul style="list-style-type: none"> Q1 What happens when a bath bomb is added to water (and what causes it to happen)? Q2 Where is the gas we see coming from? Q3 What in a bath bomb is producing the gas? Q4 Which combinations of the substances in a bath bomb produce a gas? Q5 What gas(es) could be coming from the bath bomb? Q6 How can we explain another phenomenon where gas bubbles appear from combining different substances?

- U4 Substances in the bath bomb have properties that can help us identify them (e.g., solubility, odor, state of matter at room temperature, melting point, density, and color).
- U5 The gas(es) in the bubbles are substance(s) that are different from any of the substances we started with.
- U6 Density and flammability are properties.
- U7 Testing the melting/freezing point, density, and/or comparing the results of the flammability test to results from controls could help identify additional gases that aren't being produced in this process.
- U8 The same substance is made of the same type of particles throughout the substance. Different substances are made of different materials.
- U9 When new substances form from old substances, the particles of the old substances might break apart and/or stick together to form new combinations of particles.
- U10 Density is calculated as a ratio of mass to volume (a unit rate). It is constant (a property) for any sample of a substance, regardless of size.
- U11 Two different gases with different properties are produced by adding energy from a battery to water. The particles that make up these different gases must be different from each other; they must also be different than the ones that were produced from heating water. The matter that makes up all of the substances must come from matter that made up some of the original water particles.
- U12 Molecules are made of atoms and all the substances in our world are made of very few types of atoms. The number, type, and arrangement of atoms in the molecules that make up a substance are unique to that substance. In a chemical reaction, the particles in substances break apart and the atoms are rearranged to form new molecules to make new substances.
- U13 In a chemical reaction, the amount of matter at the beginning (in the reactants) is the same amount of matter at the end of the reaction (in the products). This is because all of the atoms we started with are still there. Chemical reactions, phase changes, and dissolving are all chemical processes that involve rearrangement of the particles that make up the matter in the system.
- Q7 How can we revise our model to represent the differences in the matter that goes into and comes out of the bath bomb system?
- Q8 How can particles of a new substance be formed out of the particles of an old substance?
- Q9 Does heating liquid water produce a new substance in the gas bubbles that appear?
- Q10 When energy from a battery was added to water, were the gases produced made of the same particles as those produced when heating the water?
- Q11 How do Dalton's models of the particles that change in a reaction compare to the ones we developed?
- Q12 How can a new substance (a gas) be produced and the total mass of the closed system not change?
- Q13 Why do different substances have different odors and how do we detect them?
- Q14 What is happening to the Taj Mahal? (Why is it crumbling and falling apart?)

U14 Odor is a property of a substance that is determined by the number, type, and arrangement of atoms that make up that substance. The perception of different scents is the result of a combination of signals that the brain receives from different nerve cells.

U15 The algae and pollutants in the air around the Taj Mahal are causing it to crumble due to chemical reactions.

Acquisition

Knowledge

Skills

What facts and basic concepts should students know and be able to recall? Students will know...

What discrete skills and processes should students be able to use? Students will be skilled at...

K1 Substances are made from different types of atoms, which combine with one another in various ways.

S1 Planning and Carrying Out Investigations

K2 Atoms form molecules that range in size from two to thousands of atoms.

S2 Analyzing and Interpreting Data

K3 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

S3 Construct Explanations and Design Solution

K4 In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

S4 Engage in Argument from Evidence

K5 The total number of each type of atom is conserved, and thus the mass does not change.

K6 Each sense receptor responds to different inputs transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

Stage 2: Assessment Evidence

Performance Task(s)

Alignment	Code	Assessment Evidence
	PT1	Elephant's Toothpaste Performance Task Elephant's Toothpaste Assessment
	PT2	Explaining Marble Changes in the Taj Mahal Performance Task Taj Mahal Assessment Part 1 Taj Mahal Assessment Part 2a Taj Mahal Assessment Part 2b

Stage 3: Learning Plan

Pre-Assessment

[Chemical Reactions Unit](#)

By the end of the unit, students have a firm grasp on how to model simple molecules, know what to look for to determine if chemical reactions have occurred, and apply their knowledge to chemical reactions to show how mass is conserved when atoms are rearranged.

Alignment	Code	Learning Activity
	LA1	Unit Storyline Learning Activity https://docs.google.com/document/d/1drEkIIEV5KLZ7g2uT1NjhPjcdHcUKzeRhG...

Lesson Plans

Name	Type	Start & End Dates
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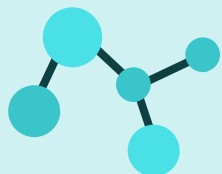
7TH GRADE

Chemical Reactions

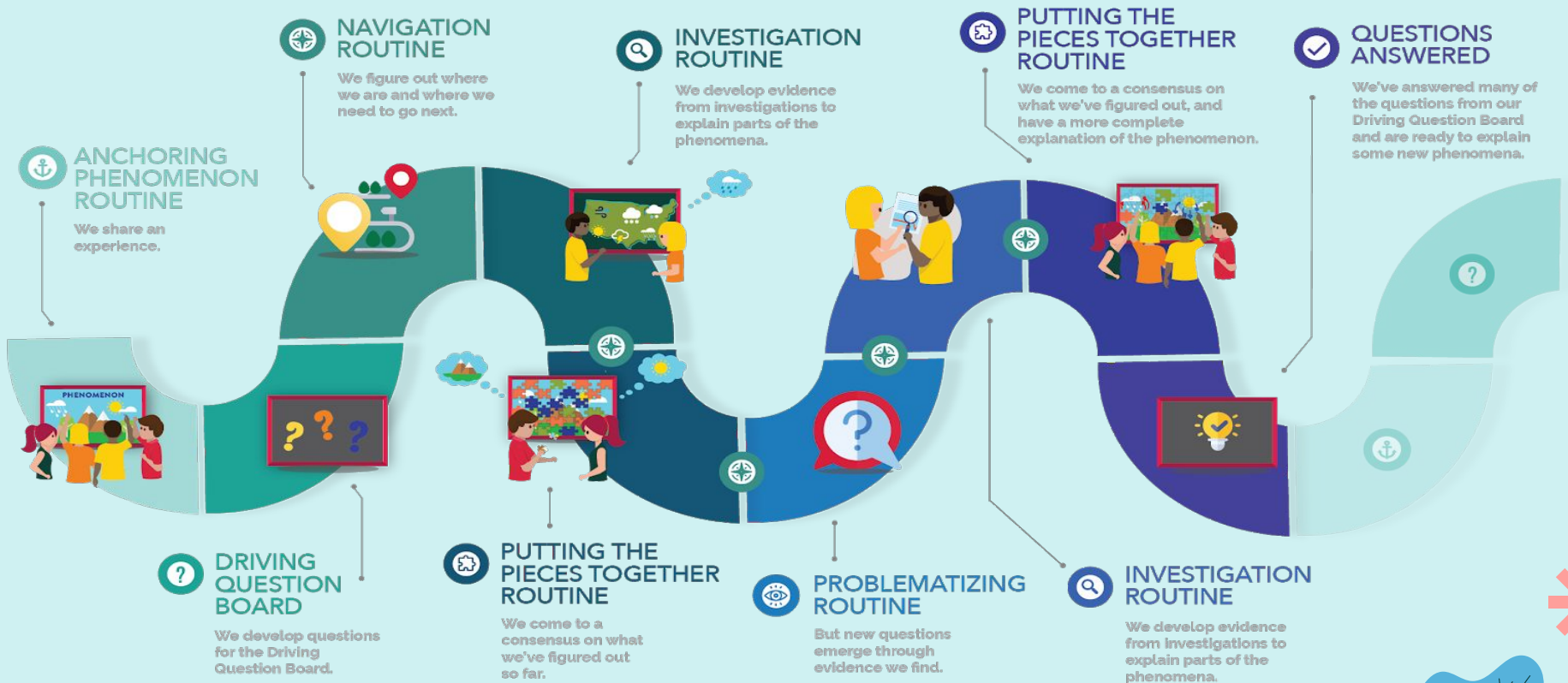
Brett Wojtkowski and Dianne Holst-Grubbe



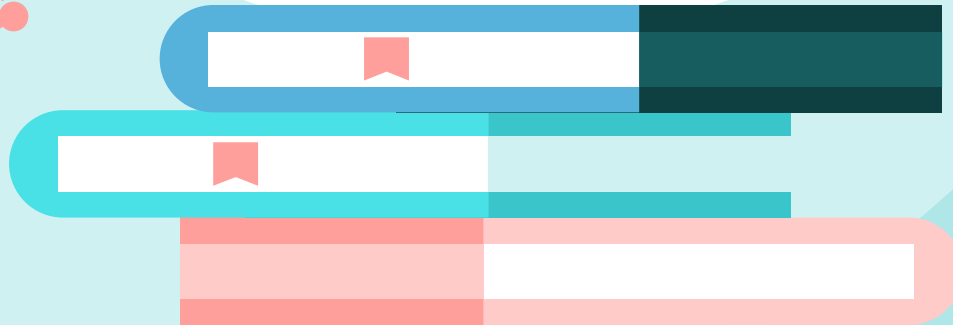
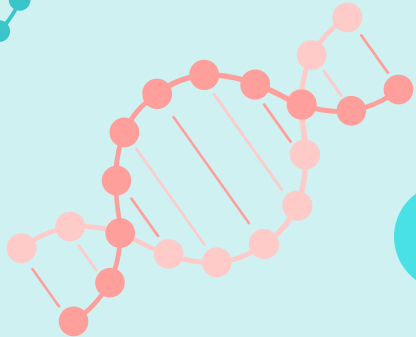
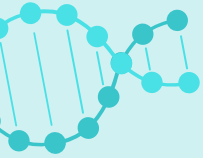
What do bath bombs,
elephant's tooth paste, and
the Taj Mahal have in
common?



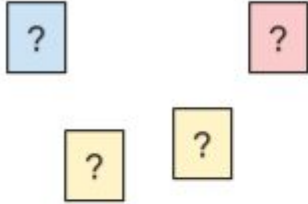
Curricular sequence:



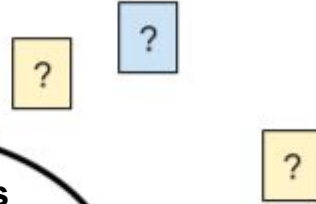
The Anchoring Phenomenon:



Category 1

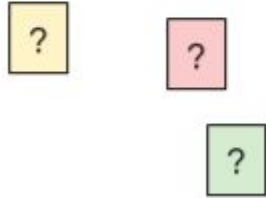


Category 2

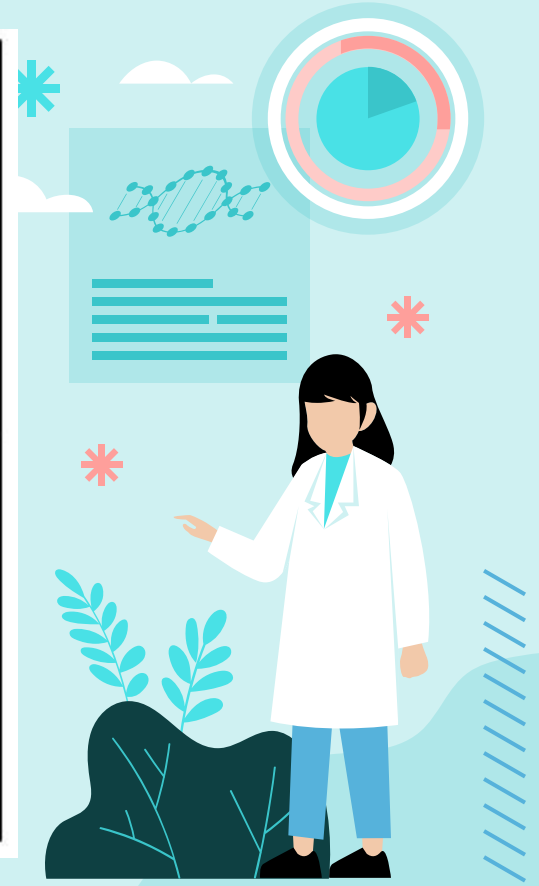
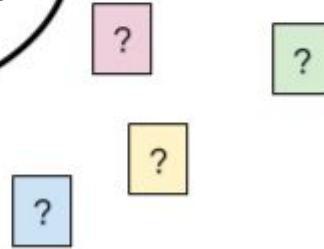


**What happens
when a bath bomb
is added to water
(and what causes it
to happen)?**

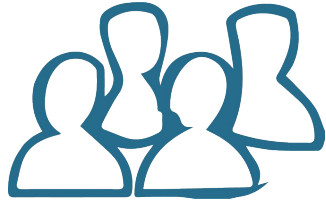
Category 4



Category 3



Observing Bath Bombs Up Close



Discuss with your small group:

What types of observations would you want to make about the homemade bath bombs to help you figure out what happens when bath bombs are added to water?

The supplies listed below will be available to your team.

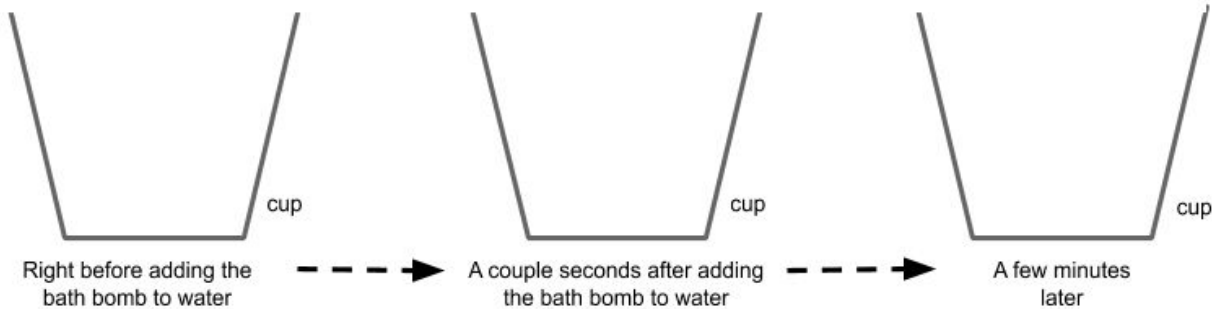
- Samples of 3 different homemade bath bombs made from 4 possible different recipes (A, B, C, or D)
- Paper plates, toothpicks, and a pipette or eye dropper
- Clear plastic cups, water from the sink, and paper towels for cleaning up

Developing Initial Models



Show what happened to the solid bath bomb and where the gas bubbles appeared in the system. Use pictures, symbols, and words to represent this.

Show what you saw happened to the solid bath bomb **and** where the gas bubbles appeared in the system. Use *pictures, symbols, and words* in your model to represent this.



Summary of Lesson 1 and the Anchoring Routine

Our Initial Consensus Model

for what we saw happening to the
solid bath bomb in water.



Right after
adding the
bath bomb
to water




Later

WHERE DO WE GO FROM HERE?




where does the gas produced by the bath bomb come from?

Which of the combinations of the substances in a bath bomb produce a gas?



WHAT'S IN A BATH BOMB THAT IS PRODUCING A GAS?

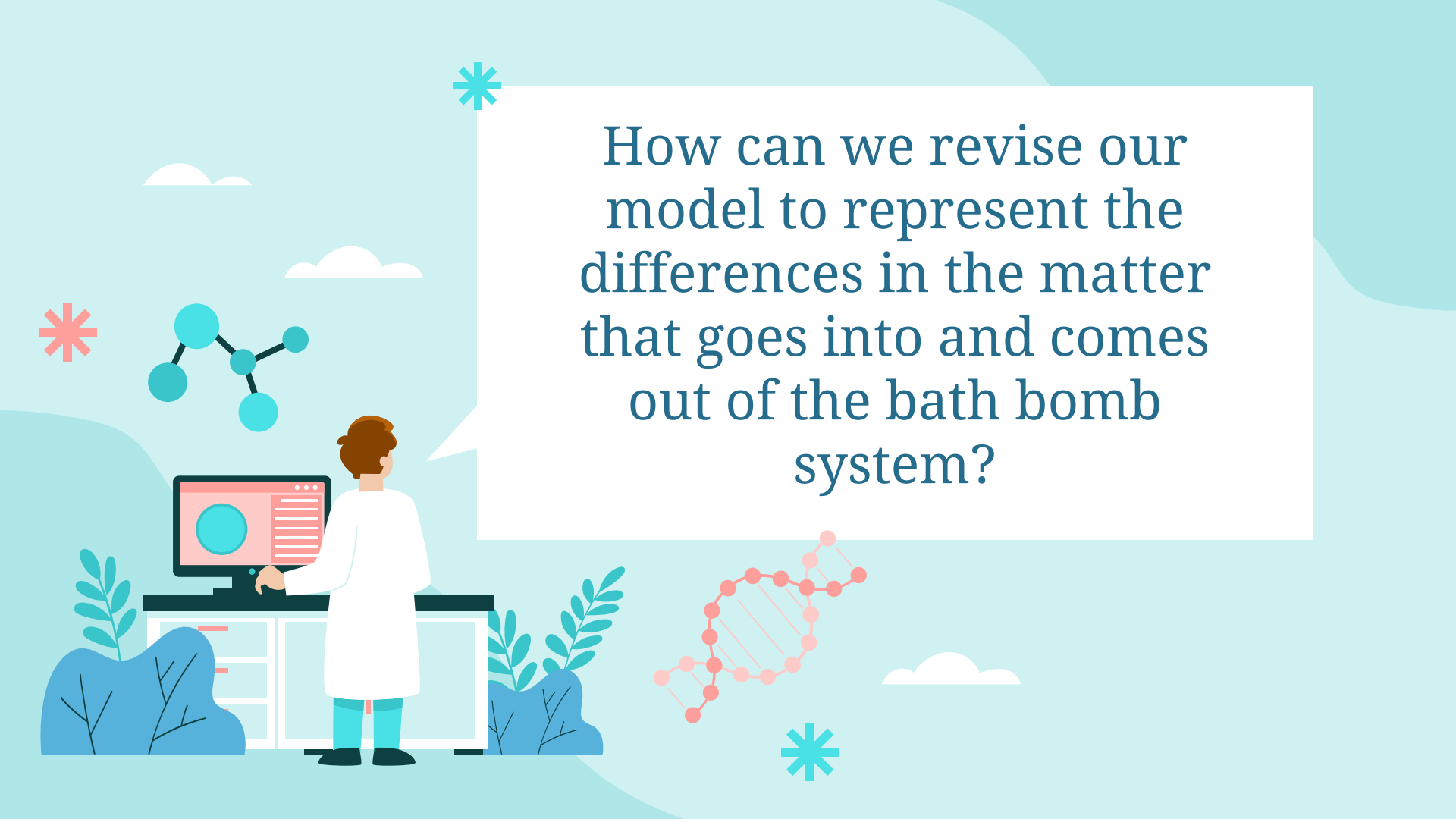
What gas(es) could be coming from the bath bomb?



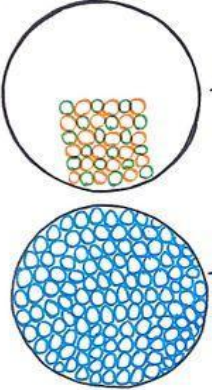

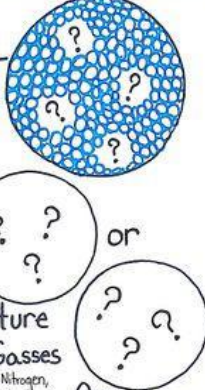
How can we explain another phenomenon where gas bubbles appear from combining different substances together?


Assessment





How can we revise our model to represent the differences in the matter that goes into and comes out of the bath bomb system?

Type of Particles Before Mixing	What We See Unmixed (Matter Inputs)	Mixed Together	What We See After (Matter Outputs)	Type of Particles After Mixing
	Mass of Solid(s) (Baking Soda and Citric Acid) + Mass of Liquid	→ ??? → Some Solids dissolve in the Water  We know it breaks into smaller pieces but we don't know how.	Mass of Liquid Some solids dissolve in the water + Mass of Gas (Bubbles) (New Substance(s)) (Argon, Nitrogen, and/or Carbon Dioxide)	
	Total Mass Before	==	Total Mass After	Mixture of Gasses (Argon, Nitrogen, and/or Carbon Dioxide) One Gas (Argon, Nitrogen, or Carbon Dioxide)
<u>Key (Particle Type)</u> ○ = Water ○ = Baking Soda ○ = Citric Acid			<u>Key</u> Lesson 2 Lesson 3 Lesson 4 Lesson 5	



**What questions do you
still have about the gas
bubbles produced by
the bath bomb?**



WHERE DO WE GO FROM HERE?

How can particles of a new substance be formed out of the particles of an old substance?

When energy from a battery was added to water, were the gases produced made of the same particles as were produced from heating the water?

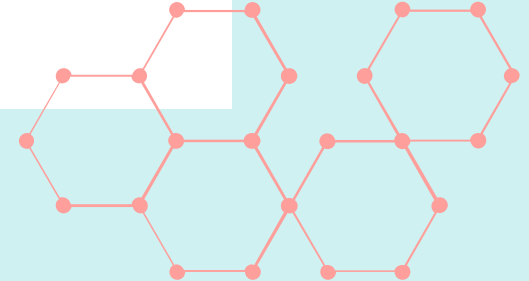
Why do different substances have different odors and how do we detect them?

DOES HEATING WATER PRODUCE A NEW SUBSTANCE IN THE GAS BUBBLES THAT APPEAR?

How can a new substance (a gas) be produced and the total mass of the closed system not change?



Final assessment: What is happening to the Taj Mahal?



Questions?



Performance Expectations

[MS-PS1-1](#): Develop models to describe the atomic composition of simple molecules and extended structures.

[MS-PS1-2](#): Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

[MS-PS1-5](#): Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

[MS-LS1-8](#): Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

SEP Implications (Science and Engineering Practices)	DCI Implications (Disciplinary Core Ideas)	CCC Implications (Cross Cutting Concepts)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop a model to predict and/or describe phenomena. <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. <p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop a model to describe unobservable mechanisms. <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals) <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical 	<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. <p>Patterns</p> <ul style="list-style-type: none"> Macroscopic patterns are related to the nature of microscopic and atomic level structure. <p>Energy and Matter</p> <ul style="list-style-type: none"> Matter is conserved because atoms are conserved in physical and chemical processes. <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural systems.

<p>publication and methods used, and describe how they are supported or not supported by evidence.</p>	<p>process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.</p> <ul style="list-style-type: none"> • The total number of each type of atom is conserved, and thus the mass does not change. <p>LS1.D: Information Processing</p> <ul style="list-style-type: none"> • Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. 	
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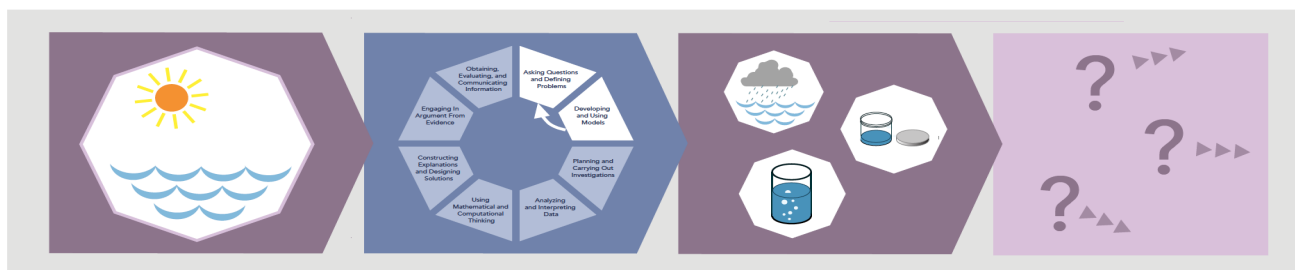
Phenomenon

Explore Anchoring Phenomenon

Attempt to Make Sense

Identify Related Phenomena

Develop Questions & Next Steps



Explore Anchoring Phenomenon: Introduce the idea of a bath bomb and place it in water

Attempt to Make Sense: Observing different recipes of home-made bath bombs to compare/contrast differences, developing initial models of what happens to a bath bomb when it is put in water

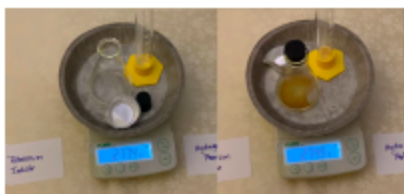
Identify Related Phenomena: Have students think of experiences that they have had that reminds them of what they saw happen with the bath bombs and to also brainstorm any other phenomena that they think might happen due to the same sorts of things that caused the bath bomb to behave how it did .What other experiences have you had that the bath bomb reminds you of? What other phenomena might happen due to the same sorts of things that caused the bath bomb to do what it did? (Page 40 on Teacher Edition document)

Develop Potential Student Questions

“Can we make something new that was not there before?” (not done yet)

Sample Explanation:

By the end of learning sequence 1, students will be able to apply what they have figured out about properties to explain a related phenomena (elephant's toothpaste)



When different substances are combined (potassium chloride and hydrogen peroxide), they interact and produce a gas.


By the end of learning sequence 2, students will be able to apply what they have figured out about properties to explain a related phenomena (pollution and erosion on marble). Students carry out an investigation to collect data about what happens when different substances in the air interact with marble. Students identify what other evidence we would want to collect in terms of property data to be able to argue whether a chemical reaction occurs.



The marble of the Taj Mahal is crumbling and falling apart.

Resources:

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

Driving Questions OpenSciEd Lessons 1-14 (Live Teacher Folder)	Lesson Level Phenomena	Activity <i>(Add activities you use to this column as comments)</i>	What Should They Learn/Expected Outcome
<p>Lesson 1: What happens when a bath bomb is added to water (and what causes it to happen)?</p> <p>OpenSciEd Lessons 1-14 (Live Teacher Folder)</p>	 <p><i>When solid bath bombs are added to water, they start breaking apart, and gas bubbles appear on and around them for a few minutes, until no solid is left.</i></p>	<ul style="list-style-type: none"> • Observe the store-bought and homemade bath bombs reacting in water. • Create initial models answering the question: “What Happens to a Bath Bomb When Put in Water?” • Develop shared classroom norms. • Develop a class consensus model. • Develop a list of related phenomena (things that students were reminded of when they saw the bath bomb reacting and any other phenomena that they think might happen due to the same sorts of things that caused the bath bomb to behave how it did). • Develop questions and construct a DQB (Driving Question Board). • Develop ideas for future investigations. • Driving Question Board • Question Formulation Technique (QFT) 	<p>Develop a model showing what is happening at a scale smaller than we can see (patterns) to help explain what happened to the matter in the solid bath bombs (matter) and what caused the gas bubbles to appear (matter).</p> <p>Ask questions that arise from our observations of different bath bombs before and after they were added to water in order to seek additional information about what caused the changes (effects) we saw occurring. This includes what happened to the matter in the solid bath bombs and what caused the gas bubbles to appear as well as what kind of changes are happening to the matter in examples of other related phenomena we raised.</p> <p>What's next? <i>We will investigate bath bombs, measuring their mass in a closed and open system before and after crushing them and before and after we add the bath bomb to water. We will argue from evidence for whether the gas was trapped inside the bath bomb to start with or whether some of the solid or liquid matter that was there to start with changed into a gas.</i></p>
Learning Sequence 1:			

Lesson 2: Where is the gas coming from?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



The mass of a bath bomb put in water in an airtight container does not change, but the mass decreases after the cap on the bottle is opened and gas is heard escaping

- Mini-lesson on matter as needed (gasses, liquids, solids, & idea that all matter is made of particles) (i.e. the particle nature)
- Observing the bath bomb up close.
- Plan and carry out an investigation with crushed bath bombs in open and closed systems.
- Plan and carry out bath bomb in a bottle investigations.
- Construct an argument about where the gas is coming from.

SWBAT (Include DCI/SEP/CCC)...
Collaboratively plan and carry out an investigation in a closed system to answer the question, “Where does the gas produced by the bath bomb come from?”

Construct and present an oral and written argument supported by empirical evidence and scientific reasoning to support the claim that gas is not trapped in the bath bomb but must come from some change to the matter that was already in the system to begin with.

What's next?

We will analyze an ingredient list and recipes of bath bombs and make observations of each of the main ingredients in these, recording the properties of each. We will investigate what each ingredient does as it is added to water and will conclude that the ingredients interact with water in different ways, but none cause gas bubbles to appear.

Lesson 3: What's in a bath bomb that is producing a gas?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



Bath bombs have different ingredients and recipes. The ingredients in them interact with water in different ways, but none cause bubbles to appear when added to water on their own.

- Revise our driving question from “Can we make something new that wasn't there before?” to “How do you get gas bubbles from a solid bath bomb and water?”
- Observe ingredients in bath bombs to begin figuring out how gas bubbles are appearing.
- Investigate the impact of individual ingredients when added to water.


SWBAT (Include DCI/SEP/CCC)...

Analyze and interpret data to identify patterns in the characteristic properties of substances.

Plan and carry out an investigation to collect data to identify patterns in the characteristic properties of substances from a bath bomb when they are individually added to water.

What's next?

We will synthesize what we figured out in the unit so far. We will test different combinations of substances from a bath

			<p><i>bomb and use the results to support an argument that the gas is a different substance than those we started with and this substance must come from the matter that makes up baking soda, citric acid, and water.</i></p>
<p>Lesson 4: Which of the combinations of the substances in a bath bomb produce a gas?</p> <p>OpenSciEd Lessons 1-14 (Live Teacher Folder)</p>	 <p><i>Combining citric acid, baking soda, and water causes bubbles to appear. Lemonade mixes (which are made of specific substances, including citric acid) also caused bubbles when combined with water and baking soda.</i></p>	<ul style="list-style-type: none"> • Add key ideas regarding to the progress tracker such as that substances have properties which can help us identify it. • Investigate combinations of substances to figure out which ones are producing a gas. • Examine lemonade mix to look for patterns that help explain the production of bubbles. • Argue which substances in a bath bomb produce a gas and explain if the gas is a different substance. 	<p>SWBAT (Include DCI/SEP/CCC)...</p> <p>Conduct an investigation to produce data to serve as the basis for evidence to determine which combinations (patterns) of substances in a bath bomb cause bubbles of gas to appear (effect).</p> <p>Construct and present a written and oral argument supported by citing empirical evidence and scientific reasoning that only certain combinations (patterns) of substances (water, baking soda, and citric) result (cause) in the formation of a gas (effect).</p> <p>Apply scientific ideas and evidence (patterns in properties) to co-construct an explanation that the substance(s) in the gas bubbles must be a different substance(s) than the water, baking soda, or citric acid.</p> <p>What's next? <i>We will analyze the density and flammability data for common gases. We will test the flammability of the gas from the bath bomb. We will carry out an investigation to see if the gas from the bath bomb rises or sinks. We will argue from evidence that the gas from the bath bomb can be narrowed down to three candidate gases.</i></p>

Lesson 5: What gas(es) could be coming from the bath bomb?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



We brainstorm phenomena related to gases and identify some of their different properties. We analyze the data for common gases that includes their known densities and flammabilities. We test the flammability of air from the room, gas from the bath bomb, and helium gas. We carry out an investigation to see if gas from the bath bomb rises or sinks. We argue from evidence (density and flammability data) that the gas from the bath bomb can be narrowed down to three candidate gases.

- Brainstorm ideas about gas-related phenomena and discuss properties of gases.
- Test the flammability of our bath bomb gas and other known gases.
- Investigate and predict density effects for helium.
- Investigate the gas from the bath bomb.
- Construct an argument from evidence to narrow down possible gasses from the bath bomb.

SWBAT (Include DCI/SEP/CCC)...

Analyze and interpret the data for common gases to look for patterns that could be used to identify an unknown gas by its characteristic properties.

Apply scientific reasoning based on patterns in the densities for a known set of gases to explain how either of two different possible outcomes from a future investigation could help us narrow down the sub-set of candidate substances from what could be in the unknown gas from the bath bomb.

Construct, use, and present an oral and written argument for an explanation that the gas in the bubbles from the bath bomb can be narrowed down to only three possible substances (out of ten of the most common ones in the air) supported by the patterns in the results from density and flammability tests and data on their properties and the use of related key model idea.

What's next?

We will apply what we have figured out about properties to explain a related phenomena (elephant's toothpaste). We will revisit our Driving Question Board (DQB) and reflect on what other related phenomena we might be able to explain using these same key model ideas.

Lesson 6: How can we explain another phenomenon where gas bubbles appear from combining different substances together?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



When different substances are

- Connect back to our related phenomena and take observations of elephant toothpaste ([video 1](#) & [video 2](#)).
- Students complete the [Elephant's Toothpaste assessment](#).

Apply key model ideas and patterns in mass and property data to construct three explanations for: a) why the mass of a system decreases when substances are mixed together, b) which substance(s) could or could not

combined (potassium chloride and hydrogen peroxide), they interact and produce a gas.

- Revisit the DQB

be produced in that process, and c) what additional tests could be done on the gas (or other gases) to help identify additional substances that aren't being produced in this process.

What's next?

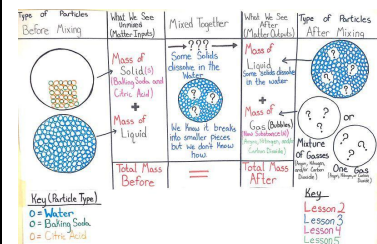
As a class we will summarize key model ideas we figured out in earlier lessons. We will develop a new way to represent everything we figured out using an input/output table to represent the particles in the system. We will identify an unanswered question about where the particles that make up the gas come from.

LS1 Assessments
[Lesson 6 Assessment](#)

Learning Sequence 2:

Lesson 7: How can we revise our model to represent the differences in the matter that goes into and comes out of the bath bomb system?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



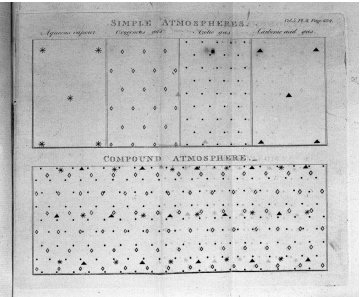

We work as a class to summarize the key model ideas we have figured out through all of the investigations. We develop a new way to represent everything we figured out using an input/output table to represent the particles in the system. We identify an unanswered question about where the particles that make up the substance(s) of the gas come from. And we argue for different ways we might revise our model ideas about particle level

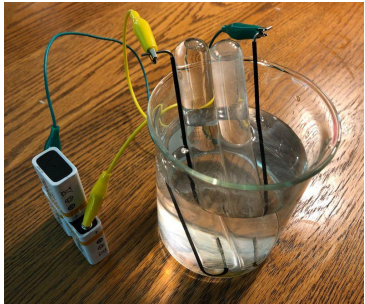
- Students revisit/summarize lessons 1-5. What big ideas have we figured out? What questions do you still have about the gas bubbles produced by the bath bomb?
- Create a class consensus model representing the inputs and outputs of our bath bomb system.

SWBAT (Include DCI/SEP/CCC)...
 Develop and revise a model to predict and describe the unseen interactions between particles in a system to show that matter is conserved in a process where the type of particles that make up the starting substances (system inputs) somehow change through their interactions to make different type(s) of particle(s) in the ending substances (system outputs).

What's next?

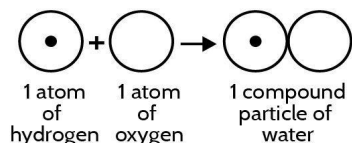
We will develop alternate models for making new particles from old particles using manipulatives. We will formulate questions about what happens when new substances are made from old. We will read about what Dalton and other

	<p>changes in the system to try to explain this.</p>		<p><i>scientists did to test this idea. We will outline a plan for a line of similar investigations to pursue.</i></p>
<p>Lesson 8: How can particles of a new substance be formed out of the particles of an old substance?</p> <p>OpenSciEd Lessons 1-14 (Live Teacher Folder)</p>	 <p>We develop alternate models for how new particles might be made from old particles using manipulatives (printed colored circles). We formulate questions we have about how we could figure out what happens when new substances are made from old substances. We read about what Dalton and other scientists did to see if adding energy to water could form new particles. We outline a plan for a line of similar investigations to pursue.</p>	<ul style="list-style-type: none"> • Students work with manipulatives to model their ideas about what's happening with particles when new substances are made. • Engage with a reading about John Dalton's investigations on air. • Discuss Dalton's experiments to plan investigations on adding energy to water. 	<p>SWBAT (Include DCI/SEP/CCC)... Ask questions related to the development of alternate models for what is happening to the matter at a particle level (patterns) when old substances interact to produce new substances by combining or rearranging parts/particles (systems and system models), and determine ways we might go about investigating these ideas.</p> <p>What's next? <i>We will carry out an investigation on the flammability of the gas produced by heating water. We will collect data on the mass and volume of this liquid that formed from that gas. We will argue that the resulting property data indicates that the gas we collected is made of the same particles that were in the water we started with.</i></p>
<p>Lesson 9: Does heating liquid water produce a new substance in the gas bubbles that appear?</p> <p>OpenSciEd Lessons 1-14 (Live Teacher Folder)</p>	 <p>We carry out an investigation to test the flammability of the gas produced by heating water. We collect data on the mass and volume of different samples of</p>	<ul style="list-style-type: none"> • Observations and data collection using heated water. • Carry out density investigation on 3 clear liquids. • Analyze and interpret data from the density investigation to identify the 3 clear liquids. • Collect data on the “unknown liquid” and use knowledge of density to identify the unknown liquid. • Argue debating claims about the “unknown liquid” using evidence. 	<p>SWBAT (Include DCI/SEP/CCC)... Use mathematical and computational thinking by graphing mass vs. volume data for different substances and finding the ratio of mass to volume (a unit rate) [scale, proportion, quantity] for the samples measured to determine the density of different clear liquids.</p> <p>Argue from evidence and critique two arguments on the same topic; strengthen these arguments by using additional empirical evidence (patterns) and scientific reasoning to support an explanation for whether the substances</p>

	<p>the water we started with and two other clear liquids and compare the mass and volume of each to the substance we collect from the gas produced by heating this water. We analyze graphs of the data and determine that the ratio of mass to volume for a substance is constant and that this is a property (density). We argue that the property data indicates that the gas is made of the same particles that were in the water we started with.</p>		<p>collected from the gas produced by the heated water is made of different types of particles or the same type of particles (patterns) as those in the water that we started with.</p> <p>What's next? <i>We will carry out an investigation to test the flammability of gases produced by providing energy to water with electricity. We will construct an explanation for whether the gas(es) produced from water using energy from a battery were made of the same particles as those produced from heating the water.</i></p>
<p>Lesson 10: When energy from a battery was added to water, were the gases produced made of the same particles as were produced from heating the water?</p> <p>OpenSciEd Lessons 1-14 (Live Teacher Folder)</p>	 <p>We carry out an investigation to test the flammability of gases produced by providing energy to water with electricity. We construct an explanation for whether the gas(es) produced from water using energy from a battery were made of the same particles as those produced from heating the water.</p>	<ul style="list-style-type: none"> • Observe the set-up of adding electricity to water resulting in the creation of gasses (hydrogen and oxygen depending on positive/negative wire). • Test the flammability and masses of the gasses produced. • Construct an explanation that answers the question: "When energy from a battery was added to water, were the gases produced by this made of the same particles as were produced from heating the water?" 	<p>SWBAT (Include DCI/SEP/CCC)... Students apply scientific ideas and evidence (property data) to construct an explanation for whether the gas(es) produced from water using energy from a battery were made of the same particles (patterns) as those produced from heating the water.</p> <p>What's next? <i>We will gather and summarize information from a reading on investigations that Dalton and other scientists did and will compare the models they developed for the particles that get broken apart, rearranged, and put together in chemical reactions to the models we developed. We will use Dalton's models to represent what happens with water molecules during the electrolysis lab.</i></p>

Lesson 11: How do Dalton's models of the particles that change in a reaction compare to the ones we developed?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



We gather and summarize information from a reading on investigations that Dalton and other scientists did and compare the models they developed for the particles that get broken apart, rearranged, and put together in chemical reactions to the models we developed. We use Dalton's models to represent what happens with water molecules during the electrolysis lab.

- Revise poster of what is happening with particles when new substances are made to reflect particles being “ripped apart”,
- Read “A summary of some historical investigations and discoveries into the particle nature of matter.”
- Revise class particles model to include new ideas on atoms and rearrangement of atoms into molecules.
- Use Dalton's model of water molecules to model the new substances that are produced (“*Representing Dalton's Atoms in Different Molecular Models of Water*”).
- Compare molecular structures of other substances and review what we know about the substances in the bath bomb reaction.
- Revise explanations of the anchoring phenomenon using new knowledge.

SWBAT (Include DCI/SEP/CCC)...

Gather and communicate information from a scientific text adapted for classroom use to determine the **central ideas of Dalton's atomic theory** with regard to the **patterns in the particulate structure of matter** that **makes up all substances**.

Construct an explanation using models of the molecular structures of different substances to predict which **gas must be produced (effect)** in the bath bomb reaction based on the types of atoms that make up the substances (**patterns**), and use it to explain **what is happening to the particles (matter)** in the **system** to **cause** the production of this new substance.

What's next?

We will revise our consensus model with the molecules of the reactants and the gas produced from the bath bomb. We will explain how other possible products could be produced in this chemical reaction. We will develop a model to represent what is happening to particles in different chemical processes. We will revisit the Driving Question Board (DQB) to identify questions we made progress on.

Lesson 12: How can a new substance (a gas) be produced and the total mass of the closed system not change?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)



We revise our consensus model with the

- Comparing individual student models and explanations.
- Revisit and revise the class consensus model using molecular representations of the reactants/products.
- Apply knowledge of the anchoring phenomenon to an assessment and explain “how a chemical reaction between molecules of baking soda and

SWBAT (Include DCI/SEP/CCC)...

Construct an explanation for how the **atoms in the molecules of the starting substances rearrange to form new products** in the bath bomb, but the **number and types of atoms do not change and thus mass is conserved**.

Evaluate two different molecular models for different **ratios of reactant and**

molecules of the reactants and the gas produced from the bath bomb. We explain why it could be possible that water is also a product in this chemical reaction. Using property data we argue whether one of the solids found in the container after the water has been boiled off is a new substance. We use molecular models to support this argument. We develop a model to represent what is happening to particles in three different chemical processes. We revisit the Driving Question Board (DQB) and identify which questions we have made progress on.

molecules of citric acid could also have produced some new water molecules.”

- Update class consensus model to reflect what other products are made from the bath bomb.
- Apply knowledge of chemical reactions to other chemical processes.
- Facilitate a class discussion on chemical reactions vs. phase changes vs. dissolving.
- Revisit the DQB and identify the next steps for odor related questions.

product molecules to determine which better supports this explanation.

Construct an explanation for whether additional substances could have been produced in the bath bomb reaction based on the patterns in the atoms that make up the molecules of the different substances.

Analyze and interpret data on the properties of substances (patterns) before and after substances interact to determine if the chemical reaction that produces gas in a bath bomb also produces another new substance.

What's next?

We will carry out an investigation about the scents of different substances to see if we can identify these substances by their odors. We gathered information from a reading about how sensory receptors in our nose work. We will use what we figure out from the odor lab and the reading to write an explanation about why different substances have different odors and how we detect them.

Lesson 13: Why do different substances have different odors and how do we detect them?

[OpenSciEd Lessons 1-14 \(Live Teacher Folder\)](#)




We carry out an investigation about the scents of different substances to see if we can identify these substances by their odors. We gather information from

- Conduct the odor lab and look at the molecular structures of different substances with odors.
- Read about how we detect odors.
- Develop an explanation about what an odor is and how we detect odors.

SWBAT (Include DCI/SEP/CCC)...

Read scientific texts adapted for classroom use to determine how the molecular structure of different substances (patterns) is related to their odor, how those molecules reach our nose (cause), and how those molecules interact with different sensory receptors causing a different signal to travel through our nerve cells that leads to the perception of different scents (effect).

What's next?

	<p>a reading about how sensory receptors in our nose work. We use what we figure out from the odor lab and the reading to write an explanation about why different substances have different odors and how we detect them.</p>		<p><i>We will apply what we figured out about properties to explain a related phenomena (pollution and erosion on marble). We will revisit our Driving Question Board (DQB) and reflect on what other related phenomena we might be able to explain using these same key model ideas.</i></p>
<p>Lesson 14: What is happening to the Taj Mahal?</p> <p>OpenSciEd Lessons 1-14 (Live Teacher Folder)</p>	 <p>We apply what we have figured out about properties to explain a related phenomena (pollution and erosion on marble). We carry out an investigation to collect data about what happens when different substances in the air interact with marble. We identify what other evidence we would want to collect in terms of property data to be able to argue whether a chemical reaction occurs.</p>	<ul style="list-style-type: none"> • Students take part in an assessment where they, conduct, and carry out an investigation using malic acid and calcium carbonate. • Students choose whether to take part in Part 2A or Part 2b of the assessment. 	<p>Collect data to produce evidence and use the patterns in the properties of substances to make an argument about whether malic acid secreted by algae is causing a chemical reaction to break down the calcium carbonate in the marble of the Taj Mahal.</p> <p>Use molecular models to explain which products could be produced (patterns) from a chemical reaction between either a) the calcium carbonate in the marble surface of the Taj Mahal and pollutants in the air or b) iron in the rods and clamps of the Taj Mahal and pollutants in acid rain.</p> <p>Analyze and interpret data and use it as evidence in an explanation to the government of India about which pollutants in the air around the Taj Mahal could be causing the marble surface of the Taj Mahal to break apart and wash away (effect).</p> <p>What's next? There is no next lesson.</p>
<p>LS2 Assessments Lesson 12 Assessment Task Lesson 14 Assessment Task Part 1 Lesson 14 Assessment Task Part 2a Lesson 14 Assessment Task Part 2b</p>			

Unit Overview	
Unit Title:	Unit 1: Origins and Perspectives of Sociology
Teacher:	Dougherty/Miranda
Grade Level/Course:	Introduction to Sociology Grades 11, 12
Length/Dates:	3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines: <ul style="list-style-type: none"> • What is sociology? • Why is it important to study sociology? • Contributions of the founders • Three theoretical perspectives and how they continue to define sociology today

Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. 2. Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>Critical Thinking Transdisciplinary Goal: Students inquire, identify and ethically solve real world problems through reasoning and reflection and the challenges and benefits of the process and/or solutions.</p>

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
What content standards will be assessed and drive your unit?
<p>INQ 9-10.1 Explain how a question reflects an enduring issue in the field.</p> <p>INQ 9-10.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>

Essential Question(s): These questions are related to the enduring	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why is it important to study sociology? • What is the difference between an enduring issue in sociology and a topic?
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understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> ● How have the historical roots of sociology shaped the way sociology is studied today? ● What is relevant information and how do I find it? ● Why are multiple perspectives important in the study of sociology?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ul style="list-style-type: none"> ● We live in an interconnected world. ● Enduring issues in sociology can cross cultures and time. ● Key contributors had a varying degree of expertise and biases. ● Locating the origin, identifying the authority, structure, context, and corroborative value of the source makes me a better reader and consumer of information. ● A wide-range of views should be represented in the research because it creates credibility in the research done. ● The three theoretical perspectives can be applied to all sociological issues.
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Definition and history of sociology as a social science ● Difference between an enduring issue and a topic in sociology ● Key contributors ● Evaluation process of a source (origin, authority, context) ● Relevant information as it relates to the research ● Wide-range of views as it relates to the research ● Perspectives <ul style="list-style-type: none"> ○ Functionalist, Symbolic Interactionist, Conflict <p>Additional Vocabulary:</p> <ul style="list-style-type: none"> ● Dysfunction/Function ● Manifest Functions ● Latent Functions ● Gesture ● Symbol 	<ul style="list-style-type: none"> ● QFT (Question Formulation Technique) ● Critically reading a source for structure and context. ● Identifying different types of approaches and the strengths and limitations of each approach ● Selecting sources that address research ● Locating relevant sources ● Use the evaluation of a source process to select relevant and wide-ranging sources ● Examine multiple theoretical perspectives and apply sociological theories to contemporary issues

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Theoretical Perspectives Application:

- Students will use the three theoretical perspectives (functionalist, symbolic interactionist, conflict) and apply each to one or two contemporary issues.
 - **Goal**-Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
 - **Role**-students take the role of a sociologist who has been hired by a textbook company to create graphics for a new textbook.
 - **Audience**-Students who will be using the textbook and textbook editors and publishers who will examine what you produce for the textbook.
 - **Situation**-Students are to select and read multiple sources, write an analysis while viewing each contemporary issue through the lens of the three theoretical perspectives.
 - **Product/Performance/Purpose**-Students need to create three analyses of the perspectives in a chart that will be published in a new textbook.
 - **Standards and Criteria for Success**-Rubric included on assignment (4Cs Critical Thinking strand is assessed here as well)

Founders Podcast:

- Students will (in groups) create and record a podcast in which one of the key founders of sociology is interviewed.
 - **Goal**-Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
 - **Role**-Students will take the role of researcher and creator of a podcast in which they will be one of the founders, a host, or another contributing guest.
 - **Audience**-Classmates who will use these podcasts to gather their own information on the founders
 - **Situation**-Students take on multiple roles to create a podcast for other students to use in their sociological research.
 - **Product/Performance/Purpose**-Students will create a written script, a Works Cited, and a five to seven minute podcast explaining how their assigned founder was most influential in the field of sociology.
 - **Standards and Criteria for Success**-Rubric included on assignment

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

Why is it important to study sociology?

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. View [The Secret to Living Longer TedTalk](#) and answer the following questions on Padlet:
 1. What is the author's point in this Ted Talk? Explain the importance of connectivity/social cohesion? How can socializing help with your lifestyle (be sure to back up with facts)? How can we connect this to our current situation with COVID 19? What struggles do we see in society and why do we see them?
 - ii. After responding to one prompt themselves, student's will also need to respond by agreeing or disagreeing with another student. Their responses should include facts to support or refute the post they are responding to. Students should imagine it as a conversation- they will either agree or disagree and say why.
 - c. Formative
 - i. Padlet responses (see above) and discussion on how we live in an interconnected world
2. What is the difference between an enduring issue in sociology and a topic?
- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. View slideshow that defines sociology, gives an overview, examines questions within the field, and the historical roots
 - c. Formative
 - i. Students will brainstorm questions that would reflect enduring issues in sociology
3. How have the historical roots of sociology shaped the way sociology is studied today?
What is relevant information and how do I find it?
- a. **INQ 9-10.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
 - b. Students will
 - i. Have watched a brief overview of the founders in preparation for this lesson.
 - ii. Receive copies of and complete [Founders Podcast](#) in small groups.
 - c. Formative
 - i. Notes (chart) on screencast
 - ii. Informal check-ins, Q&A

- d. Assessment Level
 - i. Interim/Quiz grade for this project
- 4. Why are multiple perspectives important in the study of sociology?
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. Examine their own social location within society by completing Social Location Mapping
 - c. Formative
 - i. Optional discussion, Q&A
- 5. Why are multiple perspectives important in the study of sociology?
 - a. Students will
 - i. Have a discussion regarding the existence of multiple perspectives by viewing optical illusions:
 - 1. How can two people see the same image so differently?
 - 2. How can two people view society so differently?
 - ii. View slideshow on three theoretical perspectives (functionalist, conflict, symbolic interactionist)
 - iii. Read Little Red Riding Hood from Red's perspectives and then the wolf's perspective
 - 1. Can read as a group, independently, as groups (split: one group reads Red, one group reads Wolf), etc.
 - b. Formative Assessment
 - i. [Red Riding Hood & Wolf's Perspective](#)
- 6. Why are multiple perspectives important in the study of sociology?
 - a. **INQ 9-10.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
 - b. Students will
 - i. Apply the three sociological theories to hypothetical situations in [Sociological Theories Lab](#)
 - c. Formative
 - i. This assignment is a formative and used as practice to build the skill of applying theories to real-life situations in preparation for the next assessment
- 7. Why are multiple perspectives important in the study of sociology?
 - a. **INQ 9-10.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
 - b. Students will
 - i. Choose a contemporary issue and apply the three theoretical perspectives using provided resources/attached articles
 - c. Summative Assessment
 - i. [Theoretical Perspectives Application](#)

Unit Overview	
Unit Title:	Unit 2: Research and Ethics
Teacher:	Miranda/Dougherty
Grade Level/Course:	Introduction to Sociology Grades 11, 12
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines: <ul style="list-style-type: none"> • How sociological research is conducted • How ethics and values of society are reflected in research practices • Various unethical experiments

Stage 1: Desired Results

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5)
2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)

Transfer Goals

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

Collaboration Transdisciplinary Goal:

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

Critical Thinking Transdisciplinary Goal:

Students inquire, identify and ethically solve real world problems through reasoning and reflection and the challenges and benefits of the process and/or solutions.

Priority Standards for the Unit Grade Level/Subject Standard(s)

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

What content standards will be assessed and drive your unit?

INQ 9-10.1 Explain how a question reflects an enduring issue in the field.

INQ 9-12.8 Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Students will keep considering... <ul style="list-style-type: none"> ● What makes a question worthy of further investigation? ● How are societal values reflected in research ethics? ● Why is it important to use multiple sources when conducting research?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ul style="list-style-type: none"> ● Anything that is an enduring issue in the field is worthy of further investigation. ● Research leads to further research. ● Societal values should be reflected in research and ethics to minimize harm. ● As society progresses and evolves, so do ethics. ● It is important to pay attention to how an author/researcher uses evidence as it can reveal inconsistencies in the claims made. ● Different sources and evidence are used for different purposes. ● Revisions are part of the research process because you learn more as you dig deeper.
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Seven steps of sociological research ● Types of Research <ul style="list-style-type: none"> ○ survey, observations, experiment, analysis of existing sources ● ASA code of ethics ● Historical examples of unethical studies <p>Additional Vocabulary</p> <ul style="list-style-type: none"> ● Scientific methods ● Ethics ● Unethical ● Values 	<ul style="list-style-type: none"> ● Question Formulation Technique ● Identify the relationship the researcher makes between the claim made and the evidence used to determine strengths and/or limitations/inconsistencies. ● Identifying, examining, analyzing individual ethics ● Recognize ethical violations and explain why it is a violation in order to demonstrate their understanding

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Executed Females in the U.S.

- Students will examine case summaries of all executed females in the US and generate hypothesis and form conclusions which will be demonstrated both in chart and written form
 - **Goal**-Work in small groups or with a partner and look at raw data, formulate a hypothesis and discover trends and patterns that will lead them to a concrete conclusion regarding the executed female population.
 - **Role**-students will take the role of sociologist who has been hired by the state of CT Corrections Dept. to examine, evaluate, and report on data
 - **Audience**- Someone who has no previous understanding or knowledge of the executed female population in the US
 - **Situation**- As a sociologist who has been hired by the state of CT Corrections Department, you will need to examine and evaluate data by creating and supporting a claim.
 - **Product/Performance/Purpose**-Students will produce a chart of collected data and write conclusions that analyze the data.
 - **Standards and Criteria for Success**-grading expectations are located on assignment (4Cs Critical Thinking strand assessed as well)

Unethical Experiment Group Project

- Students will summarize their chosen experiment, identify broken ethics, evaluate pros/cons and the merit of the experiment, argue that their chosen experiment is the most unethical, cite multiple sources, and present visual information to support their findings.
 - **Goal**-to summarize, evaluate, and revise an unethical sociological experiment.
 - **Role**-students will take the role of a sociologist who is doing peer reviews of a particular experiment.
 - **Audience**-classmates (other sociologists) will present findings to other classmates (other sociologists).
 - **Situation**-Students will demonstrate an ability to evaluate through application; this will be done as a peer review.
 - **Product/Performance/Purpose**-a google slideshow that evaluates an experiment.
 - **Standards and Criteria for Success**-Rubric included on assignment (4Cs Collaboration strand assessed as well).

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

Intro- Vocab Bingo

1. Overview of steps of research
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. View slideshow on research steps and view examples of experiments (Milgram's)
 - c. Formative
 - i. Exit slip or entrance slip (the following day) to check for content knowledge and understanding

2. Surveys
 - a. **INQ 9-12.8** Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims
 - b. Students will
 - i. Take a [poorly written survey](#), have discussions on the survey and examine the flaws
 - ii. Review how to write surveys
 - c. Formative
 - i. Rewrite the survey using the correct methods

3. Participant Observation- "Gang-Leader for a Day"
 - a. **INQ 9-12.1** Explain how a question reflects an enduring issue in the field
 - b. Students will
 - i. View Gang Leader for a Day slideshow, listen to (NPR) piece, and Colbert clip
 - ii. Discuss: danger of loss of objectivity, participating in one's own experiment
 - c. Formative
 - i. Generate responses to prompts on shared classroom Google doc

4. Executed Females
 - a. **INQ 9-12.8** Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims
 - b. Students will
 - i. Work in small groups or with a partner and look at raw data, formulate a hypothesis and discover trends and patterns that will lead them to a concrete conclusion regarding [Executed Females](#) in the U.S.
 - c. Interim
 - i. Graph that visually conveys their findings and a written conclusion (rubric is on assignment)

5. Ethics

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. Students will
 - i. Discuss various questions on values and ethics while viewing an ethics slideshow
 - ii. Research and examine three case studies, determine the ethics that are broken
- c. Formative
 - i. [Unethical Experiments Handout](#)

6. Unethical Experiments

- a. **INQ 9-12.8** Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims
- b. Students will
 - i. Review various unethical experiments
 - ii. Get into groups and choose one of the experiments and create a group slideshow (jigsaw style)
- c. Summative
 - i. [Unethical Experiments Summative Project](#): Group Slideshow summarizing experiment, identifying broken ethics, evaluating pros/cons and the merit of the experiment, arguing that their chosen experiment is the most unethical, citing multiple sources, and presenting visual information to support their topic (rubric is included on assignment)

Unit Overview	
Unit Title:	Unit 3: Culture
Teacher:	Miranda/Dougherty
Grade Level/Course:	Introduction to Sociology Grades 11, 12
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	<p>This unit examines:</p> <ul style="list-style-type: none"> • The major elements of culture and how they are spread to create a more uniform society • Cultural leveling and increasing pace of globalization • Conflicting practices of cultural relativity and ethnocentrism

Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. 2. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues.

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

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
What content standards will be assessed and drive your unit?
<p>INQ 9-10.1 Explain how a question reflects an enduring issue in the field.</p> <p>INQ 9-10.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling & supporting questions emerge.</p>

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Students will keep considering... <ul style="list-style-type: none"> ● How are groups of people shaped by culture and how does culture shape groups of people? ● How does culture evolve? ● How do supporting questions emerge? ● How are supporting questions connected to the inquiry process? ● How do you generate effective supporting questions? ● Can the inquiry process decrease cultural intolerance?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ul style="list-style-type: none"> ● Questions can reflect issues in sociology that can cross cultures and time. ● While culture shapes individuals, culture is not rigid and is constantly changing. ● Generating supporting questions deepens understanding and broadens the scope of both the issue and possible solution. ● Globalization, cultural leveling and multicultural societies give rise to culture relativity.
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● What is culture? ● material/nonmaterial culture ● Elements of culture <ul style="list-style-type: none"> ○ Values ○ Norms, taboos, laws, folkways ○ Knowledge ○ Beliefs ○ Language/dialects/symbols ● Subculture/counterculture ● Cultural diffusion ● Xenophobia ● Globalization ● Cultural leveling ● Multicultural society ● Cultural relativity ● Ethnocentrism ● Culture shock 	<ul style="list-style-type: none"> ● QFT–question formulation technique ● Inquiry process ● Evaluating pros/cons to deepen understanding

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Sub/Counter Documentary Project

- In an innovative way to apply research skills and investigate a topic, students will produce a documentary in groups of three or four demonstrating a deep understanding of their chosen sub or counterculture group.
 - **Goal**-The students will be able to describe the role that various sub and counter culture groups have played in the development of society and evaluate their positive and negative impacts.
 - **Role**-Students are working in groups as either the film crew or a member of the sub/counterculture group that is being filmed.
 - **Audience**-Hypothetical Netflix subscribers with little to no prior knowledge of this sub or counterculture group
 - **Situation**-Hypothetical situation in which students, as a film crew, follow members of a sub/counterculture for a week to explore their way of life; members of the sub/counterculture will display elements of their culture throughout the filming
 - **Product/Performance/Purpose**-a video, a written submission of supporting questions, works cited
 - **Standards and Criteria for Success**-Rubric include on assignment (4Cs Creativity strand assessed as well)

Cultural Diffusion Project

- Students will choose an idea or item and examine the process of diffusion.
 - **Goal**-The students will research their chosen item or idea and create a visual presentation
 - **Role**-Students take the role of a sociologist who is presenting at a conference
 - **Audience**-Students will be expected to educate their classmates (fellow sociologists) on their example of cultural diffusion in order to deepen understanding.
 - **Situation**-Students will select an example of diffusion and examine its path; findings will be presented to “colleagues”.
 - **Product/Performance/Purpose**-visual presentation representing the process of cultural diffusion
 - **Standards and Criteria for Success**-Rubric included on assignment (4Cs Communication strand assessed as well)

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

1. Nacirema/What is culture?
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. In pairs, students will practice the sociological perspective by reading and discussing [The Body Ritual of the Nacirema Activity](#)
 - c. Formative
 - i. Class discussion connecting Nacirema to American culture

2. Cultural Universals
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. Explore the concept of “culture,” cultural universals and an overview of the elements of culture via slideshow
 - ii. Complete the [time capsule activity](#) after discussing material and nonmaterial culture
 - c. Formative
 - i. Time capsule activity
 - ii. Formative questions (Peardeck) on material/non-material culture

3. Values
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will brainstorm a list of what they think American values are. They will then look at Williams’ American Values and discuss their deeper meaning. They will then complete the following:
 - i. [20 Core American Values Activity](#) (Williams)
 - c. Formative
 - i. Brainstorming activity and class discussions

4. Beliefs/Knowledge/Culture Shock
 - a. **INQ 9-10.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling & supporting questions emerge.
 - b. Students will
 - i. View the slideshow on Beliefs/Knowledge
 - ii. In groups, apply concepts of cultural capital on [Cultural Capital doc](#)
 - iii. Read through [Culture Shock](#) and make connections to their lives or the lives of others
 - c. Formative
 - i. Group discussion and completion of organizer

5. Norms
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. Participate in breaking social norms as a bellringer before discussing norms within our society

- ii. Demonstrate understanding of normative behavior by completing [Taboos, laws formative](#)
 - 1. Watch [The Office clips](#)
 - c. Formative
 - i. Taboos formative-justifying norms in society

- 6. Case Study: Yanomami Tribe
 - a. **INQ 9-10.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling & supporting questions emerge.
 - b. Students will
 - i. Conduct a [deep dive](#) of the Yanomami and analyze what the norms of this tribe are both historically and modern-day and complete the [Yanomamo Observation](#)
 - 1. Watch [Yanomamo Ritual](#)
 - 2. Listen to Yanomami Mami [NPR Podcast](#)
 - 3. Watch the CBS Evening News [video](#)
 - c. Interim
 - i. [Venn Diagram](#) Comparison of American values, beliefs, and norms, religion, material and nonmaterial with those of the Yanomami Tribe

- 7. Symbols/Language
 - a. **INQ 9-10.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling & supporting questions emerge.
 - b. Students will
 - i. Review symbols and language on the slideshow as well as symbolic expression in other cultures
 - ii. Conduct an [interview](#) with someone you know who learned English as a second language, either as a child or in adulthood. The goal is to recognize language as a cultural universal that differs both amongst and within cultures. Students will have a week to submit.
 - c. Formative
 - i. Interview submission

- 8. Ideal vs. Real Culture
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. be able to demonstrate their understanding of the difference between real and ideal culture in American society
 - c. Formative
 - i. [Real Ideal Culture](#)

- 9. Sub/Counter Project

- a. **INQ 9-10.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling & supporting questions emerge.
- b. Students will
 - i. Produce a [documentary](#): crew comes in and interviews people (group of 2-4), some of which are the subculture
 - 1. At least one person represents the documentary group (interviewer/narrator) and other(s) would be representatives of that sub/counter group
- c. Summative
 - i. Rubric included on project (4Cs Creativity assessed here as well)

10. Beauty Standards (American vs. Global)

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. Students will
 - i. Picture of Someone Beautiful Intro Activity in order to establish the 'typical' American beauty standards on Padlet and review Beauty slideshow
 - ii. Explore various cultural body modifications and the concepts of ethnocentrism and cultural relativism
- c. Formative
 - i. Padlet response and [Body Modifications Chart](#)

11. Diffusion/Leveling/Globalization

- i. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- ii. Students will
 - 1. View the Diffusion slideshow (lacrosse, McDonald's, etc.)
 - 2. In groups, students will create a [Cultural Diffusion Project](#) and choose an item or idea and create a slideshow explaining the process of cultural diffusion.
- iii. Interim
 - 1. Rubric included on project (4Cs Communication strand assessed as well)

Unit Overview	
Unit Title:	Unit 4: Socialization
Teacher:	Miranda/Dougherty
Grade Level/Course:	Introduction to Sociology Grades 11, 12
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines: <ul style="list-style-type: none"> • The process and agents of socialization • The connection between the nature/nurture debate and the socialization process. • The influence of media in the socialization process

Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> 1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5) 2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>Critical Thinking Transdisciplinary Goal: Students inquire, identify and ethically solve real world problems through reasoning and reflection and the challenges and benefits of the process and/or solutions.</p>

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
What content standards will be assessed and drive your unit?
<p>INQ 9-10.1 Explain how a question reflects an enduring issue in the field.</p> <p>INQ 11-12.9 Refine claims & counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths & limitations of both.</p> <p>INQ 9-10.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.</p>

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Students will keep considering... <ul style="list-style-type: none"> ● Is there a reciprocal relationship between society and the individual in how they shape each other? ● Which plays a greater role in the socialization process: nature vs. nurture? ● What are the limitations of arguments? ● Why is acknowledging details with significant and pertinent information & data important in constructing an explanation?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ul style="list-style-type: none"> ● Questions can reflect issues in social studies that can cross cultures, and time. ● The process of socialization is reinforced by societal norms and values which are influenced by their external environment ● All arguments are inherently limited but counterclaims can be substantiated with evidence. ● Using sound reasoning, correct sequencing, and pertinent information and data creates a more clear explanation. ● The significance of childhood as a key developmental period during the socialization process.
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Socialization ● Nature vs. nurture ● Claims and counterclaims ● Agents of socialization ● Birth order ● Gender roles ● Childhood media sources <ul style="list-style-type: none"> ○ Books, movies, TV shows 	<ul style="list-style-type: none"> ● Identify social patterns within like groups ● Identify strengths of a claim and weaknesses of a claim. ● Pointing out strengths and weaknesses of your own argument. ● Analyze the role of media in the socialization process ● Constructing an explanation ● Using sound reasoning and relevant examples

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce?
Performance task: Children's Socialization Written Analysis

- Students will choose a children’s story or show (approved by teacher) and demonstrate a deep understanding of the socialization process in written form.
 - **Goal**-Students will analyze a chosen book or show for its effectiveness as agents of socialization.
 - **Role**-Students will be evaluators who will analyze the effectiveness of a book or show as an external source of socialization.
 - **Audience**-Students will write a report for parents (hypothetical) who may have never seen or read the source and are unaware of the socialization process.
 - **Situation**-As a sociologist, you will provide the necessary information to a group of parents so they can determine if this is something they want their child to see or read.
 - **Product/Performance and Purpose**-a written analysis
 - **Standards and Criteria for Success**-Rubric included on assignment (4Cs Critical Thinking strand also assessed).

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

1. Process of Socialization

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. Students will
 - i. Define socialization and review nature vs. nurture in [teacher slideshow](#)
 - ii. Listen to [NPR Podcast Identical Strangers](#) and answer questions regarding content
- c. Formative
 - i. Questions on Identical Strangers

2. Nature vs. Nurture

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. Students will
- c. **INQ 11-12.9** Refine claims & counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths & limitations of both.
 - i. Watch Feral Children [TLC Documentary](#)
<https://www.youtube.com/watch?v=1vjZq6TS668>
 - ii. and look at effects of lack of appropriate socialization and make a media response recording explaining which is demonstrated more: nature vs. nurture while using specific evidence and students must discredit why it is not the other (nature/nurture)
- d. Formative
 - i. Media Response on Canvas on Feral Children (3 minutes, minimum of 2 pieces of evidence for and 2 pieces of evidence against- 4 total)

3. Agents of Socialization

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. Students will
 - i. Take birth order [quiz](#) and answer [follow-up questions](#)
 1. Review [birth order characteristics](#)
 - ii. Generate discussion on agents of socialization and external sources of influence and then view examples of such through [Disney and Gender Roles](#)
 1. Participate in a teacher-led discussion (or padlet response) regarding each Disney example and the reinforced gender roles that are portrayed
- c. Formative
 - i. Follow up questions/graphic organizer on birth order
 - ii. Group discussion on Disney

4. Children's Socialization [Written Analysis](#)

- a. **INQ 9-10.11** Construct **explanations** using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
- b. Students will
 - i. Choose a children's story or show (approved by teacher) and demonstrate a deep understanding of the socialization process in written form.
- c. Interim
 - i. Rubric included on assignment (4Cs Critical Thinking also assessed on rubric)

Unit Overview	
Unit Title:	Unit 5: Intersectionality
Teacher:	Miranda/Dougherty
Grade Level/Course:	Introduction to Sociology Grades 11, 12
Length/Dates:	4 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines: <ul style="list-style-type: none"> • The social structure of the United States. • The intersection of group identities and their inherent advantages and disadvantages. • The reciprocal relationship between society and the individual based on the distribution of power.

Stage 1: Desired Results

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify and ethically solve real world problems through reasoning and reflection and the challenges and benefits of the process and/or solutions.
Citizenship Transdisciplinary Goal Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
What content standards will be assessed and drive your unit?
INQ 9-10.1 Explain how a question reflects an enduring issue in the field.
INQ 9-10.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
INQ 11.16 Assess options for individual & collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Students will keep considering... <ul style="list-style-type: none"> ● What factors impact one’s individual placement on the social class structure of the United States? ● How do our intersecting identities shape our perspectives and the way we experience the world? ● How do power and privilege impact the relationships people have with each other as well as institutions?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ul style="list-style-type: none"> ● Placement within the social structure of the United States is a result of personal life choices and circumstances at birth. ● Our experience of the world is shaped by our complex social location and the intersection of our group identities. ● Our group identities inherently give us advantages and disadvantages. ● There is a reciprocal relationship between society and the individual in how they shape each other.
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Social class ● Gilbert model/social stratification ● Status ● Role ● Assigned/achieved/master status ● Role strain/role conflict/role exit ● Social mobility (vertical, horizontal, intergenerational, intragenerational) ● Race/ethnicity ● LGBTQIA+ (lesbian, gay, bisexual, transexual, queer/questioning, intersex, asexual, etc.) ● Marginalization ● Privilege/power ● Exploitation/oppresion ● Cultural imperialism 	<ul style="list-style-type: none"> ● QFT (question formulation technique) ● Analyze satire ● Examine data and statistics to generate conclusions ● Identifying, examining, analyzing individual groups and their relationships within the larger social structure

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

(Not) Getting by in Southington Assignment

- Students will complete a budget simulation in which they will live for a month in their own apartment
 - **Goal**-Students will complete a simulation where they are asked to survive for a month in a minimum wage job living and working in Southington.
 - **Role**-Students are asked assume the role of a minimum wage worker
 - **Audience**-the teacher
 - **Situation**-Students will be asked to find a job, rent their own apartment, and pay for expenses for a month (hypothetical).
 - **Product/Performance/Purpose**-Students will complete a budget simulation worksheet in which they factor in specific expenses. Students will analyze their choices.
 - **Standards and Criteria for Success**-rubric included on project and 4Cs Critical Thinking (reasoning) strand is assessed

Project Based Learning

Intersectionality Project & Presentation

- Students will complete a research project on a marginalized group *of their choosing*.
 - **Goal**-Students will compile a report on a marginalized group in the United States.
 - **Role**-Students assume the role of a research sociologist.
 - **Audience**-The Governor of CT and his/her staff
 - **Situation**-Students have been hired for a special project highlighting diversity in the United States.
 - **Product/Performance/Purpose**-Research and compile a one-page report that examines and analyzes data regarding the chosen marginalized group.
 - **Standards and Criteria for Success**-rubric included on project and 4Cs strand is assessed

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

1. Labels and Assumptions
 - a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
 - b. Students will
 - i. View a [cartoon](#) depicting labels/stereotypes and answer discussion questions in a teacher-led discussion.
 - ii. Analyze a satirical video [What Kind of Asian Are You?](#)
 - iii. Participating in a fishbowl discussion after reading [Still Me Inside](#)
 - c. Formative
 - i. Teacher-led discussion on cartoon
 - ii. T-chart on satirical video
 - iii. Fishbowl Discussion

2. Intersectionality

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. **INQ 11.16** Assess options for individual & collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- c. Students will
 - i. View slideshow on Intersectionality
 - ii. Students identify themselves, refer to social location and answer what parts of their identity give them power? Which parts disempower them?
 1. They will complete a [graphic organizer](#) (race/ethnicity, gender orientation/identity, ability, age, religion, class)
- d. Formative
 - i. Answer the following in a media or written response: What parts of their identity give them power? Which parts disempower them? Why?

3. Social Class

- a. **INQ 9-10.11** Construct **explanations** using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
- b. Students will
 - i. Be introduced to social class structure and comparison between caste and class systems via presentation and fill in Gilbert Model
 - ii. Complete the ([Not](#)) [Getting by in Southington](#) simulation in pairs
- c. Interim
 - i. ([Not](#)) [Getting by in Southington](#) Simulation Performance Task and 4C's Critical Thinking (reasoning) strand is used.

4. Status & Role

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. Students will
 - i. Attend a hypothetical ten year reunion and be given statuses (written by the teacher on a post-it note) of which they are unaware. The goal is for students to be able to guess their own statuses based on how they are treated by others. Followed by class discussion.
 - ii. View [Status & Role Peardeck](#) with specific vocabulary and examples of status and role
- c. Formative
 - i. Peardeck submissions

5. Social Mobility

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. **INQ 9-10.11** Construct **explanations** using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information

& data, while acknowledging the strengths & weaknesses of the explanation given its purpose.

- c. Students will
 - i. Rank occupations based on assumed prestige on the [Occupational Prestige Values](#) exercise and discuss.
 - ii. Review social mobility terminology using the [Social Mobility Exercise](#) in pairs
 - iii. New York Times [Social Mobility Webquest](#)
- d. Formative
 - i. Social Mobility Exercise
 - ii. Social Mobility Webquest

6. Social Inequality/Poverty

- a. **INQ 9-10.11** Construct **explanations** using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
- b. Students will
 - i. View [TedX-How economic inequality harms societies](#) as a class, pausing at various charts and coming to conclusions through discussion. Students will then answer the question: how does economic inequality harm societies using one specific example from the Ted Talk on Canvas discussion board.
 - ii. Review poverty statistics via [Poverty/Social Inequality](#) slideshow and be placed into small groups. Students will have an assignment map for their Map Chat in which they answer guiding questions which will later be shared out to the class.
- c. Formative
 - i. Discussion post on Canvas
 - ii. Poverty Map Chat

7. Race

- a. **INQ 9-10.1** Explain how a question reflects an enduring issue in the field.
- b. **INQ 9-10.11** Construct **explanations** using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
- c. Students will
 - i. Construct a definition of race and ethnicity and differentiate between the two through class discussion/online discussion platform (Padlet)
 - 1. Define discrimination, racism, prejudice.
 - 2. View Harvard Article/graphics and video clip to develop a conclusion on the question: Does race exist? Is race genetic or is it a social construct?
 - ii. View the 2020 [Census](#) and anticipate how there might be self-identification problems, how each student would identify, is there value *in* classifying people?
 - 1. [Race, Ethnicity and Census Activity](#)
 - a. What are the listed races, what has changed since previous

- b. View [demographic changes](#) (article/maps) through class discussion and exploration
 - iii. Students will participate in a jigsaw activity by researching racial disparities. They will find and [present](#) three charts/graphs related to one of the topics below and come to a conclusion based on the evidence. Students will complete the graphic organizer as a formative assessment.
 - 1. Pay gap (income inequality)
 - 2. Race-base hate crimes (inc. recent rise in Asian)
 - 3. Prison system/Policing (stats etc.) Federal and CT
 - 4. Access to healthcare
 - 5. Affordable housing/Quality of housing (environmental, food deserts, gentrification)
 - 6. Access to education (to higher education, quality of education, graduation rates)
 - d. Formative
 - i. Class discussions on online platform
 - ii. [Racial Disparities Graphic Organizer](#)

8. Gender

- a. Students will
 - i. Define (gender, sex, gender identity, sexual orientation)
 - 1. [Web links](#)
 - ii. Explore [Map](#)
 - 1. Summarize findings in formative padlet response.
 - iii. Power vs. Powerless (Gender Inequality)
 - 1. Students will be broken into three groups and research one of the following subtopics which will be presented to the class:
 - a. Gender marketing (pink tax and lack of regulation)
 - b. Pay gap/Achievement map (pay and opportunity)
 - c. Gender/sexuality-based hate crimes (ex: black trans women)
- b. Formative
 - i. Map Padlet Reponse
 - 1. Students will look at three historical examples of gender diverse cultures.
 - ii. Inequality Subtopic Informal Presentation

9. [Intersectionality Project & Presentation](#)

- a. Students will
 - i. Complete a summative group project highlighting a marginalized group
 - ii. Show student exemplars of one-pagers
 - iii. The following criteria will be examined:
 - 1. Definition of your group.
 - 2. Explanation as to why this group is considered a *marginalized* group. Be sure to include examples of where your group has or lacks power/opportunities.
 - 3. Timeline of this group's history of marginalization. Include 7-10 major events with visuals.
 - 4. Create a word cluster/word cloud that includes at least 20

words that are significant or related to your particular marginalized group. Here is a good site to try:

<https://www.wordclouds.com/>

5. Population Statistics: include current population number and demographic information.
6. Information about your marginalized group's contributions to society.

b. Summative

- i. Rubrics included



Social Studies

Elective

Introduction to Sociology



Inquiry Standards

Questioning
Source Evaluation
Argument Construction
Democratic Engagement



Inquiry Standards

Questioning

Questioning

Explain how a question reflects an enduring issue in the field.

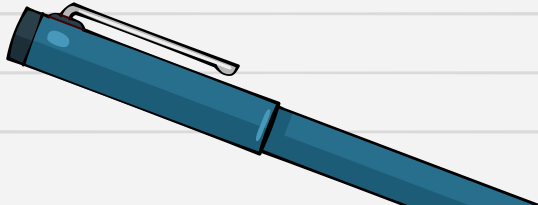
Supporting questions

Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling & supporting questions emerge.



Questioning Essential Questions

- What makes a question worthy of further investigation?
- What is the difference between an enduring issue and a topic?
Why is this difference important?



- How do supporting questions emerge?
- Are supporting questions important?
- How are supporting questions connected to the inquiry process?
- How do you generate effective supporting questions?

Inquiry Standards

Source Evaluation

Sources

Determine the kinds of sources that will be helpful in answering compelling & supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, & the potential uses of the sources.

Gathering information

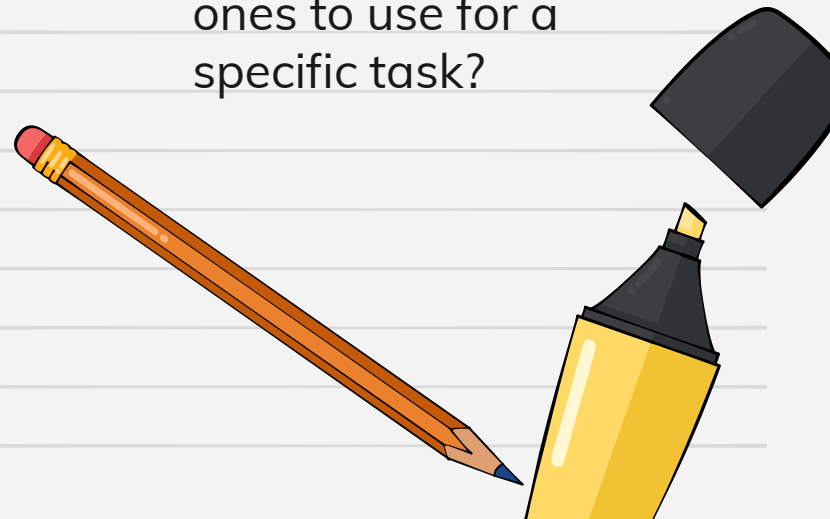
Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.



Source Evaluation Essential Questions

- Why is it important to explore different types of sources?
- What should you consider when examining potential sources? Why?
- Is a range of sources important in research? Why or why not?

- What is relevant information and how do I find it?
- How do I evaluate the credibility of sources and determine which ones to use for a specific task?



Inquiry Standards

Argument Construction

Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

Refine claims & counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths & limitations of both.

Construct **arguments** using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Construct **explanations** using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.

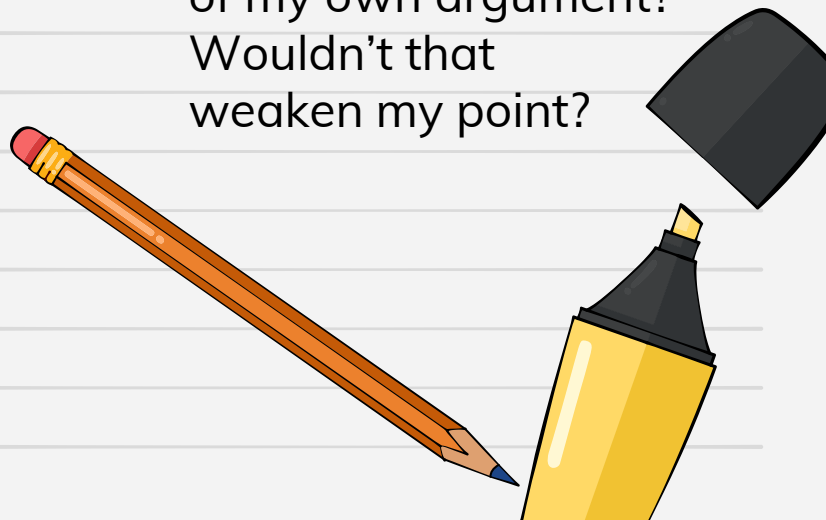


Argument Construction

Essential Questions

- Why should I identify the evidence the author uses and then compare that to the author's claim?
- If I find inconsistencies in my research, what do I do?
- What are the limitations of arguments?
- How are claims and counterclaims refined to strengthen an argument?

- What makes an explanation strong, weak, or limited?
- Why would I talk about the limitations of my own argument? Wouldn't that weaken my point?





Introduction to Sociology

Carrie Miranda and Brandi Dougherty

WHAT IS SOCIOLOGY?

Sociology is the study of social life, social change, and the social causes and consequences of human behavior.

Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts.

THE LEARNING:

What will I learn?

I will learn what a sociologist studies and does.

Why will I learn this?

I will learn this to not only understand the field better, but like a sociologist, critically think about my world.

How will I know when I learned it?

I know I will have learned when I can apply my learning and critically think about topics in sociology.

Unit 1: Origins and Perspectives of Sociology

What will I learn?

What is sociology?

Why is it important to study sociology?

What are the three theoretical perspectives and how are they relevant today?

Why will I learn this?

I will learn this in order to think like a sociologist so I can apply different theoretical perspectives.

How will I know when I learned it?

I know I will have learned when I can accurately apply the different sociological perspectives to a contemporary issue and develop a podcast that accurately communicates these perspectives.

Unit 2: Research and Ethics

What will I learn?

How is sociological research conducted?

Why will I learn this?

I will learn the ethics of a sociological research and study in order to think more critically about the information I receive and read.

How will I know when I learned it?

I know I will have learned when I can analyze and evaluate a sociological study.

Unit 3: Culture

What will I learn?

How are groups of people shaped by culture and how does culture shape groups of people?

How does culture evolve?

Why will I learn this?

As a sociologist, I have been hired to create a documentary and present at a conference on culture diffusion.

How will I know when I learned it?

I know I will have learned when I can create a documentary on cultural diffusion and analyze how an idea or item represents cultural diffusion.

Unit 4: Socialization

What will I learn?

I will learn the influences on socialization.

Why will I learn this?

As a sociologist, I will examine a book or a show for a group of parents so they can determine if this is something they want their child to see or read.

How will I know when I learned it?

I know I will have learned when I can produce a well-written analysis for parents.



Unit 5: Intersectionality

What will I learn?

I will learn what intersection is and the relationship between the individual and society.

Why will I learn this?

I have been asked by the state of Connecticut to examine a particular group and how that group intersects with other groups.

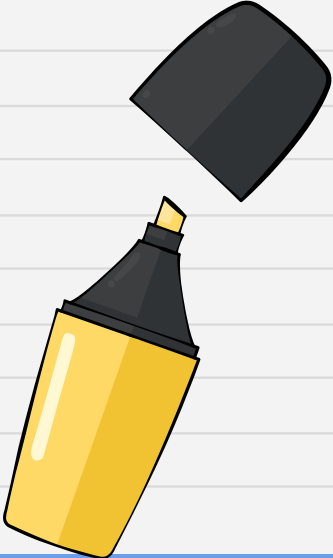
How will I know when I learned it?

I know I will have learned when I can examine collected data and present the analysis in a clear and concise manner.






Questions?



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Unit Overview	
Unit Title:	Innovative Designing
Teacher:	Media Specialist
Grade Level/Course:	K-2
Length/Dates:	December, January and February
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will follow the design process to identify a problem, develop solutions, construct a product, revise using feedback and reflect on learning with support.

Stage 1: Desired Results

Standard(s)

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

ISTE 4a: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Other Goal(s)

List the content transfer goals that this unit will address

- Technology Skills
Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and make responsible choices.

Transfer Goals

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

- Creativity - Creative Production and Innovation
Uses ideas to create a product or performance that is directly related to the challenge or problem.

Enduring Understanding(s):

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

Everything in the digital world is created by a human and programmed to work on a digital device.

Essential Question(s):

These questions are related to the enduring

- What is coding?

understandings and provide relevance for the learning in the unit.

What will students know

Factual information, vocabulary and basic concepts related to each indicator

- Define vocab words such as
 - Coding
 - Blocks
 - Reset
 - Program

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

Kindergarten

- Complete coding lessons with support

Grade 1

- Complete coding lessons with limited support
- Write and test code (algorithm)
- Collaborate to complete coding challenge

Grade 2

- Complete coding lessons with support as needed
- Write and test code (algorithm)
- Interact with and use platforms that require simple systems thinking
- Collaborate to complete coding challenge

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Informal Observation:

- Work with a partner to complete a task
- Define coding
- Write code
- Adapt and improve plan

Summative Assessment:

Kindergarten

- Completion of coding lessons

Grade 1

- Completion of coding lessons

Grade 2

- Completion of coding challenge

Evaluative Criteria

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

- Verbal feedback
- Rubric

Coding

How does this activity connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this activity provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within the Unit Planner. This connects activities with desired outcomes. You do not need to complete the coding outside of Unit Planner.

Resources

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

(Resources vary from school to school.)

- Kodable
- Scratch
- Code.org
- Beebots

- Ozobots
- Dash Robots
- STEM
- AR/VR
- Digital Breakouts
- 3D Design
- Makerspace

Comments

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

Due to the need for Library Media Specialists to be sensitive to the pacing of core area curriculum, this document does not address scope or sequence other than to recommend a “time frame” in which each objective or group of objectives should be addressed.

Each learning objective in this document must be covered at some point during the school year. Library Media Specialists should adjust the recommended time frames, however, to best support the needs of their school and their students. Additional modification of the suggested time frames may also be necessary based upon future revisions to curriculum documents for other subject areas, current local or national events (teachable moments, inclement weather, etc.), as well as the instructional needs of the individual student and/or group.

Other Evidence

Assessment Evidence

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

Exit tickets

Evaluative Criteria

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

We will administer a student feedback survey. Students will indicate how they felt about the unit, which websites and tools they most enjoyed, etc.

Coding

How does this assessment connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this assessment provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within Unit Planner. This connects activities with desired outcomes. You do not need to completing the coding outside of Unit Planner.

Resources

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

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

Hook

Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, "Why do we need to learn this?"

Describe what you will do and what the students will do.

While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan. That means not just stating WHAT learners will do but WHY the event is proposed - its purpose.

Grades K-1

- Students will use the information learned during research to construct a course, map, obstacles, challenge for a robot to navigate. [Kodable Field Guide](#)

•

Grade 2

- Session A: Coding with Code.org. Students learn to use the program and then develop a program to share with the class.
- Session B: Students are given a problem and follow the design process from brainstorming ideas to developing a program (digital program, paper based)
- Session C: Students follow the design process to identify something they would like to create. They follow the grade level course within Code.org to complete the project.

Extras

[PEBBLE GO CODING](#)

[CODING VIDEO](#)

[CODING VOCABULARY WORDS](#)

[Animal themed coding](#)

[Kodeable Paper lesson](#)

Formative Assessments:

Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction

[Kindergarten Innovative Design Assessment](#)

[Formative Assessment for 1st Grade](#)

[Grade 2 Innovative Design Assessment](#)

Other:

[Paper Quiz Brain Pop](#)

Extension/Modification

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

Alternative coding programs
Coding with Dash and Dot

Coding

How does this assessment connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this assessment provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within Unit Planner. This connects activities with desired outcomes. You do not need to completing the coding outside of Unit Planner.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Suggested Resources

-

Suggested Technology Integration

-

Comments

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

Stage 4: Reflection

Note: This reflection stage is not done at the time the unit is written. It would be completed as teachers implement the unit. Gather both student and teacher feedback to use in refining the unit.

Student Reflection

Provides an opportunity for students to reflect on learning and progress toward indicators; occurs throughout and at the end of a unit; incorporates goal setting

Teacher Reflection

Provides an opportunity for teachers to reflect on instruction and student progress toward indicators; occurs throughout and at the end of the unit; is based on student learning and engagement data; can result in changes to the unit, to instructional practice, or both

Unit Overview	
Unit Title:	Research & Information Literacy
Teacher:	Media Specialist
Grade Level/Course:	K-2
Length/Dates:	March, April and May
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, using the research/design process, students generate questions about a topic. Students will be able to explore sources. Students will organize information and credit sources. Students will use technology to create a product that will be shared with appropriate audiences.

Stage 1: Desired Results

Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ISTE 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Other Goal(s) List the content transfer goals that this unit will address
<u>Research and Reading Skills</u> <ul style="list-style-type: none"> Locate pertinent information from varied sources (print and digital) for various reasons (inform vs. enjoyment).
<u>Creative Communicator</u> <ul style="list-style-type: none"> Participate in meaningful learning experiences by expressing themselves for a variety of purposes using platforms, tools, and digital media.

Transfer Goals List the long-term and/or school-wide independent student behaviors that this unit will address.
<u>Communication: Using 21st Century Communication Tools</u> <ul style="list-style-type: none"> When appropriate, uses digital media and environments to enhance oral and written communication, support individual learning, and contribute to the learning of others.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Research is a way of gathering new information, new understanding, and new facts and sharing that information with others.
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> ● What is research?
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What will students <u>know</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Grades K-2 <ul style="list-style-type: none"> ○ Keywords ○ Online databases ○ Project/Presentation 	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> ● Use online database for informational material with support <p><u>Grade 1</u></p> <ul style="list-style-type: none"> ● Using online database for informational material with limited support ● Take notes with words and pictures ● Create and present final project <p><u>Grade 2</u></p> <ul style="list-style-type: none"> ● Using online databases and websites for informational material ● Take notes and cite sources. ● Create and present final project

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce?
<p>Kindergarten</p> <ul style="list-style-type: none"> ● Participate in class discussions, on a specific subject before research to activate prior knowledge ● Identify keywords to assist in finding facts ● Using online database for informational material ● Use simple note taking strategies by writing or drawing facts to answer a research question

Grades 1 & 2

- Navigate online database; find topic, read/listen to new information
- Complete graphic organizer with notes on topic
- Students will be able to showcase their research and share with others utilizing digital presentation software

Evaluative Criteria

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

- Verbal feedback
- Rubric

Coding

How does this activity connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this activity provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within Unit Planner. This connects activities with desired outcomes. You do not need to completing the coding outside of Unit Planner.

- Activate prior knowledge, as a class, on a specific subject before research
- Develop questions for a research project as a class
- Identify keywords to assist in finding facts
- Using online database and websites for informational material
- Use simple note taking strategies by writing or drawing facts to answer a research question
- With support, take notes, and cite sources.
- Take notes and cite sources.
- Create final product and share with identified audience

Resources

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

- BrainPOP Jr.
- PebbleGo
- Books
- Follett ebooks, Epic
- Bookflix (Free resource through the public library of Southington.)

Comments

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

Other Evidence

Assessment Evidence

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

Kindergarten

- [All About Animals Research](#) book OR Draw/Write 3 animal facts paper

1st Grade

- All about fact sheet or Google Jamboard

2nd Grade

- FlipGrid on topic or online Poster Maker

Evaluative Criteria

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

[Checklist - Grade K](#)

[Checklists - Grade 1](#)

[Checklists - Grade 2](#)

Coding

How does this assessment connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this assessment provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within Unit Planner. This connects activities with desired outcomes. You do not need to completing the coding outside of Unit Planner.

Resources

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

Comments

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

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

Hook

Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, "Why do we need to learn this?"

Describe what you will do and what the students will do.

While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan. That means not just stating WHAT learners will do but WHY the event is proposed - its purpose.

- This is a guided group inquiry with the teacher modeling and students having choices to guide where the research takes them as a whole.
 - Day 1: Introduce topic choices. Students determine which topic will be explored. Students begin to generate questions about the topic. Teacher guides students in determining quality questions. Students choose questions that they would like to explore further. (Grade K: Whole class guided)
 - Day 2: Students are shown different sources to locate information (PebbleGo, books and Epic). Teacher helps students to choose the best sources of information for their inquiry. (Grade K: Whole class guided)
 - Day 3: Teacher uses the sources and asks students to help generate the answers to the questions. Students write answers to the questions. Teacher reviews the information and gives students options to show their work (video, poster, makerspace, Flip Grid, Google Draw, Jam board, storymaker) (Grade K: Whole class guided paper)
 - Day 4: Students make a plan on how to complete their project. Teacher groups students by method and conferences with each group to provide feedback. (Grade K: Whole class guided)
 - Day 5: Students finalize plans. Students begin projects. (Grade K: Whole class guided)

Formative Assessments

Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction.

[Checklist - Grade K](#)

[Checklists - Grade 1](#)

[Checklists - Grade 2](#)

Students are given feedback periodically throughout the Unit against Rubric (Checklists).

Extension/Modification

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

Students can make a FlipGrid for extension.

FLIP GRID RUBRIC

[Flip Grid Rubric for Extension](#)

Coding

How does this assessment connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this assessment provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within the Unit Planner. This connects activities with desired outcomes. You do not need to complete the coding outside of Unit Planner.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Suggested Resources

-

Suggested Technology Integration

-

Comments

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

Stage 4: Reflection

Note: This reflection stage is not done at the time the unit is written. It would be completed as teachers implement the unit. Gather both student and teacher feedback to use in refining the unit.

Student Reflection

Provides an opportunity for students to reflect on learning and progress toward indicators; occurs throughout and at the end of a unit; incorporates goal setting

Teacher Reflection

Provides an opportunity for teachers to reflect on instruction and student progress toward indicators; occurs throughout and at the end of the unit; is based on student learning and engagement data; can result in changes to the unit, to instructional practice, or both



Unit Overview	
Unit Title:	Technology Operations and Digital Citizenship
Teacher:	Media Specialist
Grade Level/Course:	K-2
Length/Dates:	September, October, and November
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will follow technology rules and expectations. Students will log into technology devices and use a learning management system. Students will demonstrate mouse and keyboarding skills. Students will recognize the rights and responsibilities of belonging to the digital world. Students will identify and demonstrate appropriate online behavior and knowledge of how to stay safe online.

Stage 1: Desired Results

Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ISTE 1d: Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
ISTE 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Other Goal(s) List the content transfer goals that this unit will address
Technology Skills Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and make responsible choices.

Transfer Goals List the long-term and/or school-wide independent student behaviors that this unit will address.
Communication Using 21st Century Communication Tools When appropriate, uses digital media and environments to enhance oral and written communication, support individual learning, and contribute to the learning of others.

Enduring Understanding(s):
What are the big picture understandings that are transferable across contexts, places, and times?

Students are quickly becoming avid users of technology and need to learn various technology operations and that being a digital citizen means how to use technology safely and responsibly.

Essential Question(s):
These questions are related to the enduring understandings and provide relevance for the learning in the unit.

How do I use a computer for educational purposes?
How does a good digital citizen behave?

What will students know
Factual information, vocabulary and basic concepts related to each indicator

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

<p>Technology Operations</p> <ul style="list-style-type: none"> ● Chromebook ● Device ● Mouse ● Trackpack ● Keyboard ● Screen ● Headphones ● Login ● Logoff <p>Digital Citizenship</p> <ul style="list-style-type: none"> ● Digital Citizen ● Media Balance ● Online Safety ● Website ● Private Information ● Digital Footprint 	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> ● Rules and expectations ● Log into devices ● Join Learning Management System (Google Classroom) ● Identify computer and hardware components ● Develop mouse/trackpad skills ● Introduce keyboard skills ● Participate in Digital Citizenship grade level lessons <p><u>Grade 1</u></p> <ul style="list-style-type: none"> ● Rules and expectations ● Log into devices ● Join Learning Management System (Google Classroom) ● Develop keyboard skills ● Google Apps for Education ● Create using a digital tool ● Participate in Digital Citizenship grade level lessons <p><u>Grade 2</u></p> <ul style="list-style-type: none"> ● Rules and expectations ● Log into devices ● Join Learning Management System (Google Classroom) ● Develop keyboard skills ● Google Apps for Education ● Create and present using a digital tool ● Participate in Digital Citizenship grade level lessons
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Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Technology Operations:

Students will be able to log into chromebook with assistance [Login paper](#) and/or teacher assistance and use technology responsibly to learn, create, and participate in the digital world.

Digital Citizenship:

Grade K - [Media Balance](#), [Pause for People](#), [Safety in My Online Neighborhood](#)

1st Grade - [Pause and Think](#), [How Technology Makes You Feel](#), [Internet Traffic Light](#)

2nd Grade - [We The Digital Citizens](#), Device Free Moments, [That's Private](#), Digital Trails

Evaluative Criteria

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

- Students will take lesson quizzes provided by Common Sense Media
- Teacher observation

Coding

How does this activity connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this activity provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within Unit Planner. This connects activities with desired outcomes. You do not need to completing the coding outside of Unit Planner.

Resources

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

- Typing Club
- AbcYa
- Common Sense Media
- BrainPOP
- [K-2nd Grade Login](#)

Comments

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

Disclaimer: This unit will/can take longer than expected. There are many bumps that have to be smoothed out when students are first signing on to their chrome books. (New students to the district, updates to sign in software and teachers might need help with technology.) The LMS is often helping teachers put in tech tickets for students' computers in the beginning of the school year.

Other Evidence

Assessment Evidence

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

[Kindergarten Technology Operations & Digital Citizenship Formative Assessment](#)

[First Grade Technology Operations & Digital Citizenship Formative Assessment](#)

[Second Grade Technology Operations & Digital Citizenship Formative Assessment](#)

Evaluative Criteria

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

Scoring assessment and following up with students if needed.

Coding

How does this assessment connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this assessment provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

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Resources

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

Comments

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

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

Hook

Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, “Why do we need to learn this?”

Describe what you will do and what the students will do.

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- Weeks 1-3: Explain Chromebook rules and expectations. Learn about the chromebooks, identify parts, review log in cards, identify keys on the keyboard, log into the computer. Complete paper keyboard, coloring in letters on login card practicing finding the letters. Learn about the trackpad. Use trackpad to navigate to websites.
 - Explain Chromebook rules and expectations. Learn about the chromebooks, 3rd Graders will be given their new passwords for the first time. [Google Sign in sheet](#) (Day 1)
 - Student will practice logins during Library time (Day 2)
 - Students will log into Classlink and accept Google Classroom invite (Day 3) [Google Classroom Assignment: I can take care of my chromebook](#)
- Weeks 4-8: Google Classroom: Students follow teacher prompts to log into Google Classroom. Students will find all future activities in Google Classroom.
- Weeks 9 & 10: Trackpad and Keyboard Practice: Using various programs and websites, students will practice Trackpad skills. Trackpad and Keyboard skills are still practiced throughout the year.
- Weeks 11-15 Digital Citizenship:[COMMON SENSE MEDIA](#)
 - Lesson topics vary by grade level

Formative Assessments

Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction

Students will take Digital Citizenship Quizzes through Google Classroom. Grades K-2

Extension/Modification

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

Coding

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Resources

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Suggested Resources

-

Suggested Technology Integration

-

Comments

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