

Southington Board of Education Meeting

Thursday, January 25, 2024 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - INSTRUCTION

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes - January 11, 2024
6. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public - Agenda Items Only
7. Committee Reports
 - a. Policy & Personnel Committee Meeting - January 10, 2024
 - b. Curriculum & Instruction Committee Meeting - January 19, 2024
8. Old Business
 - a. Town Government Communications
 - b. SHS - Human Rights Course Curriculum - Second Reading
 - c. SHS - Industry Internship Proposal - Second Reading
 - d. SHS - Course Proposal - Color Guard - Second Reading
 - e. SHS - Course Proposal - School of Rock - Second Reading
 - f. Appointment of NIPSEU Negotiating Committee
9. New Business
 - a. Southington High School Pathways Presentation
 - b. Partners for Educational Leadership Strategic Planning Presentation
 - c. Policy 5111 - Admissions/Placement Ages of Attendance - REVISED - First Reading
 - d. Policy 5144 - Student Welfare, Play Based Learning, Student Discipline - REVISED - First Reading
 - e. Policy 6171 - Special Education, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 - REVISED - First Reading
 - f. SHS New Course Proposal - UCONN Introduction to Allied Health Professions - First Reading
 - g. SHS New Course Proposal - Energy Flow in Earth's Systems - First Reading
 - h. SHS New Course Proposal - Introduction to Exercise Science - First Reading

- i. SHS New Course Proposal - Personal Training - First Reading
 - j. 2024-2025 Superintendent's Operating Budget Discussion
 - k. Student Expulsion
10. Public Communications
- a. Public
11. Adjournment

Board of Education
Administrative Report
January 25, 2024



1. Veteran's Committee Meeting and Military Luncheon Dates
 - a. Wednesday, May 22nd
2. Oratorical Competition, January 30th @6:30 in room 201
3. Final K screening session this Saturday
4. Excess Cost Analysis received 70.4% of the legislated 88%
5. Job Fair



SOUTHINGTON PUBLIC SCHOOLS

Board of Education Southington, Connecticut

Policy & Personnel Committee Meeting Minutes
Wednesday, January 10, 2024 - 5:30pm

Superintendent's Conference Room
Municipal Center, 200 North Main Street
Southington, CT 06489

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

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VICE CHAIRPERSON

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CECIL WHITEHEAD

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SOUTHINGTON, CT 06489

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Members Present: Committee Chair Joe Baczewski, David Derynoski, Cecil Whitehead **Members Absent:** Zaya Oshana.

Administration Present: Assistant Superintendent Frank Pepe, Special Education Coordinator Amy Aresco

The meeting was called to order by Chairman Joe Baczewski at 5:35 PM.

The committee reviewed suggested edits to **Policy 5111 Admission, Placement, Ages of Attendance**. The edits are a result of legislation that changed the kindergarten eligibility date from January 1st to September 1st. The legislation allows parents to request a waiver prompting a screening process to determine student eligibility. The proposed policy and regulation edits codify Southington's practice. An assessment team will screen children whose parents request early admission before 12/31 of the previous school year. Screenings will occur in January and March. All requests for early admission must be submitted by December 31 of the previous school year. Students can only be screened once. An individual screener may be scheduled for a student of a new resident of Southington (even if the student was screened by sending district) if residency occurs after the January and March dates. In this case, new residency must be demonstrated through the district registrar by either a new lease or real estate closing documentation.

The committee reviewed suggested edits to **Policy 5144 – Students Welfare, Play Based Learning, Student Discipline**. This policy is a result of legislation which emphasizes the importance integration of play based learning in grades Pre-K-5. The committee suggested an additional edit to remove the word “predominantly” from the phrase,

“...be predominantly free from the use of mobile electronic devices” to accentuate the concept that play based learning is a social activity versus one of a student engaged with technology.



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The committee reviewed suggested edits to **Policy 6171 – Special Education, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990**. The edits capture best practice of defining the grievance process specifically for Section 504 of The Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

The committee unanimously agreed to forward the above items for review of the full Board.

Adjournment – 6:30 PM

Respectfully submitted,

A handwritten signature in black ink that reads "Frank Pepe". The signature is written in a cursive, flowing style.

Frank Pepe

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SOUTHINGTON PUBLIC SCHOOLS

Board of Education Southington, Connecticut

Curriculum & Instruction Committee Meeting

Friday, January 19, 2024 – 9:30 a.m.

Technology Training Lab (Public Assembly Room)
Municipal Center, 200 North Main Street
Southington, CT 06489

STEVEN G. MADANCY
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Members Present: Committee Chair Jasper Williams, Bob Brown, Terri Carmody

Administration Present: Assistant Superintendent Frank Pepe; Director of Teaching and Learning for Secondary Education Amy Zappone, SHS Assistant Principal Michael Halloran

School Staff Present: SHS Department Leader Anthony Loomis

Meeting called to order at 9:30 a.m. by Committee Chair Jasper Williams.

Amy Zappone presented a new course proposal for SHS titled, **UCONN Introduction to Allied Health Professions**. This ECE course will be offered to students in grades 10-12 who have completed or are concurrently enrolled in biology. It is a half year and half credit course. Students will be eligible for 1 UCONN credit upon successful completion. This course is instrumental in the Health and Medical Science Pathway and provides students an overview of health professions and explore college and career pathways within Health and Medical sciences. In anticipation of Board approval, the instructor has engaged in preparatory work and is pre-approved for associated additional training.

Amy Zappone presented a half semester course proposal for SHS titled: **Energy Flow in Earth's Systems**. This new elective provides students an opportunity to explore content that supports the Natural Resources Career Pathway. It consists of two units, the first of which introduces students to the concept of energy transfer in a relevant and grounded context: the Texas power crisis of February 2021. Students discover how energy transfers between systems from a generator to communities, and what makes an energy source reliable. Students consider engineering tradeoffs, criteria, and constraints inherent in making decisions about energy systems, and apply them in a culminating task. The second unit is guided by the driving question, "Why is the sea level rising, causing some people to have to move?" Through investigations, simulations, and system models, students learn how decreasing carbon dioxide emissions and two geoengineering solutions (applying glass microbeads to polar ice and protecting glaciers from warm water with berms) could help slow polar ice melt, protecting coastal communities.

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Anthony Loomis presented a new elective course proposal for SHS titled: **Introduction to Exercise Science**. This course will be offered to juniors and seniors bolsters the Health & Medical Sciences Pathway as a core course. It is a dual enrollment elective for students through the University of Bridgeport. The University of Bridgeport syllabus will guide curriculum development if approved by the Board.

Anthony Loomis presented a new elective course for SHS seniors titled: **Personal Training**. This is a dual enrollment elective opportunity for students through the University of Bridgeport. The course aligns with the Health & Medical Sciences Pathway as a recommended supporting experience. Students will be prepared for and encouraged to take the ACE Personal Trainer Certification Test. Passing this test provides students with a certification that enables them to become a personal trainer at a local gym or fitness center.

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

Meeting was adjourned at 10:07 a.m.

Respectfully Submitted,

Frank Pepe

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 25, 2024

Decision Requested X Agenda Code 8 b.

AGENDA REPORTING FORM

Agenda Topic: SHS – Human Rights Course Curriculum – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Human Rights Course Curriculum – Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the Human Rights Course Curriculum as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	What is Human in Human Rights?
Teacher:	Ferrett
Grade Level/Course:	Human Rights ACC, Grades 10-12
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This introductory unit allows students to explore what it means to be human and how we are different from the rest of the animal kingdom. This unit explores the history of human rights and how they have evolved into the UN Declaration of Human Rights.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Grades 10-12</p> <p>INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims</p> <p>INQ 9-12.10 Construct arguments using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9-12.11 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> <p>INQ 9-12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classroom, schools, and out of school civic contexts.</p> <p>CCSS.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.</p> <p>CCSSRH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question of solve a problem.</p> <p>CCSSWH.1a Write arguments focused on discipline-specific content: Introduce precise, knowledgeable (claims), establish the significance of the claim(s), distinguish the claim(s), from an alternate or opposing claims, and create an argument that logically sequences the claim(s), counter-claims, reasons and evidence.</p>

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, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)

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

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

Communication Transdisciplinary Goal:

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

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring**Understanding(s):**

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

1. Although being human has similar characteristics with the animal kingdom, it has a defined meaning that centers around complex language, use of technology, and being able to embrace dignity.
2. While Human Rights are universal, they have been defined, interrupted, and applied in a variety of ways throughout history.

Essential Question(s):

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

1. What does it mean to be human?
2. What are the characteristics that make humans unique in the animal kingdom?
3. Who decides what are Human Rights?
4. How have Human Rights evolved over time?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do...

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

Content Vocabulary:

Human Rights
Dignity
Universal
Inalienable
Indivisible
Interdependent
UNDHR (United Nations Declaration of Human Rights)
Moral Rights
Legal Rights
Natural Rights
Cyrus the Cylinder

Analyze primary source documents
Interpret different sources
Write arguments/claims
Research current human rights topics
Report to class

Know:

- Six Degrees Theory of Separation
- Characteristics that make Humans Human
- Human Rights is a work in progress
- The UN recognizes 30 Human Rights
- Important Historical Documents such as: the Magna Carta, Petition of Right, Declaration of Rights of Man, Declaration of Independence, Bill of Rights, Convention of the Elimination of all forms of Discrimination against Women
- Convention of the Rights of Children

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Goal: For students to apply their knowledge on the evolution of Human Rights to the UNDHR.

Role: Student will communicate their knowledge through a speech

Audience: Their Classmates/teacher

Situation: Students will be given the quote, "All rights are universal, indivisible and interdependent and interrelated." *Vienna Declaration, 1993*. Students will produce a 1-2 minute Elevator Speech that will be recorded (their choice) that will defend or dispute the quote based on the Human Rights Documents Comparison Graphic Organizer.

Product: Recorded "Elevator Speech"

Standards and Criteria for Success: May be done in person (not recorded) or recorded. Strongly suggest that it is no more than 2 minutes in length. Must produce an argument and three claims that support the argument. Claims must be supported by information students learned from the human rights documents they explored. Must have a hook. Must have a concluding statement. Must be persuasive in nature. 4C's Communication will be assessed on the rubric. [Elevator Speech Rubric](#)

Resources

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

Will need to make sure that Amnesty International, Human Rights Watch websites are unblocked for students to be able to access timely and relevant information.

Evaluative Criteria

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

- Entrance and exit slips
- Class polls via Google Meets
- Quizzes
- Tests
- Graphic Organizers/ Template
- Journal Entries
- Reflection
- Discussions/ Discussion Boards
- Self- Assessments
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

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

Q/A

Performance Task

Unit 1 Assessment (Quiz) will be in a traditional written test format. Students will be asked to apply knowledge from their content vocabulary and primary documents while answering the essential questions of the unit. [Unit 1 Study Guide](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will brainstorm all the characteristics that I think make us human. 2. I will answer all the questions on the Introduction to Humans QA. 3. I will define what it means to be human. 4. I will read and annotate one of two articles regarding animals and whether or not they have human rights status. 	<ol style="list-style-type: none"> 1. I will be able to describe at least three characteristics that make us human on an exit ticket. 2. I will participate in a class discussion at least two times relating to the Introduction of Humans questions. 3. I will explain my article to a partner and I will also listen and take notes on my partner's article
<p>Learning Activities</p>	
<p>What is the actual instructional task that supports student learning in this lesson?</p>	
<p>Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ol style="list-style-type: none"> 1. Hook: Each student will get a slip of paper that says, A human is..... and they will be asked to complete that thought. They will switch their papers with a classmate and the classmate will add one more sentence to the statement. Repeat the process one more time. The last student who has the paper, will take turns reading out the statements. 2. Student Volunteer: will write human “qualifiers” on the smartboard, etc. 3. Students will be given a series of brainstorming questions to answer. Students will independently answer the questions. Human Beings/Human Rights Introduction Lesson Questions 4. Class discussion, this activity leads the student to define what it means to be human. Students will be asked to “run” the discussion with choosing a moderator and a classmate who will keep track of participation. 5. Students will then be given one of two articles on whether or not animals have human rights status. (articles should be timely and relevant and can be found in Newsela, for example: Three Elephants in CT just got a lawyer) 6. Each student should read and annotate their article. (could either create a graphic organizer that would include, new vocabulary, main arguments and claims, and questions or have students create one in notebooks) 7. Students will pair up and will Jigsaw articles with one another. Share out with class. 8. Students will take notes on Human vs. Animal characteristics. 9. Students will now revisit the Do Now: A human is... and will answer this as compared to the beginning of class and will share out. 10. Homework: Human Rights Unit 1 Content Vocabulary 	
<p>What does it mean to be Human Beings/Human Rights activity. Through brainstorming and discussion, this activity invites participants to define what it means to be human and to relate human rights to human needs Reading an Article that Chimpanzees do not have Human Rights</p>	
<p>Assessment</p>	
<p>List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>	
<ol style="list-style-type: none"> 1. Classroom discussion. Students will be checked each time they contribute to class discussion. 2. Check-in with articles from partner to partner. 	

3. Exit Ticket.

Learning Target:	Success Criteria:
1. I will view two episodes of Human I will add to the definition what it means to be human.	1. I will view two episodes of Human and will discuss one episode with a mini-group and create an overview presentation and will complete a journal entry with the other.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p>Human is a 2015 documentary by French environmentalist Yann Arthus-Bertrand.. The film is almost entirely composed of exclusive aerial footage and first-person stories told into the camera. It was the first film to premiere in the General Assembly Hall of the United Nations, to an audience of 1,000 viewers, including the UN Secretary General Ban Ki-moon. <i>Human</i> was produced over a period of three years, with director Yann Arthus-Bertrand and a team of 20 persons interviewing more than 2000 people in 60 countries. Each person interviewed was asked the same set of forty questions and was presented on a plain black background without any musical score or any details about their identity and locale. Arthus-Bertrand hoped that removing personal identifiers would draw focus to our similarities, explaining that they "... wanted to concentrate on what we all share. If you put the name of a person, or what country they're from, you don't feel that as strongly". (wiki)</p> <ol style="list-style-type: none"> Hook: Students will decorate a Stick Figure. We will hang the stick figures up in the room. Students will answer in what ways are the stick figures similar? Short discussion. Students will be assigned one episode to view of Human. Students will get in small groups and will discuss their episode and will create a mini-presentation (slides, prezi, canva) on their episode using the same questions from the Journal response Students will watch the 2nd episode of Human (their choice) and will complete the Human Journal Reflection. Students will then present their findings to the whole class. Exit Ticket: If we have so many similarities, what causes the division among humans? 	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Presentation Rubric Journal Reflection Rubric Exit Ticket	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> I will know how humans are connected and interconnected to one another. I will know that all humans have wants and needs and this relates to Human Rights. 	<ol style="list-style-type: none"> I will be able to explain what the Six Degrees of Separation Theory is and how it relates to Human Rights. I will be able to explain how people are interconnected even if they do not want to be. I will be able to provide examples of human wants and needs.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

1. Students will respond to the quote, “The Fish and I were both stunned to find ourselves connected to a line.” as a Do Now.
2. Red Thread Activity- Students will take turns filling out a “get to know you bingo chart” and everytime they match with someone they must connect to the person with a red string. The idea behind this is that by the end of the activity, the entire class is connected in a variety of ways through the red string showing the similarities as humans. Relate this back to the opening quote.
3. Students will view two short videos: [The Power of Small World Phenomenon](#) and [Six Degrees of Separation](#)
4. Students will complete a Close Read on [Six Degrees of Separation](#) (may need to find more recent article: NYTIMES 2016)
5. Six Degrees of Separation Task. Students are divided into 3-4 groups. Each group will be given a famous/well-known person’s name. In the groups, students must try to figure out how many degrees of separation they are from that person. (They may have to do a little research into the person’s life and background)
6. Share out!
7. Mid Lesson Pause- What does all of today have to do with being Human and Human Rights? What is your opinion of the concept “Six Degrees of Separation?” How does this apply to “Human Rights?” Does having a connection to someone make it easier or harder to deny human rights to them? Have students provide answers.
8. Students will complete the [Human Survival, Dignity, Luxury](#) (Chart only)
9. Students will be paired up and will compare their charts. Students will then be given a series of blank index cards. Students will then take the items on their chart and will draw pictures to represent the words.
10. [Wants vs. Needs Card Game](#)

Assessment

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

Card Game Cards Discussion
[Journal Reflection Rubric](#)

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will view a History of Human Rights video and take notes on the History of Human Rights. 2. I will know that many historical documents are the foundation of modern day human rights. 	<ol style="list-style-type: none"> 1. I will be able to explain my Human Rights documents to my classmates. 2. I will be able to identify and explain how Human Rights is an evolutionary process.

Learning Activities

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

1. Padlet- students will respond to the Quote, “ Human Rights is an evolutionary process”- Whole Class Discussion
2. [History of Human Rights](#) Video- Students will take notes.
3. Students will take notes on [Slide Show on History of Human Rights](#)
4. Students will be given a [graphic organizer](#) with Human Rights Documents linked. Students will be required to research 2 documents to show their importance in the evolution of human rights.
5. Students will then Jigsaw with one another.
6. Exit Ticket- Revisit Padlet’s quote, “Human Rights is an evolutionary process”

Assessment

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

Q/A with class
 Exit Ticket- Padlet

Learning Target:	Success Criteria:
1. I will be able to defend the statement that Human Rights is a work in progress.	1. I will develop an Elevator Speech and will record it. 2. I will persuade others regarding my argument.

Learning Activities

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

1. [Human Rights Document Mind Map.](#)
2. Students will use their class materials (notes, Canvas information, videos) and will write a 1-2 minute speech about the evolution of Human Rights in history.
3. Students will take time to peer edit, and revise speeches before they record them.
4. Students will evaluate their speeches on the Elevator Speech Rubric (need to create)

Assessment

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

Performance Task:

Goal: For students to apply their knowledge on the evolution of Human Rights to the UNDHR.

Role: Student will communicate their knowledge through a speech

Audience: Their Classmates/teacher

Situation: Students will be given the quote, "Human Rights is a Work in Progress" Students will produce a 1-2 minute Elevator Speech that will be recorded (their choice) that will defend or dispute the quote based on the Human Rights Documents Comparison Graphic Organizer.

Product: Recorded "Elevator Speech"

Standards and Criteria for Success: May be done in person (not recorded) or recorded. Strongly suggest that it is no more than 2 minutes in length. Must produce an argument and three claims that support the argument. Claims must be supported by information students learned from the human rights documents they explored. Must have a hook. Must have a concluding statement. Must be persuasive in nature. 4C's Communication will be assessed on the rubric.

Learning Target:	Success Criteria:
1. I will know and understand the Content Vocabulary and the content from this unit	1. I will complete the Unit 1 Quiz and earn an 80 or above. 2. I will evaluate my classmates' elevator speeches.

Learning Activities

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

1. Students will take and complete a Unit 1 Quiz.
2. Students will listen to their classmate's speeches and evaluate them using the Elevator Speech Rubric.
3. Students will complete a self-reflection of their learning for Unit 1.

Assessment

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

Unit 1 Quiz (work in progress) [Sample from previous year](#)
[Elevator Speech Rubric](#)

Learning Target:

1. I will develop and articulate both in writing and orally a current event that centers around Human Rights

Success Criteria:

1. I will answer all the questions on the Graphic Organizer for the Human Rights Current Events.
2. I will engage in the Human Rights Current Events Discussion with my classmates by actively sharing my current event as well as asking questions and responding to at least two other classmates.

Learning Activities

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

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

Status of Human Rights- Current Events- This will be implemented throughout the semester and students will complete a minimum of 4 current events to 8 current events based around the status of Human Rights in the news.

[Human Rights Watch](#)

[Human Rights Watch Slides](#)

[Human Rights Watch Graphic Organizer](#)

Assessment

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

Class Discussion ([Accountable talk Rubric](#)) ([Current Event](#))

Resources

Any materials and resources related to Stage 3 learning activities.

- Canvas Materials
- Newsela Articles

Unit Overview	
Unit Title:	Unit 2: Human Rights Organizations, Advocacy, and NGO's
Teacher:	Ferrett
Grade Level/Course:	Human Rights, Grades 10-12
Length/Dates:	2 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit allows students to explore the various organizations and agencies around the world that support, defend and define human rights and human rights issues. This unit will explore the creation of the United Nations after WWII, the 30 Human Rights, and Non-governmental organizations that allow human rights to progress and proceed.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.6 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> <p>INQ 9-12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9-12.11 Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose</p> <p>CCSS.RH2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship and the key details and ideas.</p> <p>CCSS.RH3 Evaluate various explanations for actions or events and determining which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p>CCSS.WH4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS.WH Use technology including the internet, to produce, publish, or update individual or shared writing products in response to ongoing feedback, including new arguments or feedback.</p>

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

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

Delete the transfer goals that do not apply to your unit:

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

1. Virtually every body of the United Nations is involved in protection of Human Rights
2. The United Nations has the goal of securing the universality of the 30 defined Human Rights
3. There are many organizations and agencies such as NGOs that advocate for Human Rights in our world.
4. The problem with implementation of Human Rights is ongoing in our world.

Essential Question(s):

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

1. How does the structure of the UN create successes and failures in the area of Human Rights?
2. How are Human Rights' Organizations working to protect and/or furthering rights of people around the world?
3. What are the challenges of monitoring, implementing and enforcing Human Rights?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Content Vocabulary:

- United Nations
- NGOs (non-governmental organizations)
- Security Council
- Self-Determination
- Interventions
- Sanctions
- Logistical support
- International Court of Justice
- International Criminal Court
- Economic and Social Council
- Human Rights Council
- UN High Commission for Refugees
- UN International Children's Emergency Fund
- UNESCO (Educational, Scientific and Cultural Organization)

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

- 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

<ul style="list-style-type: none"> ● Red Cross ● UNDHR <p>Know:</p> <ul style="list-style-type: none"> ● That the United Nations dedicates itself to world peace and international cooperation. ● The overall structure and operation of the United Nations ● That the United Nations has made efforts to protect human rights and has been successful. ● That there are 30 universally accepted Human Rights. ● That it is challenging to enforce Human Rights. ● That every region of the world operates within its own political, cultural structure. ● NGO's have had a significant impact in the progress of Human Rights. 	
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Stage 2: Evidence of Student Learning

Performance Tasks

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

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 presentation in which they will be convincing newly graduated college students to join their Human Rights agency for their careers.

Audience: Classmates who are posing as prospective employees

Situation: There is a job fair for NGOs and prospective employees have come to find out about what careers there are in the Human Rights field.

Product/Performance/Purpose: Presentation/Prezi/any other alternative with a handout of their findings.

Standards and Criteria for Success: Once all presentations have occurred, the students will be divided into small groups (3/4) and will evaluate each other's work and the HR organizations. Students will evaluate each other's work based on completion, knowledge, and information. Students will evaluate the HR Organizations based on successes, failures, how many people have been impacted and it is direct or indirect aid.

Performance Task: NGO "Career Day"

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

[The Birth of the UN](#)
[PBS Learning Activities](#)
[New York Times Articles](#)
 Choices: The United Nations: Challenges and Change

Evaluative Criteria

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

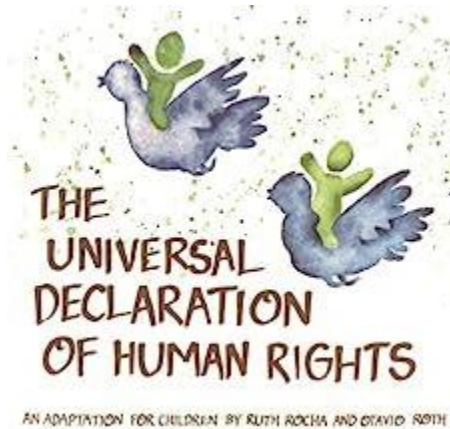
Rubric

Student self-reflection

Feedback given directly to each group while working on Task

Comments

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



Universal Declaration of Human Rights: An Adaptation for Children by Ruth Rocha and Otavio Roth (E89 I 19s)

Other Evidence

Assessment Evidence

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

- Content and Vocabulary Quiz
- Do Nows/ Exit Tickets
- Written responses to questions on UN
- Student Research and Presentations

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I will be able to describe the origin of the UN.2. I will place the UN in historical context.	<ol style="list-style-type: none">1. I will take complete notes.2. I will work with a partner in a scavenger hunt.3. I will be able to answer all the questions on the Exit Ticket.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none">1. Hook: KWQ- United Nations on Padlet- Discuss with a Partner. Students will record the KWQ United Nations on their KWQ graphic organizers.2. Students will complete Edpuzzle (The United Nations Explained) Students will then add to KWQ GO.	

3. Students will then take notes on a mini- lecture [UN SLIDE SHOW](#)
4. Students will then get into Pairs and will complete a [UN Scavenger Hunt](#)
5. Students will line up in two lines facing each other. Each person will have 15 seconds to tell the other person something they learned about the UN during class. Then, one line will move one person over and will keep repeating the process until everyone has had a chance to meet up with every classmate.
6. Exit Ticket: What is the biggest takeaway from the UN today?

Assessment

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

KWQ
Exit Tickets
Rotating Game
Quiz- United Nations

Learning Target:

1. I will learn about the mission of the UN.
2. I explain the role of the UN.

Success Criteria:

1. I will work cooperatively in my group to complete the close read and answer questions.
2. I will complete a UN foldable.

Learning Activities

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

1. Hook: Students will watch clip [President Truman-1945 San Francisco](#)
2. Students will be in groups of 3. Students will be given the Reading on the UN with Questions- [Reading](#) (Reading is in Google Drive- the Structure of UN diagram is there but not in the link) [Questions](#)
Each student will take a role, Reader, Repeat, Clarify while reading and answer the questions regarding the UN.
3. Students will then create a Foldable on the UN- Basic Facts, Structure/Organization, Accomplishments.
4. Students will read and answer the Quiz questions on a News Article on the UN. (Newsela- The United Nations Formed for World Peace)

Assessment

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

UN Foldable
Newsela quiz and answers

Learning Target:

1. I will learn about the San Francisco Conference that led to the creation of the UN.
2. I will read and understand the UN's Charter.

Success Criteria:

1. I will successfully analyze primary sources
2. I will be able to answer critical thinking questions about the UN.

Learning Activities

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

1. Hook: Respond to the [Quote](#) on Padlet

2. Students in groups of 4, will complete a [Stations Activity](#) based around primary sources on the UN.
 - Station 1- The UN Emblem and Flag
 - Station 2- The UN Charter's Preamble
 - Station 3- Sights and Voices of the San Francisco Conference
 - Station 4- San Francisco in 1st Person
3. Students will then individually write an entry in a diary as if they were there at the 1945 San Francisco Conference discussing the conference and whether or not the world will benefit from this new organization.

Assessment

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

1. Diary Entry (Rubric)
2. Quiz on the United Nations x

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will understand and be able to explain what are universal human rights and what is the UDHR. 2. I will gain an awareness and analyze the relevance of the framework of human rights to my life and others' everyday lives. 	<ol style="list-style-type: none"> 1. I will analyze the UDHR and be able to paraphrase the rights as well as provide examples. 2. I will research the 30 Articles and create a poster/collage of these rights found in news sources and be able to explain if the right is being upheld or not.

Learning Activities

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

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

2-3 day Activity

1. Hook: Students will choose one of several [Human Rights Quotes](#) that they feel best represent their definition of Human Rights and will decorate a bumper sticker and will be displayed in the classroom. Before we create a Human Rights Wall (the quotes) in the classroom, the whole class will circle up and we will have an informal discussion about the quotes.
2. Students will then be asked to generate rights they think all humans should have. We will put them on the smartboard.
3. Students will then be given a [Copy of the UDHR](#), [Copy #2 UDHR](#) or [UDHR](#) (like this one better) and will compare what they listed vs the 30 UDHR list. Students will read and answer the questions: What were they surprised about? What did they miss? What makes sense? What doesn't?
4. [Decision Card Activity](#) Activity will have students consider whether or not human rights are always a given.
5. [Eleanor Roosevelt's Statement/Quote](#)
6. [UDHR 70th Birthday](#)
7. With a partner, Students will go through the UDHR and will create an emoji ([Emoji Assignment](#)) for each of the rights.
8. Human Rights in the News Today- [Application Collage](#)

Assessment

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

Journals
Emoji Activity
Collage of HR

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will know what an NGO is. 2. I will know what roles do NGOs play in developing countries. 3. I will know that individuals can support Human Rights through the efforts of NGOs. 4. I will be able to explain that Human Rights are being protected through the work of individuals, communities, organizations and governments. 	<ol style="list-style-type: none"> 1. I will research and synthesize information regarding the variety of ways in which NGOs work to bring about sustainable change in developing countries. 2. I will use critical thinking skills to draw conclusions and form opinions. 3. I will demonstrate understanding and apply learning by creating a presentation to convince new college students to work for my NGO that is supported by facts and express their opinions.

Learning Activities

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

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

2-3 day activity

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 presentation in which they will be convincing newly graduated college students to join their Human Rights agency for their careers.

Audience: Classmates who are posing as prospective employees

Situation: There is a job fair for NGOs and prospective employees have come to find out about what careers there are in the Human Rights field.

Product/Performance/Purpose: Presentation/Prezi/any other alternative with a handout of their findings.

Standards and Criteria for Success: Once all presentations have occurred, the students will be divided into small groups (3/4) and will evaluate each other's work and the HR organizations. Students will evaluate each other's work based on completion, knowledge, and information. Students will evaluate the HR Organizations based on successes, failures, how many people have been impacted and it is direct or indirect aid.

[NGO Task](#)

Assessment

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

NGO (rubric- needed)

Resources

Any materials and resources related to Stage 3 learning activities.

Human Right Watch
 Amnesty International
 UN.org
 News Sources

Unit Overview	
Unit Title:	Unit 3: Holocaust, Genocide, Crimes Against Humanity
Teacher:	Ferrett
Grade Level/Course:	10,11,12 ACC
Length/Dates:	5 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will understand how and why the Holocaust happened in history. By providing an overview of the Holocaust, students will engage in case studies of modern day genocides and crimes against humanity. Students will explore how the international community along with the United States has struggled to respond to this recurring problem. Students will explore how the international community has confronted Genocide and what warning signs and prevention tools are used to stop these insidious crimes.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.6 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> <p>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</p> <p>INQ 9-12.11 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> <p>CCSSR.H.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>CCSSR.H.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.</p> <p>CCSSW.H.2B Develop the topic thoroughly by selecting the most significant and relevant facts, extend definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>

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, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 3. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)

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

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s):

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

Each EU listed should correspond to at least 1 or more EQ below.

1. Students will understand how and why the Nazis and their collaborators persecuted and murdered Jews as well as other people targeted in the Holocaust era.
2. Students will understand that Genocide and Crimes Against Humanity do not happen in a bubble; there are warning signs as well as a process to these atrocities
3. Students will understand that individuals as well as nations have a responsibility to prevent future genocides.

Essential Question(s):

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

Each EQ listed should correspond to at least 1 or more EU above.

- To what extent do the concepts of justice and human rights differ across time and place?
- Is it the responsibility of democratic nations to bring about democracy in the world?
- What are the historical conditions and key stages in the process of genocide?
- What can learning about the Holocaust tell us about the process of genocide, its warning signs, and possibilities for intervention that might strengthen contemporary efforts at genocide prevention?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do...

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

Content Vocabulary:

Anti Semitism
 Holocaust
 Crimes Against Humanity
 Geneva Convention Accords
 Concentration Camps
 10 Steps of Genocide
 Nazi
 Fascism
 Bystanders
 Collaborators
 Ethnic Cleansing
 Labor Camps
 Atrocity
 Complicity
 Cultural Genocide
 Dehumanization
 Discrimination
 Marginalization
 Prejudice
 Propaganda
 Racism
 Stereotype
 Survivor

Know:

- Who the Nazis were and what they believed
- Why the Nazis and their collaborators systematically targeted Jewish people and others
- the actions the Nazis and their collaborators took to persecute and then murder the Jewish people of Europe
- The range of experiences of Jewish people in different times and places in Europe during the Holocaust
- There are 10 warning steps of Genocide
- That genocide and crimes against humanity are occurring in our world today
- That the phrase, "never again" relates to the rights of all humans

- Demonstrate critical thinking skills and creativity in completing activities.
- Compare the interpretation of historical events considering the use of multiple perspectives and cause and effect relationships.
- Recognize that the interpretations of history are subject to change as new information is uncovered.
- Develop critical analysis skills as related to the interpretation of primary and secondary sources.
- Conduct research on historical events and people.
- Analyze how conflict and cooperation among individuals, groups, and organizations have influenced the development of society.
- Select credible domestic and international sources to address globally significant, researchable questions?
- Explain how beliefs and values affect diverse viewpoints?
- Explain how understanding issues from different perspectives affect my viewpoint and open mindedness?

Stage 2: Evidence of Student Learning**Performance Tasks****Assessment Evidence**

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

- **Goal-** To immerse yourself into research of a possible modern day Genocide.
- **Role-** You are a modern day genocide watch researcher. You study possible genocides taking place in the world.
- **Audience-** decision makers of the world (aka classmates)

- **Situation-** a country is acting as if there is a possible genocide occurring. It is your job to research the situation, assess the 10 steps of Genocide and see if that particular country is committing genocide
 - **Product/Performance/Purpose-** overall presentation of country status, situation, assessment of genocide criteria, and recommendation of international action
 - **Standards and Criteria for Success-** research rubric, 10 step of Genocide, overall presentation rubric
- [Genocide Research Project](#)

Resources

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

United States Holocaust Memorial Museum
 Choices: Confronting Genocide
[Genocide Data Bases](#)

Evaluative Criteria

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

Rubrics
 Student-Teacher Conferences
 Do Now/Exit Tickets
 Formative Checks

Other Evidence

Assessment Evidence

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

Quizzes
 Genocide Application Project
 Choices Debate and Reflection Project

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will know what the Holocaust is as a Human Rights Event? 2. How and why did the Holocaust happen? 	<ol style="list-style-type: none"> 1. I will be able to explain through answering questions, participating in class, analyzing documents, viewing films, and writing a thesis statement. 2. I will demonstrate empathy through my written work.

Learning Activities

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

4 day lesson-
 Day 1-

1. Do Now- Ask students to read about one individual in the Holocaust by assigning one card to pairs of students from the following [15 profile cards](#). Ask them to underline or digitally highlight the major events that impacted that person's experience during the Holocaust. Note: a teacher can model this for students using one card as an example.

2. In small groups (2-4), have the students have a conversation about their profiles. What was similar? Different? What major events impacted that person's life?
3. Explain that in this lesson, students will address two essential questions: What was the Holocaust? How and why did the Holocaust happen?
4. Ask students to create a working definition of the Holocaust in their notebooks. (We will get back to definitions)
5. Ask students to complete a [KWL chart](#) on the Holocaust. Student volunteers will help compile a class list.
6. Provide the following USHMM definition of the Holocaust and post for reference.

The Holocaust was the systematic, state-sponsored persecution and murder of approximately six million European Jews by the Nazi regime and its collaborators in the years leading up to and during World War II. During the era of the Holocaust (1933-1945), German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), disabled persons, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

7. In small groups, have them compare their definitions with the one that was given. Were there elements missing in the definition you created? Describe how your definition of the Holocaust reflects similarities and differences from the USHMM definition. What parts of this Museum definition do you have questions about? Share out answers as a class.
8. In their notebooks, add two more definitions:
Anti Semitism: prejudice against or hatred of Jewish people.
Nazi racial ideology: belief that the world was divided up into competing inferior and superior races, each struggling for survival and dominance. Successful races maintained racial purity, reproduced to expand and strengthen the race-nation, and conquered territory and resources at the expense of inferior races. In the Nazis' eyes, Jews were not a religious denomination, but a dangerous non-European "race."
9. Students will View Film (Found at USHMM) The Path to Nazi Genocide (Chapters 1-3) approximately 24 mins. Students will answer questions 1-7 on the worksheet that goes with the film.
10. Day 1 Wrap Up- Students go back to the KWL chart and will fill in new content and write down questions raised by article or film. Students will be asked to reflect on the particular aspects of the Holocaust affected the person in their profile card.

Day 2

1. Do Now- Think-Pair-Share their KWL Charts from the previous day and choose 1 from each (KWL) to share with the class.
2. View film The Path to Nazi Genocide- Chapter 4 WWII and the Holocaust
3. Students will answer questions 8-9 on the accompanying worksheet.
4. Students will post their answers on a Padlet and as a whole class we will discuss.
5. Students will then segway and take a gallery walk/review digital version of the Historical Events or Laws and Decrees from the Timeline lesson found at the USHMM.
6. Student's profile cards- Day @- Students will answer the following 3 questions based on their profile card and the film.
 How was each person's life impacted by events you saw in the film?
 What can we learn by looking at a single person's experiences?
 What do the individual stories reveal about the Holocaust that the film and article did not?
7. Small group share out.
8. Whole Class share out and will find similarities and differences among the profile cards.
9. Students will read and annotate the USHMM Holocaust Encyclopedia article: How did the Nazi and their collaborators implement the Holocaust? Individual reading.
 Each student will be given 3 post it notes. One a post it note, they will find the following: What was the most important information they could find? What is the most powerful sentence? What is the most powerful word?
10. Whole class share out and students will circle their favorite examples in their article.

11. Students will create a chart with the headings; Perpetrators, collaborators and Witnesses to the Holocaust. As a small group, they will write down the ways in which people made choices, took action.
12. Day 2 Wrap Up- Use KWL chart and add information from today's lesson. Answer the question on a padlet : How does the article deepen your understanding of the actions that the Nazis and their collaborators took to persecute and then murder the Jewish people of Europe?

Day 3

1. Do Now- Review previous day's padlet, and discuss in small groups. Each group must provide a reflective statement.
2. Students will answer the following questions in their notebooks: Who were the Nazis and what did they believe? Why did the Nazis and their collaborators systemically target Jews and others? How did individual Jewish people experience these events? How did WWII change what the Nazis were able to do?
3. Students will reference their answers to the above questions in the closing activity. The students should keep a running set of notes recording their observations about ways in which people made choices or took action. I.e: What actions did the Nazis and their collaborators take to persecute and then murder Jewish people in Europe? In what ways were ordinary people active participants or passive witnesses to persecution and eventually murder?
4. Primary Source Analysis: Student will be given seven categories that identify the actions of the Nazis and their collaborators took to persecute and then murder the Jewish people of Europe. *******It is important at the beginning of the activity not to reveal to students which pack is associated with which category:**
Categories: Antisemitic Propaganda (Packet 5)
Exclusion and Legal Discrimination (Packet 4)
Physical Separation and Ghettos (Packet 2)
Theft and Confiscation of Property (Packet 6)
Deportation (Packet 1)
Concentration Camps and Forced Labor (Packet 7)
Mass Killing (Packet 3)
5. Students will be divided into 7 groups- will take part in a stations activity. Each of the sources is linked to several primary sources. For each source, the group will examine the primary sources and will take notes about the ways in which people made choices or took actions as perpetrators, collaborators, and witnesses. Which aspect of the Holocaust do your primary sources best represent? What do your primary sources reveal about the ways that ordinary people participated or witnessed persecution and even murder?
6. Students will move through all seven categories.
7. Whole class share out- each group will participate in what we are noticing.
8. Read and annotate the USHMM article How and why did ordinary people across Europe contribute to the persecution of their Jewish neighbors? Individual reading.
Each student will be given 3 post it notes. One a post it note, they will find the following: What was the most important information they could find? What is the most powerful sentence? What is the most powerful word?
9. Whole class share out and students will circle their favorite examples in their article.
10. Exit Ticket: Cite three examples of ways that ordinary people were active participants or passive witnesses to persecution and eventually murder?
What pressures and motivations may have influenced the decisions and actions of ordinary people during the Holocaust?
List either a new vocabulary word or knowledge that you take from today's lesson.

Day 4

1. Do Now- Review previous Day's exit tickets.
2. Students will return to their individual profile cards and the aspects of the Holocaust they studied the previous day. Two questions to focus on: Which aspects of the Holocaust that you studied had the greatest impact on the individual on your profile card? Does your profile card mention ordinary people? What role did they play in your person's experiences during the Holocaust?

3. Students will be asked to reference their notes, KWL charts and will develop a thesis statement that answers the following questions: How and why did the Holocaust happen?
Other questions may be used such as: What were the warning signs of what was to come before the Nazis came to power in 1933? Before the start of mass killing in 1941?
How did professionals and others working in German society who were not related to the actual physical mistreatment of minorities contribute to persecution and even murder? What attitudes, conditions, and beliefs in Europe may have made it easier to ignore or go along with persecution and murder? What are some of the motives and pressures that led so many individuals to persecute, to murder, or to abandon their fellow human beings?
4. Students will be writing this statement with a partner on a shared google doc.
5. Wrap UP: Students will listen to the 15 minute podcast episode, Holocaust Survivor's Reflections and Hopes for the Future. On a post it note, students will answer the following: Form an opinion and create a claim about what you believe can be learned from studying the Holocaust, why you think it is important to study how and why the Holocaust happened and what can people learn from it.

Assessment

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

Do Now/Exit Ticket
Padlets
Quiz on Knowledge/Content Vocabulary
Thesis Statements
Annotated Reading and Questions

Learning Target:

1. I will learn that there are 10 steps to Genocide.
2. I will learn that there have been multiple Genocides after the Holocaust.
3. I will research a Genocide of my choice.

Success Criteria:

1. I will be able to describe the 10 Steps of Genocide by Comparing and Contrasting the Holocaust to other Genocides.
2. I will be able to take notes
3. I will create a presentation on a Genocide of my choice.

Learning Activities

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

2 Weeks Lesson plans

Day 1-

1. Do Now- Students will respond to the below quote on a padlet. Class discussion
If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality."

— **Desmond Tutu**

2. Students will take notes on a PPT Presentation of the [10 Steps of Genocide](#), [Genocide Guided Notes](#)
3. Students will then have the chance with a partner (or individually if preferred) to apply the 10 Steps of Genocide by exploring the USHMM interactive website that explores the Holocaust. Students will find an example of each of the 10 steps of Genocide in their research. [Ten Stages of Genocide in the Holocaust](#)
4. Once the students have completed the Graphic Organizer, they will go around the room and write down an example of each of the categories they have found.
5. As a whole class, we will go over the 10 Steps and their examples.
6. Exit ticket- using the quote from the beginning of class, students will explain what step is the largest "red flag" of genocide and give their rationale.

Day 2-

1. Do Now: Analyze quote about humanity.
2. Finding good- During the remainder of this unit, at the end of each class, you all will receive a piece of paper that will ask you to reflect on something "good", "positive", "good about humanity" and will write it down and put it in the basket. Each day, we will start class by reminding ourselves of the good we do have in the world.
3. Students will be introduced to the Rwandan Genocide. Stations activity: Students will beed to take notes from a PPT, read and article about the Rwandan Genocide, and watch and listen to a clip or two about the Rwandan Genocide. [Remembering Rwanda](#)
4. Students will complete the [Rwanda 10 Stages of Genocide](#).
5. Students will complete the Rwanda Graphic Organizer for homework

Day 3

1. Do Now: Good in Humanity and what else have you seen? Discussion
2. Student will take their Rwanda 10 Steps of Genocide and will take an example from each and will add it to the 10 Holocaust notes but this time, it will be in green.
3. Students will compare and contrast what they have found so far between the Genocides.
4. They will take the [Genocide Comparison Matrix](#) and spend time filling each section out.
5. We as a class will go over the [Genocide Research Project](#)
6. Remainder of the time in class will be students exploring their top 2-3 choices.

Day 4, 5

1. Do Now: Good in Humanity and what else have you seen? Discussion
2. Students will choose the Genocide they would like to explore through a teacher directed way.
3. Students will use [Genocide Research Notes](#) and notebooks to begin researching.
4. Students must also develop a bibliography of sources. (work in progress but I would like them to have an article, newspaper information, a video clip as part of research)
5. Students will complete a HOW (habits of work) survey at the end of each class.

Day 6 & 7

1. Do Now: Good in Humanity and what else have you seen? Discussion
2. Students will be putting together their Genocide Presentation.
3. Teacher will conference with every student at least twice on their research and project.
4. Students will complete a HOW (habits of work) survey at the end of each class.

Day 8 & 9

1. Student Genocide Presentations
2. Students not presenting information will be taking notes on each of the genocides.
3. Actionable feedback will be given at the end of each presentation as well as a Question and Answer period.

Day 10

1. Completion of Presentations
2. Students will complete the [Reflections...on Genocide Project](#)

Assessment

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

Do Now/Exit Tickets

10 Steps of Genocide using the Holocaust as 1st example

Comparing the 10 Steps of Genocide with Rwanda

Genocide Research Notes

Genocide 10 Steps

Genocide Research Project

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will examine the definition of genocide in the Genocide Convention. 2. I will read the Convention of Prevention and Punishment of the Crime of Genocide. 3. I will consider the possibilities for differing interpretations of the Convention and what constitutes genocide. 	<ol style="list-style-type: none"> 1. I will provide a concise definition of Genocide. 2. I will analyze the Genocide Convention and answer the questions. 3. I will be able to defend a position on whether or not a Case constitutes genocide. 4. I will rewrite the Convention to reflect modern language.
<p>Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p>One Day (this lesson possibly could be in a different place in this unit)</p> <ol style="list-style-type: none"> 1. Do Now: Show video clip on preventing Genocide (number of clips on youtube from UN) 2. Students will be given a copy of the Genocide Convention and Defining Genocide handouts. 3. Students in small groups will read Article I and Article II outloud within their groups. One member of each group will record their group's response to the questions. 4. As a class, we will examine the language of the Genocide Convention. What types of groups are protected? Is the language vague? What reasons can students think of that the authors of the convention might have for using ambiguous language? Why did the convention not specify things like numbers of deaths or define serious mental harm? What are the advantages and disadvantages of using less ambiguous language in cases of international law. What is the purpose of the Genocide Convention? 5. Each Group will be assigned a Case Study. Using Article II of the convention they will consider whether their case is considered a genocide. 6. Students will share their findings with the entire class. What standards did they apply from The Genocide Convention to make their decision? Why do scholars have differing viewpoints? What is at stake in identifying an event as genocide? Might this happen for political reasons? What language would you change? What is the purpose of the Convention? Is it possible to look at historical events and apply the term retroactively? 7. Students will rewrite the Convention to reflect our world today. 8. Students will share their new Convention with the class. 	
<p>Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>	
<ul style="list-style-type: none"> • Answers to the Convention on the Prevention and Punishment of the Crime of Genocide. • Analysis of Case Studies • Statement with supporting or not supporting a case on whether or not it constitutes Genocide. 	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will analyze the issue that frame the debate on U.S. policy. 2. I will identify the underlying values of the options. 3. I will integrate the arguments and readings into a presentation 4. I will work cooperatively. 5. I will explore, debate, and evaluate multiple perspectives on U.S. policy regarding genocide. 	<ol style="list-style-type: none"> 1. I will develop either a presentation (oral) or will develop clarifying questions. 2. I will participate in the debate. 3. I evaluate the debate by completing an analysis. 4. I will design their own option to the question of what should the U.S. policy be regarding Genocide in then future.

6. I will articulate coherent recommendations for U.S. policy concerning genocide based on personally held values and historical understanding.	
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Learning Activities

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

2-3 Day Lesson

1. Do Now: on a Padlet, Students will be asked to answer the following question: What should the U.S. Genocide Policy for the Future Look like? Discuss as a Class.
2. Students will read and annotate Remembering History: U.S. Genocide Policy for the Future and Options in Brief (Choices). Has their opinion changed? What option did you most associate with?
3. Students will be divided into groups, some will be Option Groups, some will represent the Committee on Foreign Relations of the U.S. Senate.
4. The Option Groups will receive "Presenting Your Opinion" and "Expressing Key Values" readings. The goal of each Option Group will be to present to the members of the Committee of Foreign Relations to the U.S. Senate.
5. The Committee group will read through the options and will develop clarifying questions to ask during the options groups' presentations. These questions will be on a google doc so that the teacher can review them.
6. All students will receive an Options: Graphic Organizer. Students will begin to fill it out to help them organize their thoughts.
7. Students will participate in a Debate.
8. Students will complete an Evaluation Form: Committee on Foreign Relations of the U.S. Senate. (Choices)
9. Students will complete a Focusing Your Own Thoughts worksheet and then will create their Own Option. This Option should use information the entire debate process.

Assessment

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

- Options" Graphic Organizer (Choices)
- Presentations/Clarifying Questions
- HOW rubric
- Debate rubric
- Your Own Options

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will understand the concept of historical memory. 2. I will explore the complex decision making processes behind designing a memorial. 3. I will examine the role of memorials in shaping historical memory of genocides. 4. I will use diverse forms of expression to memorialize a genocide. 	<ol style="list-style-type: none"> 1. I will be able to give 3 examples of their own historical memory. 2. I will design and create a Memorial. 3. I will write an artist's statement about the Memorial. 4. I will evaluate a classmate's work using the assigned rubric. 5. I will complete a reflection.

Learning Activities

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

1-2 Day Lesson

1. Do Now: Students will respond to the writing prompt, "What shapes our view of the past?" Turn and talk. List responses on board. What is a memorial? Who constructs them? Who decides what events to memorialize?
2. Write "historical memory" on the board. Brainstorm example
3. Memorials- What are they? Purpose? List as many as you can.
4. Students receive the handout, "History, Memory, and Memorials". Go Over the parameters of the assignment.
5. Students will plan and create a Memorial. Students will receive a copy of Planning and Creating Your Own Memorial".
6. Students will work on creating their Memorials. This can be done in a variety of ways and students will have their choice in how they design them.
7. Students will then write an "artist's statement" about how and why they designed their Memorial the way they did.
8. Gallery walk of all the Memorials in the class. Students will evaluate each other's Memorials and provide actionable feedback.
9. Students will complete a reflection on the activity. What struck them? How can memorials influence the way that people remember historical events? Why does the way that we remember the past matter?

Assessment

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

Memorial Rubric
Artist Statement Rubric
Gallery Walk Feedback

Resources

Any materials and resources related to Stage 3 learning activities.

C-Span Classroom-
US Holocaust Museum- Lesson plans
Choices: Confronting Genocide
HRE USA

Unit Overview	
Unit Title:	Unit 4: Individuals and Issues Making Noise in Our Current World
Teacher:	Ferrett
Grade Level/Course:	10,11,12 Human Rights ACC
Length/Dates:	3-4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This is a two part Inquiry unit that allows students to explore various individuals that are or have made significant strides in Human Rights and Issues that pertain Human Rights now and in the future. Students will go through the inquiry process from QFT, Research, Creation, Showcasing, and Reflection. The main ideas and content will connect to the 30 Articles of Human Rights under the Declaration of Human Rights. The Individuals and Issues will all be vetted and approved before students begin the Inquiry Process. The individuals and issues also must be different topics in order to give students access to more content regarding modern day human rights.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.6 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> <p>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</p> <p>INQ 9-12.11 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> <p>CCSSR.H.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>CCSSR.H.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.</p> <p>CCSSW.H1B Develop the topic thoroughly by selecting the most significant and relevant facts, extend definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic</p>

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) 3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)

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

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

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Communication Transdisciplinary Goal:

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

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s):

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

Each EU listed should correspond to at least 1 or more EQ below.

Human rights in its present form in relatively new.

Human rights have progressed and have made much success over the last 75 years.

Human rights are faced with new challenges in our world.

Human rights have progressed and have made much success over the last 75 years.

Essential Question(s):

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

Each EQ listed should correspond to at least 1 or more EU above.

How have Human Rights improved in the world?

What are the new challenges of Human Rights presently and in the future?

Do individuals change the world?

In what ways can individuals take action for peace?

What is our personal and collective responsibility to safeguard human rights?

Who are the Human Rights Heroes living in our midst?

What are the main issues/topics in Human Rights right now in the World?

How are these issues/topics related to the Articles in the UNDHR?

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

<ol style="list-style-type: none"> 1. Human Rights Heroes are in our midst 2. Human Right activists exist in all countries 3. Human Rights Issues change over time <p>Students will be developing content vocabulary with their Human Rights Superhero Project as well as the Human Rights Issue they are going to explore.</p> <p>IE:</p> <table> <tr> <td>Human Rights</td> <td>Fundamental</td> </tr> <tr> <td>Equality before the Law</td> <td>Cultural</td> </tr> <tr> <td>International Law</td> <td>Protect</td> </tr> <tr> <td>Discrimination</td> <td>Declaration</td> </tr> <tr> <td>Inalienable</td> <td>Convention</td> </tr> <tr> <td>Right to Life</td> <td>Complement</td> </tr> <tr> <td>Due Process</td> <td>Customary</td> </tr> <tr> <td>Principle</td> <td>Curtail</td> </tr> <tr> <td>Deprivation</td> <td>Promote</td> </tr> <tr> <td>Norm</td> <td>Status</td> </tr> <tr> <td>Resolution</td> <td>Consent</td> </tr> </table>	Human Rights	Fundamental	Equality before the Law	Cultural	International Law	Protect	Discrimination	Declaration	Inalienable	Convention	Right to Life	Complement	Due Process	Customary	Principle	Curtail	Deprivation	Promote	Norm	Status	Resolution	Consent	<ol style="list-style-type: none"> 1. Engage in QFT 2. Explore complex questions 3. Build knowledge and skill through sustained investigation 4. Reach conclusions based on evidence 5. Communicate conclusions and findings to solve problems and address challenges
Human Rights	Fundamental																						
Equality before the Law	Cultural																						
International Law	Protect																						
Discrimination	Declaration																						
Inalienable	Convention																						
Right to Life	Complement																						
Due Process	Customary																						
Principle	Curtail																						
Deprivation	Promote																						
Norm	Status																						
Resolution	Consent																						

Stage 2: Evidence of Student Learning

Performance Tasks

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

- **Goal** - To create a presentation (student choice) along with an evaluation to have classmates complete to assess their learning
- **Role** - You are the spokesperson for a Human Rights Superhero and is up for the prestigious Human Rights Hero Award. You must create a dossier and present your rationale as to why your person should be considered the Human Rights Superhero of the year.
- **Audience** - The Annual Human Rights Superheroes Awards Show (classroom)
- **Situation**- Humans have made progress in every aspect of the UNDHR amendments and will continue to do so in the future. What we sometimes fail to recognize is that there are many Human Rights Activists out in the world making a difference. Many of these heroes do so without any recognition or fanfare. Your task is to uncover one of these Human Rights Heroes along with the Human Rights Issue they support and present your findings to the Award Show committee.
- **Product/Performance/Purpose**- Inquiry based project, Persuasive Presentation to convince others that their Human Rights Superhero should received the highest humanity award
- **Standards and Criteria for Success**- Students will be evaluated on their inquiry process (the questions they created and researched), the rationale behind why their Human Right Super Hero is an excellent choice for the award, their overall presentation to the Award Show, and their assessment to be given to classmates.

Human Rights Super Hero Award Dossier and Rationale

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

- Websites: Human Rights Watch, Amnesty International, UN
- Southington High School Databases

Evaluative Criteria

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

- Rubric for both Inquiry based projects
- HOW (habits of work) Rubric (Unit 5)- daily check-in.
- Do Now/Exit Tickets

Comments

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

Consider bringing in library media specialist.

Stage 3: Instructional Design

Learning Target:		Success Criteria:	
1. I will understand the QFT process.	2. I will research Modern Day Human Rights Super Heros.	3. I will develop questions that would answer the question(s), "Who are the Modern Day Human Rights Super Heros?"	
			1. I will answer What is QFT is an exit ticket. 2. I will create a list of Modern Day Super Heroes and be able to place them next to the appropriate UNDHR articles. 3. I will be able to expand all my closed ended questions to open ended questions to aid in my research.
Learning Activities			
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.			
1 Day			
<ol style="list-style-type: none"> 1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss. 2. Super Heroes Images- What emotions do Super Heroes evoke? Why are they called Super Heroes? Do they have to have super powers? Brainstorm the qualities that Super Heroes have. 3. QFT process (change Process to reflect Human Rights course)- Students take notes and come up with questions 4. Whole class, come up with questions that may be used to aid in research of Human Rights Super Hero. (the background information about the person, the area in which they are trying to improve, name of their organization if applicable, financing, advertising, what area(s) of human rights are they making a positive contribution) 5. In partners, research as many Human Rights Super Heroes that are in our world today (modern day-30 years). Align each Human Right Super Hero to the articles of the UNDHR. 6. Whole class- create a chart of Super Heroes and articles of UNDHR. Where are we seeing overlap? Where do we need to make improvements? What is lacking? Why? 7. Exit Ticket- If you could have one Super Hero power, what would it be and why? Share out. Dayl 			
Assessment			
List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)			
Exit Ticket Super Hero List and corresponding UNDHR list. (graphic organizer to be made) QFT questions worksheet (to me made)			

Learning Target:	Success Criteria:
1. I will utilize SHS Databases to explore Human Rights Super Heroes.	1. I will be able to narrow down my choice of Human Rights Super Hero by end of day. 2. I will be complete a shortened annotated bibliography of resources that I found useful.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1 Day 1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss. 2. SHS Databases- Students will (can in pairs) explore Human Rights SuperHeroes. 3. Students will complete a shortened annotated bibliography of resources they found useful. 4. Students will share what they have found useful. 5. Exit Ticket- Human Rights Superhero rationale choices	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now HOW rubric- Habits of Work Rubric self reflection Shortened Annotated Bibliography of useful resources Exit ticket- Who are my top 2-3 choices of Human Rights Superheroes and why.	

Learning Target:	Success Criteria:
1. I will research my Human Rights Superhero using SHS Databases	1. I will complete my research on my Human Rights Superhero and answer all QFT questions surrounding my Human Rights Superhero.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1 Day 1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss. 2. Students will spend the class researching the answers to the QFT 3. Exit Ticket- What are you finding easy? What is challenging you?	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now HOW rubric- Habits of Work Rubric self reflection Graphic Organizer	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will be able to describe why my Human Right Super Hero should get the Super Hero award. 2. I will explain how my Super Hero should be evaluated. 	<ol style="list-style-type: none"> 1. I will complete my project and be ready to present the next class. 2. I will create a class evaluation sheet for the Awards Show.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
2 Days <ol style="list-style-type: none"> 1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss. 2. Students will spend the class creating their Presentation (WHY should their Human Rights Superhero be given the Super Hero Award?) Can include things like (create their Super-Hero Name and explain why you would give them that name?What Superhero power would you give them and why, design their Superhero Costume and explain why they are considered to be a hero) 3. Peer Edit with another Classmate in order to make improvements. 4. As a whole class, we will create an evaluation tool to use for the Award Show. 5. Exit Ticket- What are you finding easy? What is challenging you? 	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now HOW rubric- Habits of Work Rubric self reflection Exit Ticket	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will listen, participate, and evaluate myself and my classmates at the Human Rights Super Hero Award Show. 	<ol style="list-style-type: none"> 1. I will complete an evaluation for every classmate's presentation. 2. I will present my Human Rights Super Hero to my class and be able to persuade them that my Human Rights Super Hero is the most deserving to receive the award.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1 Day <ol style="list-style-type: none"> 1. Set up room for award show. Students will sit in a horse shoe. 2. Award show presentations. Questions and Answer time in between. 3. Students will complete the evaluation sheet, give a rating and then vote for the most deserving Human Rights Super Hero. 4. Award winners announced. 5. Students will complete a reflection on the process, their work and rate themselves on the rubric. 	
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Award Show Evaluation sheet (to be created)	

Self-Reflection Exit Ticket
Presentation Rubric

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I will learn and know about a Human Rights issue that we face in the world today.2. I will develop questions that I will answer in my research.3. I will take notes on my research.4. I will complete an annotated bibliography.5. I will develop a rubric for my project6. I will	<ol style="list-style-type: none">1. I will inform, inspire, and create interest in others about a Human Rights Issue in order to educate others.2. I will be able to explain how this Human Rights issue is connected to the articles of the UNDHR through an end of course project of my design.3. I will evaluate myself and others using rubrics that have been created.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p>7-10+ Days Human Rights End of Course Project</p> <p>Day 1 Overview of Project Research Topics Choose Topic/Issue and write up rationale. ** the topic/issue MUST be different than the Individual topic.</p> <p>Day 2-3 Complete Project Outline Complete QFT process for project Being researching Issue by taking notes.</p> <p>Day 4-6 Finish researching. Complete annotated bibliography. Design assessment to give to classmates.</p> <p>Day 7-8 Project Design Project Peer Editing</p> <p>Day 9-10+ Project presentations Project assessments Project Self Reflections</p>	
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	

Completion of Inquiry Project Outline
Annotated Bibliography
Class Assessment
Inquiry Feedback
Daily HOW Rubric
Individually designed rubric

Unit Overview	
Unit Title:	Unit 5: The Future is Up to Us
Teacher:	Ferrett
Grade Level/Course:	10,11,12 Human Rights ACC
Length/Dates:	3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	<p>The future of human rights will be impacted by the effects of climate change in our world. The question of what to do about climate change and how to preserve human rights remains. Students will explore how governments and other groups, including businesses and nongovernmental organizations, are working both to prevent humanitarian disasters and cope with its human impacts. Students will consider who is most at risk for violation of human rights and why an unified international strategy for dealing with the future of climate change has not yet emerged.</p> <p>In this unit, students will analyze how climate change affects migration around the world and the policies that could be effective in addressing the issue. To start, students will investigate what motivates people to move in general. Then students will read “The Great Climate Migration” by Abraham Lustgarten and Meridith Kohut, where they will be introduced to how climate change may affect migration in the future. Students will then investigate how climate change is impacting migration by reading and presenting about specific scenarios around the globe. Finally, students will begin to research how policy can address climate migration to ensure human rights avoid disastrous outcomes in the future.</p>

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.10 Construct arguments using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9-12.11 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> <p>INQ 9-12.17 Apply a range of deliberative & democratic strategies and procedures to make decisions and take action in their classroom, schools, and out-of-school civic contexts.</p> <p>CCSSR.H.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to the understanding of the text as a whole.</p> <p>CCSSR.H.3 Evaluate various explanations for actions or events and details which explanation best accords with textual evidence, acknowledge when the text leaves the materials uncertain.</p> <p>CCSSW.H.7 Conducted short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject demonstrating of the subject under investigation.</p>

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)
3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring

Understanding(s):

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

1. Analyze the issues such as climate change that frame the future of human rights.
2. Analyze how climate change has affected migration in various regions around the world which impact human rights
3. Evaluate effective policy in the face of climate change migration
4. Identify underlying values of the options humans have in any issue.
5. Describe how the physical environment affects human settlement which could potentially impact human rights.
6. Analyze how climate change has affected migration in various regions around the world
7. Evaluate effective policy in the face of climate change migration in order to ensure the continuity of human rights.

Essential Question(s):

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

1. How will climate change impact where humans settle?
2. How will climate impact where people settle around the world?
3. How is climate change affecting human migration around the world?
4. How could domestic and foreign policies help alleviate the climate migration issue?
5. What policy solutions exist for climate migration?
6. What policy solutions are most effective for addressing climate change migration?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>Content Vocabulary</p> <p>UNFCCC- United Nations Framework Convention on Climate Change NGOs- nongovernmental organizations Extreme weather event Consensus Climate Change Refugees Species Migration Displacement Vulnerability Adaptation Energy Efficiency Renewable Energy National Adaptation Plans Stakeholders Sustainable development Population density City planning Emigrate</p> <p>Know: Climate change is causing people to move and look for new places to live. Climate change refugees will be an issue that needs to be addressed by the world. Climate change is at the forefront of an emerging set of international issues that transcend national borders. The world continues to try to balance international cooperation with national interests.</p>	<ol style="list-style-type: none"> 1. Recognize relationships between history and current issues 2. Analyze and evaluate multiple perspectives on an issue 3. Understand the internal logic of a viewpoint 4. Identify and weigh the conflicting values represented by different points of view 5. Engage in informed discussion 6. Develop and articulate original viewpoints on an issue 7. Communicate clearly and effectively in written and oral presentations 8. Collaborate with peers

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<ul style="list-style-type: none"> ● Goal- to write a letter to a local, national or international leader to advocate for climate migration human rights. ● Role- an emerging voter citizen ● Audience- Community leaders ● Situation- As a student, you have learned about the newest refugees in our planet called climate refugees. As an emerging voter, you would like to suggest policies to a community leader to advocate for climate migration human rights. ● Product/Performance/Purpose- a letter ● Standards and Criteria for Success- Students will advocate for policies that would address climate migration through a letter to the local, national, or international representative of the student's choice. The students will be expected to display the knowledge they have acquired during this unit in a the letter. They will be able to not only summarize the potential impact that climate change has on

migration and human settlement around the globe, but will also advocate for possible solutions while preserving the dignity of human rights.

Performance Task: Policy letter to a Government Official

Resources

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

Choices- Climate Change and the Questions for Justice- Brown University

Displacement in the Face of Climate Change Unit by April Wallace- Pulitzer Center

Evaluative Criteria

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

[Rubric for Letter to Representative](#)

[Rubric for Presentations](#)

[Self-Evaluation](#)

[Accountable Talk Rubric](#)

Other Evidence

Assessment Evidence

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

1. Completed comprehension question worksheets for "The Great Climate Migration."
2. Completed graphic organizers summarizing global climate change scenarios.
3. Completed map showing current and projected global "Hot Zones"
4. One-pager summarizing and illustrating one global climate change scenario students learn about from Pulitzer Center news stories.

Stage 3: Instructional Design

Learning Target:	Success Criteria:
1. I will be able to explain how climate change will impact where humans settle and live which is a human right.	1. I will read the article "The Great Climate Migration" and will begin investigating how climate change will impact human rights by completing questions and a world map.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

1 Day

1. Do Now: Predict what impacts climate change will have on human populations in the world and describe what human rights may be impacted. Put answers on padlet. (create padlet)
2. Turn and talk with group about your predictions.
3. Share out with class. (possible answers may include: crossing international borders, crops failing (peaches GA), water restrictions, fires)
4. Read "The Great Climate Migration" by Abrahm Lustgarten and Meridith Kohut (NYTIMES- will need to get full access) Use Presentation to guide students
5. With a partner, answer the comprehension questions. Discuss
6. Using Map handout, color yellow the current "hot zones" as defined by the article (see slide 7)
7. Using Map handout, color orange the predicted 2070 "hot zones" (slides 8-9)
8. Whole class discussion- What does this expansion of "hot zones" mean for humans? How will this affect where people live, settle? What implications does this have for human rights? Governments? International, national and local laws?
9. Movement time: Share out something that stood out to you from the reading about the impact of climate change on human migration and rights. Students should find 3 other classmates to have a mini-conversation with.

Assessment

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

Comprehension questions from the reading.
Mini-discussions in the room.

Learning Target:

1. I will be able to describe and explain how climate impact will directly correlate with human rights in our world.

Success Criteria:

1. I will read a case study of climate migration around the world and complete a graphic organizer
2. I will create a one-pager that synthesizes the information in the article as well as the implications it will have on human rights.

Learning Activities

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

3-4 Days

1. Do Now: Show Clip, [Climate Change Refugees](#) from CBS News. Students write down their reaction, thoughts, opinion and discuss. What parts of the world will see the most impact of climate change?
2. Students will be given one specific climate change migration scenario of their choice. Students will choose from the following: 6 articles

[Manila's Informal Settler Face Relocation in Exchange for Clean Bay](#): Extreme weather events and displacement in the Philippines

[In Black and White: How Climate Change is Affecting Iran](#): Desertification and displacement in Iran

[The Last Nomads of the Tibetan Plateau](#): Climate change and forcible displacement on the Tibetan Plateau

[Climate Change and Human Trafficking in Indonesia](#)

['There's No More Water'](#): Climate Change on a Drying Island: Climate change in Comoros

[Climate Change Will Drive People Across Borders](#): Climate Change in the Caribbean

3. [Graphic Organizer](#) for exploring News Articles

4. All students from each group will compare/contrast what they filled out on their graphic organizers. What is the climate change issue occurring in your article? What has stood out to you the most about this scenario? What questions do you have so far about the article?
5. [One-pager assignment](#) - Students from each group will create a One-pager document, where they synthesize the information from their article of their choice using both text and images/drawings.
6. Review expectations of the One-pager assignment with students.
7. Students will work on their posters in small groups.
8. Posters will be hung in the room and students will participate in a Gallery Walk. Students will take turns adding information about each poster to their graphic organizers. Students will then leave a sticky-note on each poster and will either ask a question, leave a compliment or ask for further explanation.
9. Original groups will go back to their posters and will make the necessary changes to their posters.
10. Whole class discussion on the essential question, "How is climate change affecting human migration around the world?"
11. Students will add to their map handout from Day One- Plot where each of the locations are from the gallery walk. Do they have anything in common? Any patterns? ■What is the population density of these locations? Whole class discussion on how climate change could affect human migration in the United States and locally in students' own state. Use this [presentation](#). How could the great climate migration affect the U.S.? Megacities, Southern migration to the North, etc. How could it affect your state? Examples for the state of Minnesota: Agriculture, homes on the Great Lakes disappearing, etc. People moving to Minnesota, challenges & opportunities of a large increase of migrants to Minnesota: infrastructure, etc.
12. Students in the same groups will go find an article about how climate change may impact the state of CT. Should use the databases in our school's media center. Once they have find an article, they will add the information to their graphic organizer and as a class will we have a round table discussion of climate change impact on our state.
13. Exit Ticket: Share something that stood out to you from reading about the impact of climate change and human rights.

Assessment

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

Graphic Organizer
One-Pager Assignment Rubric (work in progress)

Learning Target:	Success Criteria:
1. I will learn how domestic and foreign policies can help alleviate the climate migration and support human rights.	1. I will be able to give concrete examples of domestic and foreign policies regarding climate migration and human rights by watching video clips and reading articles.

Learning Activities

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

- 1 Day
1. Do Now: Brainstorm with a partner: How could domestic and foreign policies help alleviate the climate migration issue? What issues do individual nations and the international community face?
 2. Read and annotate [Part II of the Great Climate Migration](#) Individually
 3. With a partner answer the questions in [Part II](#). (will make change some of the questions)
 4. Whole class discussion. What are some of the challenges Cortez faced, according to the article? How has Mexico's immigration policies changed? How is that affecting migrants now?
 5. Exit Ticket- on a Padlet- From the reading, what stood out to you the most about climate migration? Write two questions you have about this topic.

Assessment

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

Do Now
 Comprehension Questions
 Exit Ticket

Learning Target:

1. I will explore policy solutions that exist for climate migration in a graphic organizer.

Success Criteria:

1. I will provide pros and cons for each policy solution and will be able to assess which policy solution is the most viable for our country.

Learning Activities

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

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

1 Day

1. Do Now: Turn to a partner and review: what were some of the initial solutions to the climate migration crisis that were discussed in the article, "The Great Climate Migration?"
2. The Great Climate Migration- Read Part 3 of the article Answer these comprehension questions (questions for Part 3 are on page 3) Researching migration policy~ [Migration Policy Institute](#)
3. Whole class discussion • What migration policies does the author support? Why? • What is the cost of inaction?
4. With a partner, research two more possible solutions that exist and cite sources of where the information is coming from.
5. Exit ticket: What are your most pressing questions regarding climate migration and the policies that may affect this issue?

Assessment

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

Article Comprehension Questions
 Exit ticket

Learning Target:

1. I will decide which policy solutions are most effective for addressing climate change migration?

Success Criteria:

1. I will create a final product (letter to a representative) that will try to persuade them for climate migration change.

Learning Activities

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

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

2-3 Days

1. Do Now: Turn to a partner and discuss the two questions • What solutions were provided by the journalist who visited your class? • What solutions would you support?
2. Share answers with the whole class.
3. Hand out Summative assignment of writing a letter to the representative of their choice. This letter will highlight the problem of climate change migration and advocating for a solution. The letter can be written to a Local representative, State Representative, National Representative, or International (United Nations) representative. **(task sheet- a work in progress at this time)**

4. Students will complete a [graphic organizer \(work in progress\)](#) as an outline for writing the letter.
5. Students will share their ideas with a small group to get feedback on their outlines in order to have enough substantial information to be able to write a strong advocacy letter.
6. At this time, the teacher will also conference with the students to make sure they are on task, answer any questions the students may have and to probe their thought process.
7. Students will then write a rough draft (Google Docs) of their letter.
8. Once all students have written their rough drafts, students will share their link on a common page and each letter will be peer edited by two classmates. Each peer edit will include actionable feedback to the original student.
9. Students will re-write their final copy and will submit it for a grade.

Assessment

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

[Graphic Organizer \(work in progress\)](#)

Actionable Feedback Rubric for Peer Editing **(work in progress)**

[Climate Migration- Letter to Representative Rubric](#)

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> 1. I will analyze issues related to international climate change. 2. I will identify underlying values of the options. 3. I will identify arguments and beliefs of the options and readings. <p>I will work cooperatively within my groups.</p>	<ol style="list-style-type: none"> 1. I will be able to identify and explain the key issues that frame international climate change negotiations. 2. I will be able to successfully present my arguments and beliefs in class presentation. 3. I will be able to complete the graphic organizers.

Learning Activities

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

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

2-3 Days

Students will take part in an Options Role Play: Climate Change: Question of Justice

1. Do Now: Students will read Options in Brief and complete Study Guide-Part III or “Advanced Study Guide-Part III” in the TRB Choices.

2. Students will then as a whole-class have a Q & A regarding the topics.

3. Students will be given a folder with the following Handouts from the TRB:

- a . Presenting Your Options
- b. Expressing Key Values
- c. Speaking for Climate Change Stakeholders
- d. Stakeholder Perspectives
- e. Options: Graphic Organizer

4. Students will have 3 groups. An option will be assigned to each group. The option groups should follow the instructions in “presenting your option”.

5. The remaining students not assigned to an option group, will be assigned a stakeholder role. The stakeholders should answer the questions of their worksheet and develop clarifying questions for each option.

6. All students will be given the Options: Graphic Organizer. As they are preparing for the simulation, students will complete the graphic organizer.

7. Students will complete a Habits of Work rubric for a self-reflection on Day 2-3.

Assessment

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

(They can be listed/linked below)

Choices: Evaluation Form: The Stakeholders
Rubric: Simulation Presentation (in progress of being built)
Options 5: The Graphic Organizer
[Habits of Work Rubric](#)

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I will cooperate with classmates in presenting a persuasive speech.2. I will articulate the issues that frame current international discussions on climate change.3. I will explore, debate, and evaluate multiple perspectives on future climate change agreements.	<ol style="list-style-type: none">1. I will present my questions or speech during the simulation.2. I will clearly state the ongoing issues of climate change.3. I will complete the graphic organizer and the evaluation worksheet.

Learning Activities

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

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

1 Day

1. Do Now- Students will organize the room so that the three option groups face a row of desks reserved for the students representing the stakeholders.
2. Simulation- the simulation will begin with a 3-5 minute presentation by each of the option groups. Students should present the options from the perspective of the international community. They are not speaking for any one particular country.
3. As the students go through the simulation, they should be completing more of the "Options: Graphic Organizer"
4. Once the presentations have happened, the stakeholders will ask clarifying questions. Each of the stakeholders must ask at least one clarifying question. The questions should also be evenly distributed to the Option groups.
5. Option Groups members can challenge the positions of the other group members.
6. Each student will complete an Evaluation Form: Stakeholder.

Assessment

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

(They can be listed/linked below)

Evaluation Form: Stakeholders (TRB-63- Choices)

Learning Target:	Success Criteria:
<ol style="list-style-type: none">1. I will articulate my opinion on the international response to climate change based on personally held values, evidence, and political understanding.2. I will compare and contrast values and assumptions with classmates.3. I will work cooperatively to identify the top 2 concerns for humans in climate change.	<ol style="list-style-type: none">1. I will create (letter to editor, youtube clip, etc) that addresses climate change action that needs to be taken now in order to secure human rights.

Learning Activities

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

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

1-2 Days

Day 1

1. Whole Class debrief of Role Play Simulation- stakeholders can share their evaluations of the option groups. What arguments were most convincing? Which policies were most appealing?
2. Students in small groups should discuss with each other their policy recommendations with the class. What concerns guided the formulations of their option? How might various stakeholders view their options? How important is climate change mitigation compared to adaptation? What types of responses are the responsibility of the international community? Individual countries?
3. Brainstorm the potential aspects of climate change they want to get across to an organization. Who? Why? How?
4. Students may either work by themselves or in small groups to create either an “elevator speech”, a written editorial, a commercial, a youtube clip to bring about necessary policy change to the decision makers.

Day 2

1. Students show and display work to one another.
2. Students will provide actionable feedback to one another (at least 2 other classmates).
3. Students will individually reflect on the entire simulation process.

Assessment


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

Creation of an effective and convincing marketing tool on Climate Change (work in progress)
Focus your Thoughts (TRB- Choices)
Your Own Option (TRB- Choices)
Student Accountable Feedback (see previous unit)
Reflection Exit Ticket

Resources

Any materials and resources related to Stage 3 learning activities.

- Choices- Climate Change and the Questions for Justice- Brown University
- Displacement in the Face of Climate Change Unit by April Wallace- Pulitzer Center



**Human
Rights
Grades 10-12
Semester Course**

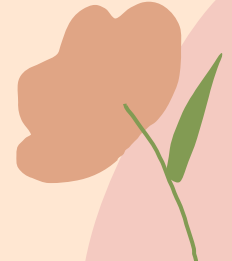



Why Study Human Rights?

The Goals of Human Rights Education

Human rights education teaches both **about** human rights and **for** human rights.

Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.



Unit 1: What is Human in Human Rights?

This introductory unit allows students to explore what it means to be human and how we are different from the rest of the animal kingdom. This unit explores the history of human rights and how they have evolved into the UN Declaration of Human Rights.

Performance Task: Elevator Speech

- ❖ Students are given the quote, “All rights are universal, indivisible and interdependent and interrelated.” *Vienna Declaration, 1993*. Students produce a 1-2 minute recorded (their choice) elevator speech that will defend or dispute it.

Unit 2: Human Rights Organizations, Advocacy, & NGO's

This unit has students explore the various organizations and agencies around the world that support, defend and define human rights and human rights issues. This unit will explore the creation of the United Nations after WWII, the 30 Human Rights, and non-governmental organizations that allow human rights to progress and proceed.

Performance Task: NGO “Career Day”

- ❖ Students create a presentation to convince new college graduates to work at their human rights agency (e.g. Amnesty Int'l, Doctors without Borders, etc).

Unit 3: Holocaust, Genocide, & Crimes Against Humanity

Students will learn about causes and events that led to the Holocaust. Students will then engage in case studies of modern day genocides and crimes against humanity. Students will explore how the international community, including the United States, has confronted genocide, the warning signs and what prevention tools are used to stop these insidious crimes.

Performance Task: Genocide Research Project

- ❖ Students act as a modern day genocide watch researcher, studying possible genocides taking place in the world. Students research a potential situation, and analyze it using the ten stages of genocide for possible violations.

Unit 4: Individuals and Issues Making Noise in Our Current World

This is a two part inquiry unit that allows students to explore various individuals who are making or have made significant strides in promoting human rights and addressing issues that pertain to human rights now and in the future. The main ideas and content will connect to the 30 Articles of Human Rights under the Declaration of Human Rights.

Performance Task: Human Rights Superhero Award Dossier and Rationale

- ❖ Students act as a spokesperson for a human rights advocate who has been nominated for the prestigious ***Human Rights Superhero Award***. They must create a dossier and present their rationale to the award show committee as to why their individual should be considered the Human Rights Superhero of the year.

Unit 5: The Future is up to Us

The future of human rights will be impacted by the effects of climate change in our world. The question of what to do about climate change and how to preserve human rights remains. Students will explore how governments and other groups, including businesses and nongovernmental organizations, are working both to prevent humanitarian disasters and cope with its human impacts. Students will consider who is most at risk for violation of human rights and why an unified international strategy for dealing with the future of climate change has not yet emerged.

Performance Task: Policy letter to a Government Official

- ❖ Students have learned about the newest refugees on our planet called climate refugees. As emerging voters, they will advocate for policies and possible solutions that could address climate migration while preserving the dignity of human rights through a letter to the local, national, or international representative of the student's choice.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 25, 2024

Decision Requested X Agenda Code 8 c.

AGENDA REPORTING FORM

Agenda Topic: SHS – Industry Internship Proposal – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Industry Internship Proposal – Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – Industry Internship Proposal as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Industry Internship Proposal- DECA Store Shift Manager

- .25 credits (PASS/FAIL)
- One semester class in the Business Department
- Could be used for STEM or Humanities

Course Overview:

The DECA Store Shift Manager Position will provide students who are interested in the Business Management and Administration, Finance, Hospitality and Tourism, Marketing career cluster, or related pathways, an opportunity to engage in pre-service experiences. They will begin the internship with a training session that outlines their roles and responsibilities and introduces them to basic components of retail management. Students will support the operations of the DECA Store as well as peer learning while managing a shift (class period).

A school-based enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in marketing, finance, hospitality or management.

SBEs provide realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk or through Internet marketing. Products may include spirit wear, food and beverage items, school supplies, signs and banners and more, while other SBEs provide services such as creative design, advertising sales and more.

School-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills.

Course Standards:

Career and Technical Education Performance Standards and Competencies:

Marketing

Instructional Area: Product/Service Management (PM)

Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

Instructional Area: Channel Management (CM)

Standard: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

Instructional Area: Marketing-Information Management (IM)

Standard: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Instructional Area: Market Planning (MP)

Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

Instructional Area: Pricing (PI)

Standard: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Instructional Area: Promotion (PR)

Standard: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Instructional Area: Selling (SE)

Standard: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

Instructional Area: Human Resources Management (HR)

Standard: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

Course Curriculum:

- [DECA School-Based Enterprise Certification Program](#)
 - Opportunity to earn [individual certification](#)
 - Work on [chapter certification standards](#)
- A training module will be provided to Shift Managers by the DECA Advisors

Prerequisites - Qualifications

- Students interested in Business Management and Administration, Finance, Hospitality and Tourism, Marketing or related careers who have met the following prerequisites.
 - Prior 85% average in Marketing 2
 - Consistent Attendance (*Students must not have lost credit in a course during the current school year due to attendance issues*)
 - Teacher recommendation
 - DECA Advisor approval
 - Successful completion of the [SBE training module](#) (*To be overseen by DECA Advisors*)

Shift Manager Responsibilities:

- Model appropriate behavior for students, in compliance with the behavior expectations outlined in the student handbook
- Inform DECA Advisor of any absence ahead of the shift manager period
- Communicate with DECA Advisors and DECA Store Supervisor in advance of an absence
- Meet with the DECA Advisors a minimum of once per quarter for feedback and evaluation
- Train and supervise student employees
- Complete [Student Employee Review](#) for each student employee
- Develop and assign activities for student employees to complete related to
 - Operations- examples include working as cashier/customer service, cleaning service areas, organizing displays
 - Promotion- examples include creating flyers and other promotional messages
 - Inventory- examples include unpacking and verifying orders, creating order lists, restocking merchandise
 - Merchandising- examples include designing and implementing displays
 - Sales-examples include obtaining and fulfilling custom orders, designing new merchandise
 - Production- examples include making cookies, printing apparel, mixing slushies
 - Scheduling- keeping track of and providing feedback for students coming from classes with class roster

DECA Advisor Responsibilities:

- Mark Shift Manager UNV in PS when absent
- Meet with and provide feedback to Shift Managers at a minimum of once every four weeks using the Shift Manager Feedback Rubric
- Observe at least one training session and provide feedback
- Report any Shift Manager who is not meeting expectations to the department oversight administrator
- Provide Shift Manager with a pass/fail grade
 - If the projected grade is failing, Shift Manager name and feedback must be sent to the grade level admin for a conference as soon as the trend is identified

DECA Store Shift Manager Feedback Rubric

	Exemplary	Proficient	Developing	Below Standard
<i>Explanation of operations and procedures</i>	SM's explanation of store operations and procedures connects with students' knowledge and experience and anticipates possible student misunderstanding	SM's explanation of store operations and procedures are appropriate and connects with students' knowledge and experience	SM's explanation of store operations and procedures are uneven; some is done skillfully, but other portions are difficult to follow and may lead to confusion.	SM's explanation of store operations and procedures are unclear or confusing or uses inappropriate language
<i>Management of store activities, equipment, and inventory</i>	Routines for handling store activities, equipment, and inventory are seamless. SM takes a leadership role in the management of store activities and avoids all financial loss.	Routines for handling store activities, equipment, and inventory occur independently and productively, minimizing any financial losses.	Routines for handling store activities, equipment, and inventory function moderately well, with infrequent minor financial losses.	Store activities, equipment, and inventory are handled inefficiently, resulting in financial losses.
<i>Interaction with student employees creates an environment of trust and respect</i>	SM interactions with students reflect genuine respect and caring for individuals as well as groups of students.	SM student interactions are friendly and demonstrate general caring and respect.	SM student interactions are generally appropriate but may reflect occasional inconsistencies.	SM interaction with at least some students is negative, demeaning, sarcastic, or inappropriate.
<i>Interaction with DECA Advisors</i>	SM consistently communicates needs to the DECA Advisor and responds positively to feedback.	SM consistently communicates needs to the DECA Advisor.	SM is inconsistent in communicating specific needs or only communicates when asked.	SM does not communicate with the DECA Advisor.
<i>Reliability</i>	SM is rarely if ever absent, always on time, and prompt with all absence related communication.	SM is rarely if ever absent and is always on time.	SM is seldom absent or late. Rare absences, late arrivals or early departure do not interfere with job performance.	SM's absences and/or late arrivals/early departure interfere with job performance.

1. DECA Advisor provides monthly feedback to Shift Manager
2. Shift Manager completes the rubric as a self-reflection prior to feedback
3. If a student is projected to fail (3 ratings of developing or lower)
 - a. DECA Advisor meets with Shift Manager
 - b. DECA Advisor forwards name to the admin who oversees the department
 - c. Administrator meets with the Shift Manager to provide support and determine further steps.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 25, 2024

Decision Requested X Agenda Code 8 d.

AGENDA REPORTING FORM

Agenda Topic: SHS – Course Proposal – Color Guard – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Course Proposal – Color Guard – Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – Course Proposal – Color Guard as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Music Department

Please check appropriate item:

New Course:

Revised Course:

Course Title: Color Guard

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

This color guard course is designed as a starting point to teach basic dance, flag, and weapon technique. The units can be differentiated for beginners through advanced level technique instruction for guard members. Each unit will provide practical and functional activities that can serve as the foundation for the creation of a basics training program and performance choreography.

- The Dance Unit includes a variety of ballet and modern dance terms that may be incorporated into the color guard program (see below). For grading purposes, each part of the curriculum contains a performance based assessment.
- The Flag Exercise Unit focuses on basic flag work, and will include elements of the fall marching band show. Requirements will vary each year depending on the choreography of the marching band show.
- The Weapons Unit will cover rifle and sabre basics. All students will learn basic skills on both weapons, and will cover a variety of hand skills as well as tosses.

There are several exercises presented in each part of the curriculum. Guard members will focus on two to three exercises at a time and not attempt to learn all the exercises at once. Once the members are comfortable with and understand the technique of the first two or three exercises, they can move on to the next few. Some exercises may take longer to master and may require more practice than others, so the pacing of the course is dependent on the learning needs of the group.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

Currently, color guard is considered an extracurricular activity. Students do not receive credit for their participation in all band events and rehearsals. Aligning the color guard class with our current marching band class will allow time for much needed rehearsals during the school day. It will also give instructors the opportunity to work with the students one on one if needed. This will benefit this group of band members by allowing them access to up to date information on all band activities. In addition, course curriculum will be added to the color guard experience so students have a well rounded experience with instruction and application.

PROPOSED COURSE/PROGRAM CHANGE FORM

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course will be open to students in grades 9-12 who have successfully met the audition criteria.

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

Students will be evaluated through performance based activities. Rubrics will be created for each unit and students will have the opportunity to create their own productions, performances, and choreography.

Color Guard Work Rubric

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Equipment will need to be purchased for the course. Students will have the opportunity to learn weapon work using Rifles and Sabres.

https://www.designsbyking.com/king_kong.php

King Sabres- Model #KS2-39 \$226.00 each Quantity 10

King Rifles- Model #KKR37BW \$55.00 each Quantity 10

	YEAR		
	I	II	III
Staff	\$	\$	\$
Textbooks	\$	\$	\$
Materials	\$ 2,810	\$	\$
Other	\$	\$	\$
TOTAL	\$ 2,810.00	\$	\$

Comments: Items requested above will be purchased through existing budget lines.

Principal:

Approved



Denied



Signature



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 25, 2024

Decision Requested X Agenda Code 8 e.

AGENDA REPORTING FORM

Agenda Topic: SHS – Course Proposal – School of Rock – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Course Proposal – School of Rock – Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – Course Proposal – School of Rock as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Music

Please check appropriate item:

New Course:

Revised Course:

Course Title: School of Rock (Intro to Piano, Guitar, and Ukulele Level 2)

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

School of Rock is a level 2 course of the Intro to Piano, Guitar, and Ukulele course that currently exists. This course takes the knowledge learned in level 1 (piano, guitar, and ukulele) and adds in additional instruments (drums, voice). The course focuses on the creation and development of a band or ensemble, including: instrumentation, song selection, stage set-up, merchandising, publicity, and organizing/performing a concert.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The purpose of the course is to give students that demonstrated success in Intro to Piano, Guitar, and Ukulele the opportunity to further their skills with a more rigorous curriculum. The students will start the course by re-establishing and building on their music theory, piano, guitar, and ukulele skills by learning more advanced techniques and performing more rigorous music. The students will then add in vocal training and instruction on percussion instruments including drumset, hand drums, and auxiliary percussion. The students will learn about the creation and formation of a performing band or ensemble and what is required to put on a concert (Planning, Staging, Publicity, Merchandise, and Performance).

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

The students directly affected by the course will be those that have successfully completed Introduction to Piano, Guitar, and Ukulele or that have been pre-approved by the music teachers. It will also encourage students to take both of the courses in sequence and create a mini track for music performance or those looking to focus on the performing arts.

PROPOSED COURSE/PROGRAM CHANGE FORM

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

The course will be informally assessed daily throughout the rehearsals and practices. During the instruction of new material, students will have frequent formative assessments to demonstrate understanding and the ability to utilize the new learning.

The course enrollment will also be monitored each semester to gauge interest and students' commitment to the track within the SHS pathway.

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Textbooks-

Guitar - Hal Leonard Guitar Method Book 2 \$10/Book
 Hal Leonard Guitar Method Book 3 \$10/Book

Ukulele - Hal Leonard Ukulele Method Book 2 \$10/Book
 Easy Songs For Ukulele Supplementary Songbook To Hal Leonard Ukulele Method \$10/Book

Drumset - Hal Leonard Drumset Method Book 1 \$10/Book

Drumsticks - \$10/Person (students will keep these at end of course)

Drumset - \$800

Other - instrument upkeep (drumheads)

	YEAR		
	I	II	III
Staff	\$0	\$0	\$0
Textbooks	\$700	\$0	\$0
Materials	\$140	\$140	\$140
Other	\$1000	\$200	\$200
TOTAL	\$1840	\$340	\$340

Comments: Budgeted items will be funded through existing account lines.

Principal:

Approved



Denied



Signature



Policy 5111
Admissions/Placement Ages of Attendance
– Revised Policy
Draft

Series: 5000

Students

Admission/Placement/Ages of Attendance

Admission

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

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

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

~~District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. The Southington Public School District does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. All programs offered within the Southington Public School district and specifically those programs involving Vocational or Career and Technical Education are offered for all students without consideration of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age.~~

Series: 5000**Students****Admission/Placement/Ages of Attendance****Admission (continued)**

Students who are classified as homeless under federal law, and therefore do not have a fixed residence, will be admitted pursuant to federal law. Exceptions from routine admission may be made by the ~~school Principal~~ **superintendent or designee**, on the basis of supporting evidence from physical and psychological examinations.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the ~~Building Principal~~ **district registrar**.

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

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

Series: 5000**Admission/Placement/Ages of Attendance****Placement**

According to Connecticut General Statute 10-186 the Board of Education shall provide education for all persons five years of age and older and under twenty one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. According to Connecticut

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

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

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

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

Ages of Attendance

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

Series: 5000

Students

Admission/Placement/Ages of Attendance

Ages of Attendance (continued)

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

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

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

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

- (cf. 0521 - Nondiscrimination)
- (cf. 5112 - Ages of Attendance)
- (cf. 5118.1 - Homeless Students)
- (cf. 5141 - Student Health Services)
- (cf. 6171 - Special Education)
- (cf. 6146 - Graduation Requirements)

Series: 5000

Students

Admission/Placement/Ages of Attendance

Ages of Attendance (continued)

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

10-15 Towns to maintain schools
 10-15c Discrimination by public schools prohibited. School attendance for five-year-olds

10-220 Duties of boards of education

10-221 Board of education to prescribe rules, policies, and procedures

~~10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247~~

10-76a - 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)

~~10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.~~

10-220h Transfer of student records, as amended.

P.A. 11-115 An Act Concerning Juvenile Reentry and Education

10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)

10-261 Definitions

Series: 5000

Students

Admission/Placement/Ages of Attendance

Ages of Attendance (continued)

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-76d-7 Admission of student requiring special education

(referral) 10-204a Required immunizations (as amended by PA

98-243) McKinney-Vento Homeless Assistance Act, 42 U.S.C.

§11431 et seq. *Plyler vs. Doe*, 457 U.S. 202 (1982)

Policy adopted: February 1989

Policy Revised: 6/00, rev 7/01, rev 10/02, rev 11/07, rev 11/09, rev

7/11 Policy Revised: March 9, 2017

Policy: Revised January 2024

Policy 5144
Student Welfare, Play Based Learning,
Student Discipline
– Revised Policy
Draft

Series 5000: Students**Welfare, Play Based Learning, Student Discipline****PHYSICAL ACTIVITY, UNDIRECTED PLAY**

It is the policy of the Southington Board of Education (the “Board”) to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

For the purposes of this policy, a “school employee” is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

I. Deprivation of Physical Exercise Period or Undirected Play Period as a Form of Discipline

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team (“PPT”) may develop a different schedule for students requiring special education and related services.

The administration may include additional time, beyond the twenty minutes required for physical exercise, devoted to undirected play during the regular school day for elementary school students.

To promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise or additional time devoted to undirected play during the regular school day, except in accordance with this policy or as determined by a student’s Section 504 team or PPT.

Series 5000: Students**Welfare, Play Based Learning, Student Discipline***A. Physical Exercise Period*

School employees may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline only under the following circumstances:

- 1) When a student poses a danger to the health or safety of other students or school personnel; or
- 2) If there are two or more periods devoted to physical exercise in a school day, then when the prevention or restriction of physical exercise is limited to the period devoted to physical exercise that is the shortest in duration, provided that the student still participates in at least twenty minutes of physical exercise in a school day.

School employees may prevent or restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline, in accordance with this policy, only one time during a school week, unless the student is a danger to the health or safety of other students or school personnel.

School employees may not prevent or restrict a student from participating in the entire time devoted to physical exercise in the regular school day if such prevention or restriction is related to the student's failure to complete schoolwork on time or to the student's academic performance.

This policy distinguishes between a) discipline that is imposed before the time devoted to physical exercise begins and b) discipline imposed during such time devoted to physical exercise or methods used to redirect a student's behavior during such time. School personnel may impose discipline during time devoted to physical exercise as a result of student's behavior during such time, if such discipline is in accordance with Board policies and procedures. School personnel may also use methods to redirect a student's behavior, in the event such behavior warrants redirection, during the time devoted to physical exercise. For clarity, the prohibition against preventing or restricting a student's participation in the time devoted to physical exercise shall apply to

Series 5000: Students**Welfare, Play Based Learning, Student Discipline**

student conduct that occurs prior to the physical exercise time, rather than during the physical exercise time.

B. Undirected Play Period

School employees may not discipline elementary school students by preventing them from participating in the full time devoted to undirected play, **or play based learning**, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

II. Prohibition on Compulsion of Physical Activity as a Form of Discipline

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

III. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having the individual's contract for services suspended by the district.

Discipline/Punishment

Reasonable physical force may be used to the extent that a teacher or other person entrusted with the care and supervision of a minor for school purposes believes it necessary to:

- a. protect himself/herself or others from immediate physical injury;
- b. obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student;
- c. protect property from physical damage;

Series 5000: Students**Welfare, Play Based Learning, Student Discipline**

- d. restrain student or remove student to another area to maintain order.

Physical force may not be used a disciplinary measure.

Play Based Learning**Play-Based Learning Requirements for Pre-Kindergarten to Grade Five**

Effective July 1, 2024, the Board directs the District administration to 1) provide for play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board; and 2) permit a teacher to utilize play-based learning during the instructional time of the regular school day for all students in grades one to five, inclusive.

A. Definitions for Section II

- 1) “Free play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards, except free play may be structured to promote activities that are child-directed, joyful and spontaneous.
- 2) “Guided play” means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.
- 3) “Play-based learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. Play-based learning does not mean time spent in recess or as part of a physical education course or instruction.
- 4) “Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text

Series 5000: Students**Welfare, Play Based Learning, Student Discipline**

- 5) messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- 6) "Instructional time" means the time of actual schoolwork during a regular school day.

B. Play-Based Learning Requirements for Pre-Kindergarten and Kindergarten

Play-based learning shall be provided during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board. Such play-based learning shall:

- 1) be incorporated and integrated into daily practice;
- 2) allow for the needs of such students to be met through free play, guided play and games; and
- 3) be free from the use of mobile electronic devices.

C. Play-Based Learning Requirements for Grades One to Five, Inclusive

The Board permits teachers to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning:

- 1) may be incorporated and integrated into daily practice;
- 2) shall allow for the needs of such students to be met through free play, guided play and games; and
- 3) shall be free from the use of mobile electronic devices.

D. Play-Based Learning for Students with IEPs or Section 504 Plans

Any play-based learning utilized shall comply with a student's individualized education program ("IEP") or Section 504 plan.

Series 5000: Students**Welfare, Play Based Learning, Student Discipline****Legal Reference:*****Connecticut General Statutes***

§ 10-221o Lunch periods. Recess. Boards to adopt policies addressing limitation of physical exercise

§ 10-221u Boards to adopt policies addressing the use of physical activity as discipline

Public Act No. 22-81 “An Act Expanding Preschool and Mental and Behavioral Services for Children”

PA 89-186 The use of reasonable physical force defense by teachers and certain other persons.

Public Act No. 23-159, “An Act Concerning Teachers and Paraeducators”

Public Act No. 23-101, “An Act Concerning the Mental, Physical and Emotional Wellness of Children”

(cf. 4148 – Employee Protection) Policy Adopted: January 1990

Policy Reviewed: August 2002

Policy Revised: December 2022

Policy Revised: January 2024

Policy 6171

**Special Education, Section 504 of the
Rehabilitation Act of 1973 and Title II of the
Americans with Disabilities Act of 1990
– Revised Policy**

Draft

Series 6000: Instruction**Special Education, SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990****Special Education**

The Southington Board of Education accepts its legal duties and responsibilities to provide a free and appropriate public education for identified students of the school district.

The Superintendent of Schools is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of all individuals with exceptional needs residing in or attending school in the school district.

The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Southington Public Schools (the "District") recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs, which may require reasonable modifications to such policies and practices. In this regard, the District prohibits discrimination against any person with a disability in any

Series 6000: Instruction**Special Education, SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

of the services, programs or activities of the school system.

The District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

If a student's parents/guardians disagree with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of their child, such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated with this policy, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109- 3921

(617) 289-0111

Series 6000: Instruction**Special Education, SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator for the Southington Public Schools, at phone number 860-628-3200.

Legal Reference:

10-76a-1 et seq. Definitions. (As amended by PA 00-48)
10-76b-1 Through 10-76b-4 Supervision and administration
10-76d-1 Through 10-76d-19 Conditions of instruction
10-76h-1 Through 10-76h-2 Due process
10-76-1 Program Evaluation
10-145a-24 Through 10-145a31 Special Education (re teacher certification)
10-2641 Grants for the operation of inter-district magnet school programs
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children

29 U.S.C. §§ 705, 794

34 C.F.R. Part 104

42 U.S.C. § 12101 et seq.

28 C.F.R. Part 35

American with Disabilities Act, 42 U.S.C. § 1400 et seq
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq
Rehabilitation Act of 1973, Section 504, U.S.C. § 794

Policy adopted: May 1989

Policy reviewed: October 2002

Policy revised: January 2024

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date January 25, 2024

Decision Requested _____ Agenda Code 9 f. _____

AGENDA REPORTING FORM

Agenda Topic: SHS New Course Proposal – UCONN Introduction to Allied Health Professions – First Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS New Course Proposal – UCONN Introduction to Allied Health Professions – First Reading.

Background: _____

Alternative Strategies: N/A _____

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

Beginning Date of Program or Project: N/A _____

Ending Date of Program or Project: N/A _____

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS New Course Proposal – UCONN Introduction to Allied Health Professions to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Southington Public Schools
Southington, Connecticut
PROPOSED COURSE/PROGRAM CHANGE FORM

School: Southington High School

Department: Science

Please check appropriate item:

New Course: x

Revised Course: □

Course Title: UCONN Introduction to Allied Health Professions (AH 1100)

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

Course Description: This course provides an overview of allied health professions.. Speakers representing each profession will be invited to describe their work/general duties of the profession, the work environment, educational requirements and employment trends.

Goal: By investigating various professions in allied health and participating in career exploration assignments, students will have the opportunity to make informed career decisions and will prepare to work with different members of the healthcare team.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

This course will provide our students an overview of health professions. This will be an instrumental course in the Health and Medical Science Pathway and will allow students avenues to explore college and career pathways within Health and Medical sciences.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This ECE course will be open to all students who have completed or are concurrently enrolled in biology. This is a half year course, 0.5 SHS credits for students in grades 10-12 at the CLC level. Students would be eligible for 1 UCONN credit upon completion.

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Science

Please check appropriate item:

New Course:

Revised Course:

Course Title: Energy Flow in Earth's Systems

1. Proposed Change – Please give a brief description of the proposed new course or revision to the existing course.

This new elective course will provide students an opportunity to explore the following content that supports our Natural Resources Career Pathway:

Unit 1: This unit is designed to introduce students to the concept of energy transfer in a relevant and grounded context: the Texas power crisis of February 2021. Students read articles and wonder about the complex social, environmental, and physical realities that led to such a crisis. They figure out how energy transfers between systems from a generator to our communities, and what makes an energy source reliable. This allows the class to model and explain what happened in Texas at multiple scales, from the electrons in the wires to the power companies making difficult decisions to maintain stability. Students consider engineering tradeoffs, criteria, and constraints inherent in making decisions about our energy systems, and apply them in a culminating task: design a reliable energy solution that meets our communities' needs, as articulated by interviews with friends and family members. The task is designed to give students the tools to speak up in their local and global community for a better energy future, one that aligns with their own values, and those of their families.

Unit 2: The driving questions in this unit is, "Why is the sea level rising, causing some people to have to move?" Initial student models in this unit propose a variety of ideas, but it seems like melting polar ice is a likely cause for this global phenomenon. Uncertainty and student concern for the people impacted motivate unit investigations that help students better understand the matter and energy flows that underlie a global phenomenon like polar ice melt and sea level rise. Historical data, hands-on investigations, and typical early-year math (like unit conversions) help students establish the mechanisms that cause sea level rise and estimate its potential impact. Through investigations, simulations, and system models, students figure out how decreasing carbon dioxide emissions and two geoengineering solutions (applying glass microbeads to polar ice and protecting glaciers from warm water with berms) could help slow polar ice melt, protecting coastal communities. As they do so, they:

- 1) begin developing the science practices needed in a chemistry classroom
- 2) build a particle-level, quantifiable understanding of thermodynamics,
- 3) consider how human activity results in particle-level changes with global implications

PROPOSED COURSE/PROGRAM CHANGE FORM

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

This course will offer students in the Natural Resource Pathway a relevant Physical Science elective to pair with conceptual chemistry, astronomy or forensic science to meet the graduation requirement.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course will be offered at the ACA level to grades 10-12, it will be advertised in the Natural Resource pathway. The course will be a semester long, awarding .5 credits upon successful completion.

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

- Fall 2024: Collect student enrollment and anecdotal information from the teacher about engagement/interest
- Winter 2025: Analyze midterm results and student grades; survey the students about attitudes toward course
- Winter 2025: Make revisions based on student input and performance
- Repeat process the following year

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Supply kits per unit: \$3,000

	YEAR		
	I	II	III
Staff	\$	\$	\$
Textbooks	\$	\$	\$
Materials	\$ 3,000	\$	\$
Other	\$	\$	\$
TOTAL	\$	\$	\$

Comments: _____

Principal:

Approved



Denied



Signature

Director of Teaching & Learning

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Health & Physical Education

Please check appropriate item:

New Course: X

Revised Course: □

Course Title: Introduction to Exercise Science (elective)

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

This would be a dual enrollment elective opportunity for students through the University of Bridgeport. See attached [Introduction to Exercise Science syllabi from UofB](#), which would be used to build our elective course.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The Health & Physical Education Department currently only offers one elective course. This would be a quality addition to the courses offered, and potentially provide students with college credit. The course aligns with our newly developed Pathways, specifically bolstering the Health & Medical Sciences Pathway as a CORE course.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course is an elective, and would be offered to juniors and seniors.

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

Evaluation of student success of the course would follow criteria as outlined by the University of Bridgeport (Course Overview attached). In addition, the department will evaluate interest based on enrollment overtime.

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Anticipated costs for this course would be funded through existing account lines.

Principal:

Approved



Denied




Signature








Director of Teaching & Learning



UNIVERSITY OF BRIDGEPORT

Introduction to Exercise Science

HSCI - 260/11 – 3 Credit Hours

 DAY(s): Tuesday and Thursday	 TIME(s): 1:30PM - 2:45PM	 CLASSROOM: HEALTH SCIENCE CENTER: 808
 INSTRUCTOR: Thomas B. Price, Ph.D., NAEFS	OFFICE HOURS: Mon 9:30AM-10:30AM Tues/Thurs following lecture Wed 9:30AM-10:30AM	 OFFICE LOCATION: Health Science Center 627
 PHONE: 203-576-4197		 EMAIL: tprice@bridgeport.edu

The University of Bridgeport and its faculty are committed to enhancing diversity, equity, inclusion, and belonging in all facets of community life and to promoting an optimal environment for learning which encourages engagement, authenticity, and respect. Diversity in the classroom—in race, gender, sexual orientation, religion, language, ability, veteran status, place of origin, etc.— is an asset to our learning experience. Students play a vital role in the ongoing conversation about how to make the campus a place for community learning.

Prerequisite/Co-requisites: No Prerequisite/Co-requisites

Course Description

Introduction to Exercise Science is intended to introduce students to the numerous “sub-disciplines” of exercise science. Students will discuss each sub-discipline (sport nutrition, exercise physiology, sport psychology, etc.) and attempt to put lecture information into practice in a series of “assigned scenarios” designed to expose them to activities that the sports nutritionist, exercise physiologist, etc. might be expected to perform as a part of their day-to-day work. Upon completion of the course, students should have a strong general knowledge the numerous sub-disciplines that comprise the discipline of exercise science.

HSCI 260 is a three-credit course. "Credit hours" refer to the amount of work required to succeed in a class. The university estimates that students should spend a minimum of two hours outside of class for every credit hour earned. A three-credit course meets once a week for 150 minutes, twice a week for 75 minutes or three times a week for 50 minutes. For this three-credit course, you should plan to spend at least six hours of individual work outside the classroom per week (such as reading, reviewing, writing, homework, etc).

Lectures and assignments will be posted on Canvas. Canvas will be updated throughout the semester and will include lecture materials, class assignments, and announcements. The direct link to Canvas is via the myUB portal. This will direct you to a page that prompts you to choose Canvas and log in. Choose log in and you will be prompted for your user name & password. Your user name and password are the same as your myUB user ID and password. Type in your user name & password and you will be directed to the list of courses that you are taking this semester. Click on HSCI-260 and you're in. Please print out lectures before each class & bring to class. Follow the lecture & take notes on your printout. This will aid greatly as you study for exams.



Required Learning Materials and Text(s)

Optional: Introduction to Exercise Science, (2012); Housh, Housh, and Johnson; ISBN #: 978-1-934432-46-4



Course Goal

- To obtain a general understanding of the organization, disciplines and sub-disciplines of exercise science.
- To gain insight into the sub-disciplines of exercise science that are of interest to the student.
- To gain background knowledge of the prominent sub-disciplines that will be studied in detail in future courses.

Student Learning Outcomes

- Students will understand and be able to use The Scientific Method.
- Students will be familiar with the various subdisciplines of exercise science.
- Students will have experienced several scenarios that give examples of the practice of Exercise Science.

Learning Activities, Course Expectations, and Grading Policy

List the graded categories for the course and their assigned percentages of the entire course grade. Example:

Professionalism/Participation	10%
Class Assignments/Homework	20%
Quizzes	20%
Midterm Exam	25%
Final Exam	25%
Total:	100%

- Students who are Health Science majors must complete this course with a 73% or higher in order to avoid having to repeat the next course.
- The goal of each class is to establish a dialogue between the instructor and the students, and as such, you may be asked to answer questions. Any changes in the course schedule will be announced in class. In addition to lecture materials there may be outside assignments that require the generation of materials to be handed-in to the instructor. Homework assignments are given, at the discretion of the instructor, and will be due on the date assigned by the instructor. The only excuses for late assignments are illness

and/or death in the family, which will require a note from the University. **All other late assignments will be docked one letter grade for each class period that they are late.**

- Review materials will be posted on Canvas during the week preceding each exam. If you must miss an exam due to participation in a University sanctioned event, you must provide notification to the instructor at least one week prior to the exam date and provide proper documentation. Contact the instructor as soon as possible for special/emergency situations.

Final grades are assigned by the instructor based on the University of Bridgeport Grade Scale published in the catalog.



UB grade scale and/or Insert Program grade scale

A: 93% – 100%	A-: 90% – 92%		
B+: 87% – 89%	B: 83% – 87%	B-: 80% – 82%	
C+: 77% – 79%	C: 73% – 77%	C-: 70% – 72%	
D+: 67% – 69%	D: 63% – 67%	D-: 60% – 62%	F: 59% and below

Class Policies

- Attendance is expected. Please arrive on time, turn off cell phones (stereo headphones, music devices), and refrain from holding side conversations during lectures. Extensive absences will affect your grade. Quizzes and class activities cannot be made up.
- As per university policies, attendance is tracked through Canvas.
- The School of Health Professions strictly follows the University regulations for giving a grade of incomplete (I). An incomplete will be given only if the final exam cannot be taken for good reason (e.g. illness or conflict with another exam) and only if arrangements are made beforehand with the instructor. **IN NO CASE WILL AN INCOMPLETE BE GIVEN TO AVOID AN UNSATISFACTORY GRADE.**
- Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects). Per department policy, any work submitted to the instructor after the due date may result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.
- In case of class cancellation, the lecture material or exam scheduled for the missed day automatically moves to the next class meeting.

UNIVERSITY OF BRIDGEPORT POLICES AND STUDENT SERVICES

This course adheres to all policies outlined in the catalog and in the Key to UB.

General academic policies of the University of Bridgeport can be found on the University website and in the University catalog at <https://www.bridgeport.edu/academics/course-catalog>.

Student services information may be found on the University of Bridgeport website at <https://www.bridgeport.edu/student-experience/student-success/> and in the Key to UB at <https://www.bridgeport.edu/key-to-ub/>.

ACADEMIC_HONESTY STANDARDS

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior and commits to upholding these standards

Please refer to the *Student Handbook (Chapter 2 of “Key to UB”* (<https://www.bridgeport.edu/key-to-ub/chapter-2-academic-standards#integrity>) to become familiar with the academic honesty standards expected of all students, including a definition of plagiarism. Claiming ignorance will not be considered a valid defense. All types of academic dishonesty (including but not limited to plagiarism, the use of illicit aid or internet resources during the examinations, giving or receiving aid on any examination, copying another student’s work, utilizing unauthorized web-based services to complete assignments, providing a false excuse for missing a test) are inexcusable and will result in a report to the Provost’s Office and appropriate disciplinary action.

Statement on Plagiarism and Academic Integrity:

Plagiarism is the appropriation of ideas, data, work, or language of others, submitting it as one’s own to satisfy the requirements of a course. Plagiarism constitutes theft and deceit and is not tolerated at UB. When the ideas or writings of others are presented in assignments, these ideas or writings should be attributed to that source. Special care should be taken when “cutting and pasting” materials or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials. When using materials from ANY source, appropriate documentation is always essential.

Papers, presentations, and anything else you submit in this class must represent your own, original work, done for this course only. If you submit work that has been copied without attribution, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own, your work will be failed. You also run the risk of failing the course.

Remember that the rules of plagiarism apply to ALL source material, ***including the internet.***

The number of violations accrues to each student during total time as a University of Bridgeport student at any level.

Course Outline/Class Schedule*

Lecture Date	Lecture Topic	Textbook	Outside Assignments
9/5	Introduction to the Course		
9/7	The Scientific Method		
9/12	The Scientific Method		
9/14	Introduction to Exercise Science	Chapter 1	
9/19	Reading & Interpreting the Literature	Chapter 2	
9/21	(QUIZ) – Measurement in Exercise Science	Chapter 3	
9/26	Measurement in Exercise Science	Chapter 3	
9/28	Anatomy in Exercise Science	Chapter 4	Begin Diet Record
10/3	Anatomy in Exercise Science	Chapter 4	
10/5	Anatomy in Exercise Science	Chapter 4	
10/10	Exercise Physiology	Chapter 5	Diet Records Due
10/12	Exercise Physiology & Review	Chapter 5	
10/17	MIDTERM EXAM		
10/19	Exercise Physiology	Chapter 5	
10/24	Exercise Physiology	Chapter 5	
10/26	Athletic Training	Chapter 7	
10/31	Athletic Training	Chapter 7	
11/2	Athletic Training	Chapter 7	Begin Activity Record
11/7	Obesity in the United States		
11/9	Exercise and Sport Nutrition	Chapter 8	
11/14	Exercise and Sport Nutrition	Chapter 8	
11/16	Exercise and Sport Nutrition	Chapter 8	Activity Records Due
11/21	Exercise and Sport Psychology	Chapter 11	
11/23-11/26	Thanksgiving Holiday		
11/28	(QUIZ) - Exercise and Sport Psychology	Chapter 11	
11/30	Exercise and Sport Psychology	Chapter 11	
12/5	Top 10 Things That Kill Us		Discuss Diet & Activity Records
12/7	Review for Final Exam		
Week of 12/11 - 12/15	CUMULATIVE FINAL EXAM		

****This syllabus is subject to change at the discretion of the instructor.***

STUDENT ACCESSIBILITY SERVICES

<https://www.bridgeport.edu/student-accessibility/>

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, and Connecticut State Laws, Student Accessibility Services (SAS) at UB provides reasonable accommodations to reduce the impact of disabilities on academic functioning or other life activities in the University setting.

Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at (203) 576-4104 or email accessibilityservices@bridgeport.edu.

A List of Student Resources can be found under Student Affairs

<https://www.bridgeport.edu/student-affairs/>

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Health & Physical Education

Please check appropriate item:

New Course: X

Revised Course: □

Course Title: Personal Training (elective)

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

This would be a dual enrollment elective opportunity for students through the University of Bridgeport. See attached [American Council on Exercise \(ACE\) Personal Trainer syllabi from UofB](#), which would be used to build our elective course.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The Health & Physical Education Department currently only offers one elective course. This would be a quality addition to the courses offered, and potentially provide students with college credit. The course aligns with our newly developed Pathways, specifically bolstering the Health & Medical Sciences Pathway as a RECOMMENDED Supporting course. Additionally, students would be prepared for and encouraged to take the ACE Personal Trainer Certification Test. Passing this test would provide students with a certification enabling them to become a personal trainer at a local gym or fitness center.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course is an elective, and would be offered to seniors. In order for students to take the ACE test they need to meet the following criteria:

- Be at least 18 years of age
- Hold a current adult CPR and AED certificate.
- Have completed high school or the equivalent


4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

Evaluation of student success of the course would follow criteria as outlined by the University of Bridgeport (Course Overview attached). In addition, the department will evaluate interest based on enrollment overtime.

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Anticipated costs for this course would be funded through existing account lines.

Principal: Approved Denied


Signature

Director of Teaching & Learning



HSCI 324: ACE Personal Trainer Course Syllabus

Instructor: Bren Harrison
Email: breharri@bridgeport.edu
Office: Dana 166
Hours: Virtual by appointment

Semester: Summer 2022
Location: TBD
Lecture: TBD

REQUIRED TEXTBOOK:

- American Council on Exercise. Exercise Professional's Guide to Personal Training Manual.
 - ISBN 978-1-890720-82-7

COURSE DESCRIPTION:

This course will teach students to assess individual fitness levels and create customized plans to help clients achieve personal fitness goals. The course is comprised of a combination of classroom lectures and hands-on training in the Wheeler Recreation Center. This course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This course presents the ACE Integrated Fitness Training™ (ACE IFT™) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course and the ACE IFT Model will help students learn how to facilitate rapport, adherence, self-efficacy, and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. The American Council on Exercise Certified Personal Trainer (CPT) exam must be taken within 60 days of course completion. Course fee required.

HSCI 324 is a three-credit course. "Credit hours" refer to the amount of work required to succeed in a class. The university estimates that students should spend a minimum of two hours outside of class for every credit hour earned. For this three-credit course, you should plan to spend at least six hours of individual work outside the classroom per week (such as reading, reviewing, studying, etc.).

CANVAS:

Lectures and assignments will be posted on Canvas. Canvas will be updated throughout the semester and will include lecture materials, class assignments, and announcements. The direct link to Canvas is via the myUB portal. This will direct you to a page that prompts you to choose Canvas and log in. Choose log in and you will be prompted for your username & password. Your username and password are the same as your myUB user ID and password. Type in your username & password and you will be directed to the list of courses that you are taking this semester. Click on HSCI-3XX and you're in.

ATTENDANCE:

Attendance is expected and factors into your grade. You will lose points with each absence. Extensive absences will affect your grade. Exams & live practice sessions cannot be made up.

ASSIGNMENTS/HOMEWORK:

The goal of each class is to establish a dialogue between the instructor and the students, and as such, you may be asked to answer questions in open dialogue. Any changes in the course schedule will be announced in class. In addition to lecture materials there will be outside assignments that require the generation of materials to be handed-in to the instructor. Homework assignments are given, at the discretion of the instructor, and will be due on the date assigned by the instructor. The only excuses for late assignments are illness and/or death in the family, which will require a note from the University.

Late assignments will not be accepted in this course.

MODES OF LEARNING: A variety of modalities are utilized including lecture, discussion, problem-based learning, peer collaboration, hands-on practice, video viewing, and project work.

COURSE OBJECTIVES:

As a result of successfully completing this course, students will be able to:

- Identify anatomical structures
- Identify basic contraindications to exercise
- Describe the role and responsibilities of a certified personal trainer
- Explain basic principles of exercise physiology
- Explain the relationship between nutrition and physical wellness and performance
- Evaluate clients for safe participation in an exercise program
- Demonstrate proper use of fitness assessment equipment
- Determine appropriate fitness assessment practices for a varied population
- Demonstrate proper exercise technique and form
- Design safe and effective exercise programs based on client needs and goals
- Apply the ACE Mover Method
- Use the ACE IFT Model in professional practice
-

COURSE REQUIREMENTS & EVALUATIONS:

- **Practical application assignments**
- **Peer/collaborative assignments**
- **Hands-on assignments.**
- **Exams:** Questions cover both textbook **and** lecture information & are delivered online through Canvas using LockDown browser.
 - LockDown Browser will prevent you from accessing other websites or applications during the test period, and ***is the only browser accepted for testing in my course.***
 - The use of a laptop is required for all exams. **No exceptions.**

Grading Scale: (total points)

A	95-100	A-	90-94		
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	<60				

Late assignments will not be accepted. Exams are final and no makeup will be given. Grades are final.

COURSE POLICIES:

Class Cancellation: In case of class cancellation, the lecture material or exam scheduled for the missed day automatically moves to the next class meeting.

Incompletes: The College of Health Sciences strictly follows the University regulations for giving a grade of incomplete (I). An incomplete will be given only if the final exam cannot be taken for good reason (e.g. illness or conflict with another exam) and only if arrangements are made beforehand with the instructor.

IN NO CASE WILL AN INCOMPLETE BE GIVEN TO AVOID AN UNSATISFACTORY GRADE.

University of Bridgeport Principles of Integrity

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior and commits to upholding these standards. These principles will guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

University of Bridgeport Policy on Plagiarism

“It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp>.”

Statement on Plagiarism and Academic Integrity:

Plagiarism is the appropriation of ideas, data, work, or language of others, submitting it as one's own to satisfy the requirements of a course. Plagiarism constitutes theft and deceit and is not tolerated at UB. When the ideas or writings of others are presented in assignments, these ideas or writings should be attributed to that source. Special care should be taken when “cutting and pasting” materials or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials. When using materials from ANY source, appropriate documentation is always essential. Papers, presentations, and anything else you submit in this class must represent your own, original work, done for this course only. If you submit work that has been copied without attribution, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own, your work will be failed. You also run the risk of failing the course. Remember that the rules of plagiarism apply to ALL source material, *including the internet*.

Academic Honesty: Consistent with the policy of the University, any form of cheating is a violation of academic honesty and integrity, and will jeopardize your grade in this class and, possibly, your standing at the University. Please refer to the University's student handbook.

TENTATIVE COURSE OUTLINE:

Introduction

- Syllabus
- Course requirements

Module 1:

- Chapter 1: Role and Scope of Practice for Personal Trainers

Module 2:

- Chapter 2: The ACE Integrated Fitness Training® Model

Module 3:

- Chapter 3: Basics of Behavior Change

Module 4:

- Chapter 4: Effective Communication, Goal Setting, and Teaching Techniques

Exam 1

Module 5:

- Chapter 5: Preparticipation Health Screening movements

Module 6:

- Chapter 6: Nutrition for Health and Fitness

Module 7:

- Chapter 7: Resting Assessments and Anthropometric Measurements

Module 8:

- Chapter 8: Cardiorespiratory Training: Physiology, Assessments, and Programming

Exam 2

Module 9:

- Chapter 9: Muscular Training: Foundations and Benefits
- Chapter 10: Muscular Training: Assessments

Module 10:

- Chapter 11: Integrated Exercise Programming: From Evidence to Practice

Module 11:

- Chapter 12: Considerations for Clients with Obesity
- Chapter 13: Considerations for Clients with Chronic Disease

Exam 3

Module 12:

- Chapter 14: Exercise Considerations across the Lifespan
- Chapter 15: Considerations for Clients with Musculoskeletal Issues

Module 13:

- Chapter 16: Legal Guidelines and Business Considerations

Exam 4