

Southington Board of Education Meeting

Thursday, October 10, 2024 7:00 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Regular Session 7:00 p.m.
3. Pledge of Allegiance - Moment of Silence
4. Celebration of Excellence
5. Approval of Minutes - September 26, 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 Meeting - October 1, 2024
8. Superintendent's Report
 - a. Personnel Report
9. Old Business
 - a. Town Government Communications
 - b. SHS - Criminal Justice Course - New Curriculum - Second Reading
 - c. SHS - Color Guard Course - New Curriculum - Second Reading
 - d. SHS World Language Year 1, Unit 1: Science & Technology (French, Italian, Latin, Mandarin, Spanish) - Revised - Second Reading
 - e. SHS World Language Year 2, Unit 1: Personal and Public Identities (French, Italian, Latin, Mandarin, Spanish) - Revised - Second Reading
 - f. SHS World Language Year 3, Unit 1: Beauty and Aesthetics (French, Italian, Latin, Mandarin, Spanish) - Revised - Second Reading
 - g. SHS World Language Year 4, Unit 1: Contemporary Life (French, Italian, Latin, Mandarin, Spanish) - Revised - Second Reading
 - h. SHS World Language Year 5, Unit 1: Personal and Public Identities (French, Latin American Studies, Spanish) - Revised - Second Reading
10. New Business
 - a. Approval of Southington Education Association (SEA) Contract
 - b. Approval of Job Descriptions
 1. FFA Career Development Event Coach - NEW
 2. Speech/Language Pathologist Assistant (SLPA) - NEW
 - c. Policy 5150 - Non-Discrimination -Students - Revised - First Reading

- d. Policy 6112.1 - Pledge of Allegiance - Revised - First Reading
 - e. Approval of Educational Specifications for SHS Roof-Mounted Solar Photovoltaic Array Project.
11. Public Communications
- a. Public
12. Adjournment

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

SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT
Regular Meeting

Committee of the Whole – Instruction

September 26, 2024, at 7:00 p.m.

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

1. CALL TO ORDER

Board Members Present: Mr. Robert Brown, Mr. Joseph Baczewski,

Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski

Board Members Absent: Mr. Sean Carson, Mr. Zaya Oshana, Mr. Cecil Whitehead,
Mr. Jasper Williams.

Cabinet Members Present: Mr. Steve Madancy, Superintendent of Schools;
Mr. Frank Pepe, Assistant Superintendent

Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Lauren Mellitt

2. Regular Session 7:00 p.m.

Mrs. Clark, Chairperson, called the meeting to order at 7:00 p.m.

3. Pledge of Allegiance - Moment of Silence

4. Celebration of Excellence

a. Teacher of the Year - Patricia Pettit

Mr. Madancy Introduced Southington's Teacher of the Year, Patricia Pettit.

Mrs. Pettit leads the Multi-Lingual Department; she is very passionate about the students and their lives inside the classroom and out. It is an honor to have her in our district.

Mrs. Clark, on behalf of Southington Schools, presented Mrs. Pettit with Certificate of Excellence for being awarded 2024 Teacher of the Year.

Mrs. Pettit gave a brief speech acknowledging how honored she is to be recognized and a thank you to all her supporters. A specific thank you to the committee for reviewing each application as she knew a lot of effort and time went into choosing a candidate for this award. Mrs. Pettit also wanted to thank her mentor and role model, Bette Ann Bailey. Mrs. Pettit's goal is for her connection to leave every single kid she comes in contact with, no longer be able to say, "nobody in this building cares

about me.” She loves her job and receiving this award is a pinnacle that she will treasure forever.

At 7:07 p.m. Mrs. Clark called for a brief recess for the Board Members to be able to congratulate Mrs. Pettit in person.

At 7:13 p.m. the Board of Education Meeting was called back to order.

5. Approval of Minutes - September 12, 2024

MOTION made by Mr. Brown, seconded by Mr. Derynoski "Move to approve the regular BOE Meeting minutes of September 12, 2024." Motion carried 5-0.

Attachments: (1)

6. Public Communications

a. Communications from Student Board Representatives

Ms. Mellitt presented the Student Report.

- The High School recently had a college fair on Tuesday September 24, 2024. This event provided students with valuable information and resources to help plan for their future beyond high school. A special thank you to the SHS Counseling Department for organizing a successful event.
- The SHS Smart Pass time has been increased to 6 minutes.
- Open House was held for students and parents providing an opportunity to connect with teachers and staff.
- The High School Main Door construction has been completed ensuring a full operational entrance to the school and increasing security measures.
- The Wall of Honor saw five new members inducted with plaques created by the Tech Ed Department’s woodworking division.
- Congratulation to Mrs. Pettit, 2024 Teacher of The Year. She was thanked for all that she does for the students.

Ms. Mellitt presented the District Report:

- Derynoski Elementary School will have a field trip to the Old State House aligning with the Social Studies Government Unit.
- Derynoski Elementary School is holding a “Hats Off” event to honor Veterans on Friday, September 27, 2024.
- South End Elementary School announces this year’s Drama Club Production will be Disney’s Moana.
- Kennedy Middle School’s fall sports season is off to a great start with soccer, volleyball, and cross country already competing.
- Kennedy Middle School has received generous donations for the Eagle Excellence program.

- After school activities have begun: STEPS, Hive Club, Band and Color Guard.
- DePaolo Middle School has 287 students participating in their Leadership Program.
- DePaolo sports teams are off to a great start and students will be at the Apple Harvest Festival collecting donations for Alex's Lemonade Stand raising funds for Pediatric Cancer Research.
- DePaolo's Garden Club is coming to an end of their season; thank you to the community members who supported the garden throughout the summer.
- Friday, September 27, 2024, DePaolo celebrated the annual migration of Monarch Butterflies from Connecticut to Mexico.

Mr. Hoffman presented the Sports Update:

- The track construction is still underway but will be completed soon.
- The Girls Volleyball Team, Girls Swim and Dive Team and the Boys Cross Country team are all currently undefeated.
- The Blue Knights Football Team will Host its home opener on Friday, September 27, 2024, against Newtown High School at 7:00 p.m.
- The Middle School's sports teams, soccer, volleyball, and cross country have begun competing.

b. Communications from Board of Education

Mrs. Carmody, Mr. Brown, Mr. Derynoski and Mrs. Clark all expressed how wonderful the Wall of Honor Ceremony was. It was very organized, well attended and very well deserving of the five inductees.

Special thank you to the Maintenance Department, Mr. Aroian, Principal of Southington High School, and Chris Palmieri, Principal of DePaolo Middle School, and everyone else who helped with the ceremony.

Please contact Mr. Brown with any nominees deserving of this award for the future.

c. Communications from Administration

- Mr. Pepe started with the acknowledgement to the Community Foundation of Greater New Britain for their donations to subsidize tuitions for our Pre-K Program. Also, an acknowledgement to the Pacific Life Foundation Grant for tech improvements at the High School.
- Convocation is going to be held from 8:00 a.m. to 9:00 a.m. on Election Day at the High School. After convocation, the district staff will have a variety of Professional Development options to participate in.
- Final approval has been received for the Teacher Education and Support Plan (TVAl) and Administration Evaluation and Support Plan (ADVAL). Special

thanks to the subcommittee member, Jason Ghidini, Christina McKirryher, Erin Nattrass, Melissa O'Neil, Mary-Lynne Osborn, Rachel Lagasse (Pitino), Nicole Raccio, Lindsay Veronneau and Amy Zappone.

Attachments: (3)

- d. Communications from Public - Agenda Items Only:
No public comment.

7. Committee Reports

- a. Curriculum & Instruction Committee Meeting – September 13, 2024

Mr. Brown thanked the teachers involved as the work they are doing is amazing. He emphasized how relevant the teachers make the curriculum relate to things going on in the real world and that the subject matter is useful.

- First presentation by Candace Patten on a new Criminal Justice course.
- Second presentation by Sara Ossias on a new Color Guard course.
- Third presentation by Tina Riccio on World Language revised units: French, Italian, Latin, Mandarin, and Spanish.
- Fourth presentation by STEPS on a new curriculum; ABC Launch. Special thanks to Megan Albanese, Christing McKirryher, and Steve Nyerick. The amazing work STEPS does is not just in Southington but nationally known.

The Committee unanimously approved all that was seen.

Mrs. Carmody inquired about what happens when courses have low enrollment. Mr. Brown and Mr. Pepe both indicated, each year course enrollment is assessed, and changes are made as needed.

Attachments: (1)

8. Old Business

- a. Town Government Communications
- b. Policy 5117.1 Homeless Children and Youth – New – Second Reading
MOTION made by Mr. Derynoski, seconded by Mr. Baczewski “Move that the Board of Education approve policy 5117.1 as presents by the Personnel and Policy Committee.” Motion carried 5-0.

Attachments: (1)

9. New Business

- a. SHS – Criminal Justice Course – New Curriculum – First Reading:

Attachments: (1)

- b. SHS - Color Guard Course - New Curriculum - First Reading:
Attachments: (1)
- c. SHS World Language Year 1, Unit 1: Science & Technology - Revised - First Reading: (French, Italian, Latin, Mandarin, Spanish)
Attachments: (1)
- d. SHS World Language Year 2, Unit 1: Personal and Public Identities - Revised - First Reading: (French, Italian, Latin, Mandarin, Spanish)
Attachments: (1)
- e. SHS World Language Year 3, Unit 1: Beauty and Aesthetics - Revised - First Reading: (French, Italian, Latin, Mandarin, Spanish)
Attachments: (1)
- f. SHS World Language Year 4, Unit 1: Contemporary Life - Revised - First Reading: (French, Italian, Latin, Mandarin, Spanish)
Attachments: (1)
- g. SHS World Language Year 5, Unit 1: Personal and Public Identities - Revised - First Reading: (French, Latin American Studies, Spanish)
Attachments: (1)

10. Public Communications

- a. Public:
No Public Comment.

11. Adjournment

MOTION: Made at 7:33 p.m. by Mr. Derynoski and seconded by Mr. Baczewski, "Move to Adjourn." Motion carried 5-0.

Respectfully submitted,



Recording Secretary

Board of Education

Administrative Report

October 10, 2024



1. One book, one community series, The Anxious Generation, in collaboration with the Early Childhood Collaborative and Southington Public Library
2. Mandarin update
3. Parent notification for serious disruption
4. SEF Trivia Bee, October 23rd, 5:30 @ Cadillac Ranch
5. Convocation invite, 8 am @ SHS on Election Day



Board of Education Southington, Connecticut
Policy & Personnel Committee Meeting Minutes

Superintendent's Conference Room
Municipal Center, 200 North Main Street
Tuesday, October 1, 2024 – 5:30 p.m.

Members Present: Dave Derynoski, Zaya Oshana, Joe Baczewski (Chair)

Member Absent: Cecil Whitehead

Administration Present: Assistant Superintendent Frank Pepe

Committee Chair Joe Baczewski called the meeting to order at 5:35.

Policy 5150 – Non-Discrimination revisions were reviewed along with the accompanying regulations. A potential uptick in complaints may be anticipated due to the expanded definition of “Hostile Environment”. The revisions identify Assistant Superintendent as the Title IX Coordinator for the district. The new regulations also provide for verbal reporting. The revisions are all legislatively mandated and bring Southington into compliance.

Policy 6112 – School Day was reviewed to provide context to the changes offered for ***Policy 6112.1 – Pledge of Allegiance***. Currently ***Policy 6112 – School Day*** contains associated information pertaining to the number of school days and the required hours of instruction. However, ***Policy 6112.1 – Pledge of Allegiance***, also contains information about the following;

- silent meditation
- ranges of instructional time
- recess for elementary schools and
- program requirements for grades six, seven and eight.

The suggestion is to relocate the ranges of instructional time, recess for elementary schools and program requirements for grades six, seven and eight into ***Regulations*** associated with ***Policy 6112 – School Day***. The information within this new ***Regulation*** was updated to reflect current practice.

Policy 6172 – Gifted and Talented was reviewed with no suggested changes. However, the associated regulations were updated to direct the public looking for related information to the correct area on the new web page.

The job description for the **Assistant Network Manager** was approved by the full Board at the end of last year (2023-2024). The review during this meeting was to solidify the annual stipend of \$15,000. This amount of money is not *new money* but instead a delta realized through the planned and implemented restructure of the technology department.

The job description for **FFA Career Development Event Coach (Ag Sci)** was presented as a new position fully funded via the ASTE State Grant. This position ensures our students receive additional learning and competition time beyond staff contractual hours.

The job description for **Speech / Language Pathologist Assistant (SLPA)** was presented as a new position. Although the BOE approved a part-time Speech and Language Pathologist, (SLP) last budget cycle (2023-2024), the position remains open. This new job description will allow an SLPA to assist the SLP and more efficiently deliver services to more students as required by individual educational plans.

Lastly, the dates for Policy & Personnel Committee Meetings for 2024-2025 School Year were reviewed and as are follows.

November 26, 2024

January 14, 2025

February 11, 2025

March 11, 2025

April 22, 2025.

Meeting adjourned at 6:16 p.m.

Respectfully submitted



Frank Pepe

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 2024
Decision Requested X Agenda Code 8 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2024-2025 school year. This report includes activity for the month of September 2024.

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

Alternative Strategies: _____

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

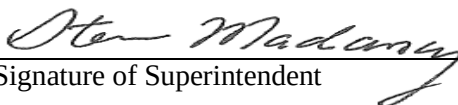
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:

Personnel Report

Agenda – October 2024

Personnel Report

September 2024

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Angelo, Elizabeth	Clerk, Pre-K	SES	0.43	9-30-2024	N/A	\$17.90
CLASS	Beadini, Samije	Paraeducator, CLC	HES	1.0	10-7-2024	N/A	\$20.50
CLASS	Biafore, Justin	Paraeducator	SHS	1.0	9-12-2024	N/A	\$18.86
CLASS	Boucher, Lauren	Paraeducator	SES	1.0	9-9-2024	N/A	\$18.86
CLASS	Celano, Jacqueline	SLPA	DES/SHS	1.0	10-7-2024	BA	\$39.00
CLASS	Contaras, Daniel	Custodian	FES	0.49	9-30-2024	N/A	\$16.83
CLASS	DellaFera, Jill	Open Choice Tutor	SHS	N/A	10-7-2024	N/A	\$41.24
CLASS	Du Haynes, Chau Ngan	Paraeducator	TES	1.0	10-7-2024	N/A	\$18.86
CLASS	Faselle, Charles	Paraeducator	SHS	1.0	10-7-2024	N/A	\$18.86
CLASS	Feest, Matthew	Security Attendant	SHS	0.47	9-10-2024	N/A	\$20.44
CLASS	Gabbard, Catherine	Paraeducator	SHS	1.0	9-16-2024	N/A	\$18.86
CLASS	Garcia, Moesha	Paraeducator	SHS	1.0	9-16-2024	N/A	\$18.86
CLASS	Johnson Frohling, Jessica	Paraeducator	HES	0.88	9-23-2024	N/A	\$18.86
CLASS	Marino, Sabrina	Paraeducator	SHS	0.62	9-12-2024	N/A	\$18.86
CLASS	McCarthy, Conor	Paraeducator	DES	1.0	10-2-2024	N/A	\$18.86
CLASS	Patel, Megha	Paraeducator, TLC	JAD	1.0	9-23-2024	N/A	\$20.50
CLASS	Pepe, Sebastian	Paraeducator	JAD	1.0	10-4-2024	N/A	\$18.86
CLASS	Schmutz, Silvia	Custodian	SHS	0.49	9-23-2024	N/A	\$16.83
CLASS	Siegel'Hirleman, Alenna	Paraeducator, TLC	JAD	1.0	9-9-2024	N/A	\$20.50
CLASS	Smith, Kellie	ABA Therapist, SLC	HES	1.0	10-7-2024	N/A	\$20.50
CERT	Totten, Joel	FCS Teacher (1-year)	SHS	1.0	9-16-2024	6 th	\$88,000
CLASS	Yourison, Jacob	Custodian	SHS	0.49	9-18-2024	N/A	\$16.83

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Broderick, Linda	Paraeducator, PT	HES	9-18-2024	1 mo.	RESIGN
CLASS	Gould, Ashley	Paraeducator, FT	JAD	8-31-2024	3	RESIGN
CLASS	Grabowski, Keith	Security Attendant, PT	SHS	8-28-2024	9 mo.	RESIGN
CLASS	Materek, Henry	Maintenance Tech I – HVAC	District	11-1-2024	19	RETIRE
CLASS	McCoy, Cyaira	ABA Therapist, FT	HES	8-30-2024	2 mo.	TERM
CLASS	Perry, Debra	Crossing Guard	JAD	11-23-2024	7	RESIGN

ASSIGNMENT CHANGE

FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Butler, Beatrice	World Language/JAD/JFK	1.0	World Language/SHS	1.0	10-7-2024
Buzzell, Jacob	Custodian/SHS	1.0	Custodian/DES	1.0	9-11-2024
Hernandez, Maria	World Language/JFK	1.0	World Language/SHS	1.0	10-7-2024

TRANSFERS

FROM (PREVIOUS ASSIGN)			TO (NEW ASSIGN)		
CERT NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE

None to report

Personnel Report
September 2024

STIPENDS

COACHING

Resignations/Non-Renewals

Hernandez, Davina	Head Softball Coach	SHS	RESIGN
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Appointments

None to report

OTHER

Resignations/Non-Renewals

Miller, Khandis	Open Choice Liaison	JFK	RESIGN
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Appointments

Angell, Jessica	Key Club Advisor	SHS	STIPEND
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 10, 2024

Decision Requested X

Agenda Code 9 b.

AGENDA REPORTING FORM

Agenda Topic: SHS – Criminal Justice Course– New Curriculum - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Criminal Justice Course – New Curriculum.

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 – Criminal Justice Course – New 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:	Unit 1: Crime and Law
Teacher:	Candace Patten
Grade Level/Course:	10-12
Length/Dates:	7-8 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will be able to understand the purpose of the United States criminal justice system. Understand the concept of a crime along with the purpose of laws. They will be able to analyze the different Constitutional amendments that impact policing. Students will be able to analyze different case studies and determine what type of crime was committed, outline the rights of the accused, and determine if the accused was provided due process under the law. Students will also develop interview skills by questioning a law enforcement official to compare public opinion v. reality of the criminal justice system.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Understand the makeup and purpose of the criminal justice system.

Understand the source and purpose of laws.

Understanding the purpose of the different constitutional amendments that apply to policing.

Essential Question(s):

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

What is a crime?

Does the media provide a balanced picture of crime in the United States or does it primarily provide sensational news coverage?

What is the purpose of laws? Where do laws come from?

What protections does the United States constitution guarantee to all people suspected and/or accused of a crime?

How have the protections of each amendment changed over time?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- What makes up the criminal justice system.
- The sources of law in the United States (constitutions, statutes, and regulations)
- Difference between a misdemeanor and felony.
- The purpose of the 4th, 5th, 6th, 8th and 14th amendment

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

- Identify the different systems within the criminal justice system.
- Explain the purpose of the United States Criminal justice system
- Explain the different sources of law and the purpose of each source.
- Identify a misdemeanor versus a felony
- Explain the purpose of due process.
- Apply the different amendments to case studies.

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.

Role- You are one of the District Attorneys for Hartford county.

Audience- The accused and the people of Connecticut

Situation- A variety of cases have been sent to your office to review. Each attorney will have to review a case and determine the following:

1. Was a crime committed? If so, what crime? (define it by CT statutes) If not, why not?
2. What charges will be given to the accused?
3. What rights does the accused have for each case?
4. Were any of the accused person's rights violated? If so, how? If not, explain how due process was fulfilled.

Product- In a class slideshow you will present your findings to the class. As a team of attorneys we will discuss each person's summary and if we should bring the accused person to trial.

Standards and Criteria for Success:

- Well written summary of your findings (your case to the class)
- Presentation of findings to class
- Discussion and evaluation of classmates findings
- Well written rationale answering the following question- Should the case be brought to trial? Why or why not?

Evaluative Criteria

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

1. Summary of findings (accuracy, clarity, and analysis of case)
2. Presentation to class (clarity, discussion, questions posed to classmates, and feedback to each other)
3. Rationale determining if cases should be brought to trial

Other Evidence

Assessment Evidence

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

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Learning Target:	Success Criteria:
Students will understand the purpose of the criminal justice system in the United States.	- Will be able to create a well worded explanation about the purpose of the criminal justice system in the United States.
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.	
Anticipatory Set: Ask students: What is criminal justice? What makes up the criminal justice system in the United States? What is a crime? Pick a picture they think best represents their own image of a law- share it on the class JamBoard. When students are done have them pair-share (in groups of two or their PODs) Have each group write down on the first colored paper their response. Direct Instruction Go over the definition of the criminal justice system with the class. Difference between a criminal case v. civil case Difference between felony or misdemeanor Look over what they wrote on their paper- do they need to change anything, add anything? Write in a different color pen or marker. Activity- Individually What is the purpose of the criminal justice system? Have students read through- Did they commit a crime? While they are reading they will have to determine whether criminal conduct took place. Have students pair up and discuss what they think. As a group they will have to come to a consensus if a crime was committed and provide a rationale? - Share out to the whole class. In the United States who would decide if each person committed a crime? Why do we have a criminal justice system? Discussion and Direct Instruction Go over the institution of social control and purpose. Go over the two models of criminal justice system- Crime Control Model and Due Process Model While going over the models - Have students write pros and cons for each model.	

Review the images everyone posted on the JamBoard about their perception of the criminal justice system.

- Compare this to the poll taken by NCSC about the public opinion and criminal justice system.

Why do you think public opinion has declined about the criminal justice system in the United States?

Assessment

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

Questions for students to answer at the end to assess understanding

1. Given what you know about crime in the United States, do you think the criminal justice system is a strong institution for social control? Why or why not?
2. What are ways we can improve public opinion about the criminal justice system? Either individually or with a partner create an idea to help improve public opinion.

Learning Target:	Success Criteria:
I will be able to understand the different types of crimes in the United States and the state of Connecticut. I will be able to create a tips sheet for people to protect themselves from becoming a victim of a crime.	- Effective research about crime - Summarize their research citing sources - Creating a tip sheet to protect people from becoming a victim of a crime.
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.	
Anticopry set: What is a crime? What are the different types of crimes? What are the most common crimes in Southington? Connecticut? United States? Lesson- Direct instruction and discussion Go over the definition of crime and discuss the different types of crimes in the United States and Connecticut Stations: Each station has a story that the students need to read. As a group they will have to decide what type of crime is being committed. Create a list of tips to help people not become victims to this type of crime. Discussion Discuss groups answers as a whole class.	

Direct Instruction-

Go over the causes of crime and victimization

Who is a victim? Who reports crime? What is the most common crime in the United States? Connecticut?

Student Research:

Students will research the different types of crimes in Connecticut (selecting four different towns and cities).

Students will also research the latest information about victimization

<https://bjs.ojp.gov/data-collection/ncvs>

Assessment

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

Students will create a summary of their research to present to the class or small groups. They will then pick one of the crimes they researched and create a tip sheet for people not to become a victim to that crime.

Learning Target:	Success Criteria:
I will be able to understand the United States Constitution and the impact on the criminal justice system.	- Write a well-written response that explains the impact the United States Constitution has on law enforcement.

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.

Anticipatory Set:

- What is the purpose of laws?
- How does the United States Constitution protect the people?
- What impact do you think the United States Constitution has on policing?

Provide a story about a police officer searching a house and have students discuss if this search was legal or not?

Discussion:

- Discuss the above questions and scenario
- This will lead into the 4th Amendment- what is the purpose of this amendment? What are the limitations to this amendment? When is a search legal?

Station 1: 4th Amendment

(what is a search warrant? When is one needed? When is one not needed? How does a police officer obtain a search warrant? What are the different standards of proof?)

Court Cases for this amendment

- Florida v. J.L. (2000)
- Illinois v. Wardlow (2000)

- Terry v. Ohio (1968)
- Sandoval V. California (1994)
- Map v. Ohio (exclusionary rule)
- Hudson v. Michigan (2006)

Should government drones be allowed for police surveillance or is this violation of people's privacy?

Station 2: 5th Amendment

(What is a grand jury? What is the purpose of a grand jury? What is double jeopardy? What is the purpose of double jeopardy? What is self-incrimination? What protections does the accused have under this amendment?)

Court cases for this amendment

- Benton v. Maryland (1969)
- Brown v Mississippi (1936) (coerced confession)
- Mallory v. Hogan (1964) (self-incrimination)
- Miranda v. Arizona (1966)
- Rhode Island v. Innis (1980) (extension of Miranda)
- Dickerson v. United States (2000) (extension of Miranda)

Should the accused be mandated to take the stand? Why or why not?

Station 3: 6th Amendment

(What does speedy and public trial mean? What is an impartial jury? Why is it important to have an impartial jury? What is ineffective assistance of counsel? What does a defendant need to show for there to be ineffective assistance of counsel?)

Court Cases for this amendment:

- Klopfer V. North Carolina
- United States v. Marion (1971)
- Twining v. New Jersey (notice of charges)
- Pointer v. Texas (1965) (right to question opposing witnesses)
- Williams v. Illinois (2012)
- Gideon V. Wainwright (1963) (right to counsel)
- Alabama v. Shelton (2002)
- Gilbert v. California (police line ups)

Should the 6th amendment be revised? Why or why not?

Station 4: 8th Amendment

(what is bail? What is excessive bail? What is cruel and unusual punishment?)

Court cases for this amendment:

- Timbs v. Indiana (2019)
- Robinson V. California (1962)
- Wilkerson v. Utah (1878- Supreme court defines what is cruel and unusual?)
- Weems V. United States (1910- Supreme court changed definition of cruel and unusual)
- Trop v. Dulles (1958)

Question

- Is Capital Punishment cruel and unusual? Why or why not?

Station 5: 14th Amendment

In each station students will have to read the amendment and complete the following:

1. Write down in their own words the definitions.
 - What impact does this have on law enforcement?
 - What can law enforcement do?
 - What are some restrictions on law enforcement?
2. What is the purpose of this amendment?
3. How has the interpretation of this amendment changed over time?
4. Predict what can be some potential challenges to this amendment in the future

Extension: Create their own scenario for the classmates to read and determine if there was a violation of due process.

Class discussion:

- Discuss findings, questions, and the amendments as a whole class.
- Which amendment do you think is the most protective of the rights of the accused? Explain

Individual Work/Assessment

Have students read different scenarios- which amendment applies? Did law enforcement violate the accused rights? If so, how? If not, why not?

Assessment

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

Formative checks on the amendments after stations

Learning Target:	Success Criteria:
I will be able to pose questions to our guest speaker to better understand the criminal justice system. I will be able to compare and contrast the public perception of the criminal justice system to the actual day to day life of a person in the field.	- Creating both supporting and compelling questions - Well written response to the essential question

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.

Invited guests to demonstrate the daily life of a police officer.
Students will create questions for the guest speaker to discuss their day-to-day activities, the criminal justice system (amendments/due process, and other questions they might have)

Note: Before the guest speaker comes in- teacher needs to go over interview skills (how to ask questions, how to take notes, and how to ask follow up questions)

After the interview students will have to answer the following questions

1. How has your perception changed with regard to the daily activities of law enforcement?
2. Do you think the news media are obligated to present a balanced picture of the overall crime problem and reduce their presentation of sensational crimes? Why or why not?

Note: Have students write a thank you letter to the Guest Speaker.

Assessment

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

Rubric

Developing Questions

Short answer response to wrap up questions

Resources

Any materials and resources related to Stage 3 learning activities.

Past and present crime

<https://www.thoughtco.com/crime-and-punishment-4132972>

Confidence in the institutions graph

<https://news.gallup.com/poll/394283/confidence-institutions-down-average-new-low.aspx>

Book:

https://www.crf-usa.org/images/pdf/cja_teachers_sample.pdf

Curriculum

<https://resources.finalsite.net/images/v1586886211/bectonhsorg/km1xwoz5lvupg9fkqmqqs/CriminalJustice.pdf>

Newman case

https://www.govinfo.gov/content/pkg/USCOURTS-ctd-3_19-cv-00980/pdf/USCOURTS-ctd-3_19-cv-00980-2.pdf

 Critical Thinking Questions

Unit Overview	
Unit Title:	Unit 2: Law Enforcement
Teacher:	Candace Patten
Grade Level/Course:	10-12
Length/Dates:	10-11 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will be able to understand the different roles of police officers and how some of these can be conflicting. They also will be able to understand the ethical standards of policing along with requirements, training, and standards in the field of law enforcement. By the end of the Unit they will have to create their own solution of universal standards, training, and requirements for all police officers in the United States.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

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.

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?

Describe the different functions of federal, state, and local law enforcement agencies.

Describe the different roles police officers take based on geographic area, crimes, and public perception.

Analyze the different police structures and determine if there should be universal standards in the United States.

Describe and defend the main characteristics every police officer should possess.

Describe the public attitude towards law enforcement and create a solution to improve this attitude.

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.

What are the different functions of law enforcement in the United States?

Why do you think the United States has so many different law enforcement agencies?

What is the role of a police officer? What is the most important role?

Should there be universal standards for police officers in the United States?

What are the most important characteristics a police officer possesses?

How has public perception of law enforcement impact the safety of police officers?

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
- There are different functions of law enforcement (local, state, federal) - Police officers take on different roles based on geographic area and crime. - The structure and standards of police officers are different across the United States. - Certain characteristics are needed in order to be an effective police officer. - Public perception has impact law enforcement across the United States - The ethical code of conduct for law enforcement.	- Analyze why the United States has so many different law enforcement agencies. - - Analyze the different roles police officers have across the United States - Develop standards, requirements, and training for all police officers in the United States. - Explain the most important characteristics police officers need to possess to be effective at their job. - Analyze public perception of law enforcement and develop a solution to improve this perception. - Identify the ethical codes of conduct for law enforcement.

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.
Purpose: I will be able to create the standards, requirements, and training that all police officers should have in the United States. Role: You are part of the Police officer Training and Standards Council Audience: Law Enforcement around the United States and the American Public Situation: You have been tasked with developing Universal training, standards, and requirements for law enforcement around the United States. You will have to present this to the Commissioner of Law Enforcement.

Product: You will have to determine and create the standards, requirements, training that you think law enforcements should possess in the United States. You will need to provide a rationale of why your plan would be the most effective. You will have to present this to the Commissioner of Law Enforcement.

Standards and Criteria for Success

- Creating a plan for universal training (have all required elements standards, requirements, and training)
- Strong support for your claims (used from class discussion, research from the unit, or further research you conducted)
- Providing a rationale of why your plan would be the most effective
- Presenting your information to the Commissioner
- Answering questions from the Commissioner

Resources

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

<https://portal.ct.gov/POST>

<https://www.certifyfit.com/chip-test/>

Comments

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

For homework and during one of the lessons have students write up a confidence in law enforcement survey

- This survey would then be given out to the public to understand the current perception of law enforcement.
- This can be created by the class

This is a public website of all facebook post about Policing in America

<https://www.plainviewproject.org/>

Other Evidence

Assessment Evidence

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

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Learning Target:	Success Criteria:
I will be able to understand the different functions of law enforcement in the United States. I will be able to draw their own conclusions about the effectiveness of our law enforcement	- Research and summarize the function and requirements for the assigned agency
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.	
Anticipatory Set: What do you think are the functions of law enforcement at the following levels: (provide examples) A. State B. Federal C. Local Direct Instruction and Discussion - Using a Peardeck or Google Slide go over the different levels of law enforcement. - Explain the functions of each level - Go over the generalizations about law enforcement in the United States - Demographics of law enforcement Assess Students Knowledge with different scenarios (LT 1) Students who need to reach and go into a group with the teacher. Group work (or pairs) Each group will be given one of the following organizations and they will have to write up the responsibilities for that specific employment. Along with requirements to be an agent within that system. A. Airports B. Highway Patrol C. Park Rangers D. Animal Control E. Watercraft officers F. Colleges and Universities (can pick a few different colleges) G. FBI H. U.S. Secret Service I. DEA J. US Marshals Service K. Bureau of Alcohol and Tobacco, Firearms (ATF) L. U.S Immigration and Customs enforcement	

M. US Custom and Border Protection

They will have to put either a slide or diagram together to share with the class what they found.

- This can be a gallery walk or presentation (based on classroom)

Gallery Walk or Presentation

When students are walking around they will fill out a graphic organizer

- Function
- Responsibilities
- Questions
- Other important information

At the end of the Gallery Walk or Presentation

Students will be given scenarios and they will have to explain the following:

- Which agency would take the lead? Why?
- Who should the intelligence gathered be shared with? Why?
- Who would receive credit for success and blamed for failures?

They will also have to answer the following question

Why do you think the United States has so many different law enforcement agencies?

Assessment

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

Wrap up after the Gallery Walk

- Scenarios and questions
- Last question answered

Learning Target:	Success Criteria:
I will be able to write a clear argument on whether or not there should be universal standards for police officers.	- Write a strong claim - Use strong evidence to support your claim - Answer in complete sentences and elaborate using critical thinking skills. - Display effective inquiry skills (review inquiry rubric)
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.	
Anticipatory Set: Have students read the oath that police officers need to take and answer the following: - What is the role of a local police officer? What are their responsibilities? - What requirements do you think police officers need in order to apply? - What training do you think police officers receive? - Are there national standards for training?	

Direct Instruction:

- Go over the role of local police officers
- Discuss some standards and structure of police
- Go over PEPPAS
- Have officer Valentine come in and discuss his training, requirements, and structure of Southington

Have students take an example of a written test

Provide examples of the oral exam

Provide examples of physical exam

Independent Research

- Students will pick a local police department and research the requirements and standards
- They can call the police department and interview
- Students will then pick a police department in another state and research the requirements and standards
- They will share what they found on a google document or slides
- Students will review what the class found.

Discussion about what they found about standards

Wrap up question for students to answer (assessment)

- Using what they found, discussed answer the following prompt:
- Should there be universal standards for police officers?

Assessment

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

Argumentative response

Learning Target:	Success Criteria:
I will be able to understand and identify certain characteristics police officers need to possess to be effective at their job. I will be able to understand the challenges police officers encounter trying to conduct their job.	- Explain the most important characteristics police officers should possess. - Create a solution for community policing to be most effective in the city.
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.	
Anticipatory Set: What characteristics do you think police officers should possess? Discussion of Do now	
Direct Instruction	

- About characteristics and the situations police officers will encounter on the job.
- Go over the different roles and conflicting roles they will encounter

Have students answer the following question

- Which characteristics do you think are most important for police officers to possess? Why?

Reading about the challenges police officer encounter

Discussion in groups about what they read and how do we solve this problem?

- Each group comes up with a solution and shares out to the class.

Assessment

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

Scenario

- Students will be given a community police officer and they will have to develop a solution to the problem.

Learning Target:	Success Criteria:
I will be able to understand and identify the ethical guidelines of policing.	- Identify the ethical codes of conduct

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.

Anticipatory Set:

- What are ethical guidelines?
- What do you think are the ethical guidelines for law enforcement?

Reading about ethical codes in law enforcement

- Have them create a list on chart paper
- Each group walks around the room and reads other groups (add or take anything off that group might have missed)

Discussion about ethical codes

- Should there be any other ethical codes added? Why or why not?
- Should any of the codes be clarified?
- Why is it important to have ethical codes of conduct?

Assessment

- Students will be given a series of scenarios
- They will have to identify if any of the codes of ethics was violated by law enforcement.

- Explain why it was violated

Assessment

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

Learning Target:

I will be able to create a solution to change public perception of law enforcement in the United States.

Success Criteria:

- Develop a creative solution to improve public perception

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.

Anticipatory Set:

- What is the public perception of law enforcement?

Discuss what they think

Independent Work:

Have them review the charts and polls on confidence in policing
Have them visit the following site: <https://www.plainviewproject.org/>

Have students write up their own summary about public perception

Discussion of public perception-

What do you think has impacted this perception? (what recent or past events)

Class develop their own survey to determine public perception of policing

- Create a list of questions
- Determine who to share it with, where to post, who is the audience
- Create their own hypothesis (predict if the perception has improved?)

Either independent or pairs (their choice)

- Create a solution to improve public perception of law enforcement
- Can be a commercial, poster, TV show, book, Social Media site, your choice

Assessment

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

- Creativity strand of rubric (4's)
- Reasoning Stand of rubric (4's)

Unit Overview	
Unit Title:	Unit 3: Court System
Teacher:	Candace Patten
Grade Level/Course:	10-12
Length/Dates:	8-9 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will examine and explore the criminal justice system in the United States. They will be able to distinguish between federal and state crimes, the different roles of people in the court system, and the juvenile justice system.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.
Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	I will be able to understand the different types of courts in the United States. I will be able to understand the effective components of an argumentative essay. I will be able to examine the juvenile system process I will be able to identify risk factors leading to juvenile crime. I will be able to distinguish between the federal and state court systems I will be able to evaluate case scenarios to send citizens to correct courts.
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- What is the purpose of the American judicial system? - What are the benefits of the dual court system? - What are the components of an effective argumentative essay? - Should we change the juvenile system of justice in the United States? - What is the difference between the federal and state court systems?
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
- The functions of each court in the United States - The key players in the American court system - The difference between federal and state court systems. - The juvenile process of justice - The risk factors of juvenile crime - The components of an effective argumentative essay	- Analyze if our court system is meeting its purpose of “do justice” - Evaluate case scenarios to send citizens to the correct court systems. - Analyze the juvenile process of justice in the United States and determine if we need to change it. - Write a well-written argumentative essay addressing one of the issues in the American judicial system.

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-** I will be able to research a topic and present an effective argument using strong evidence.
- **Role-** Active American Citizen trying to make a difference
- **Audience-** The government
- **Situation**

As an American citizen you want to present your argument to Congress explaining what needs to be accomplished when it comes to our justice system.

You can pick from the following topics (but not limited to these topics)

You will have to research your topic, find strong evidence, and write an argumentative piece explaining your claim.

Topics

- Should there be mandatory minimum sentences?
 - How can we reform our incarceration system?
 - Should juveniles be charged as adults?
 - What are the best methods for rehabilitating juvenile offenders?
 - Should we have professional juries?
 - Should jury duty be a requirement?
 - Should all juries be allowed to ask witnesses questions?
- **Product/Performance/Purpose-** Argumentative piece that can be a speech, slides, canva, video, Podcast
 - **Standards and Criteria for Success**

Evaluative Criteria

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

Critical thinking rubric (reasoning and argument)

Other Evidence

Assessment Evidence

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

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Learning Target:	Success Criteria:
I will be able to understand the different roles and functions of each court system.	- Research court system - Create a product to display your court system to the class - Effectively present your court system to members of the class - Thoroughly answer the essential questions using evidence from what you learned.
I will be able to explain if the American court system is fulfilling its purpose of "justice"	

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.

Hook

- What is justice?
- What does it mean justice should be blind?
- Do you think our system of justice is fair in the United States? Why or Why not?

Discuss hook

Direct instruction

- Go over the purpose of the court system
- A little of vocab

Group work

- Have each group research one of the courts systems
- What is the job of that court system?
- Essential vocab for each court system
- Important information
- Current information about this court system

Have each group share out what they found to the whole class (can be gallery walk, presentations)

- Members of the class should have a graphic organizer to fill out for each court system

Assessment

Students will answer the following questions

1. What are the benefits of having a dual court system?
2. The first purpose of our court system is to “do justice.” Given what you know about the American Court System do you think justice is done, why or why not?

Learning Target:	Success Criteria:
I will be able to understand the key people in the American court system.	- Identify the different positions in the court system - Analyze the job of a prosecutor (challenging parts of the job and rewarding)

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.

Do now:

Provide a list of job titles in the court system (have students in pairs try to match up jobs and descriptions)

Discuss what they matched up.

Activity

- Have each pair of students research the different jobs in the court system.
- They will have to put together a poster, pamphlet, or slide explaining the job, job qualifications, salary, challenges, and rewards of each job.
- Have students go around the room and read through the different jobs

Assessment

What do you think is the most challenging part of a prosecutor job?

Learning Target:

I will be able to distinguish between the federal and state court systems.

Success Criteria:

- Evaluate case scenarios to send citizens to correct courts.
- Create CT court system 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.

Do Now:

Give each group a couple of scenarios and ask if this would be seen in a state court or federal.

Discuss:

Why are there different court systems?

Go over the difference between state and federal court system

- Provide handout from Icivics - CQ map

Activity

- Students will play the court quest game on Icivics and evaluate case scenarios

After activity discussion:

- What did all the cases that made it to the Supreme Court have in common?
- What happened when someone lost a case but they wanted to keep fighting?
- Why are certain cases harder to match?

Assessment

Create their own system map of the state of CT

Learning Target:

I will be able to examine the juvenile system process.

I will be able to identify risk factors leading to juvenile crime

Success Criteria:

- Conduct authentic research
- Identify risk factors of juvenile crime
- In a well written response, Evaluate the juvenile justice system

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.

Do now

- Write juvenile justice on the board
- Explain that juvenile means a “young person” and when combined with justice, means “of or belonging to youth.
- So juvenile justice is a system for young people accused of breaking the law.

Have students read the following and they write yes, no, unsure about each question. They need to have reasons to support their answers

1. Should a juvenile who breaks the law receive the same penalty as another juvenile who did the same thing?
2. Should a juvenile who committed an offense in the past receive a greater penalty for a new offense?
3. Should judges be free to decide the sentence that is best suited for each juvenile?
4. Should a juvenile who breaks the law be treated the same as an adult who breaks the law?

Students share out responses

Ask the following to groups

- How do you think juveniles should be treated in the justice system?

Direct instruction

- History of juvenile justice system
- Have students take notes (cause and effect)
- Questions to ask during instruction:
 - What effect did some tough-on-crime policies have for our youth offenders?

Group work or individual work

- Have students review charts on “risk factors sometimes related to juvenile crime”
- They should explain the meaning of each factor and why it might be a risk

Question for group to answer- What are some other factors that might serve to lessen the effect of risk factors?

Assessment

From what we have discussed, researched, and read do you think our system for juveniles is fair? Why or why not?

Have students conduct a mini-debate

- Teaching point to go over strong evidence and claims

Resources

Any materials and resources related to Stage 3 learning activities.

-icivics

Unit Overview	
Unit Title:	Unit 4: Corrections
Teacher:	Candace Patten
Grade Level/Course:	10-12
Length/Dates:	12-13 Blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will be able to understand the makeup of the prison system in the United States. Along with evaluating the effectiveness of rehabilitation programs. Students will also be able to understand the requirements for correction officers and issues they face.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

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?

I will be able to analyze the effectiveness of the United States Federal Bureau of Prison system.

I will be able to understand the different types of incarceration facilities in the United States.

I will be able to evaluate the criteria to become a correction officer.

I will be able to understand the rights of inmates.

Essential Question(s):

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

Is the United States fulfilling the mission statement of the Federal Bureau of Prisons?

What are the functions of the different types of incarceration facilities in the United States?

What criteria should every correction officer have in order to be successful at their job?

Should convicted felons have constitutional rights?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Types of prisons

Criteria to become a correction officer

Constitutional rights related to prison rights

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

Analyze and investigate various types of prisons

Apply constitutional rights to situations and scenarios

Explain and define the role and responsibilities of a correction officer including how it differs from system to system

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 research the prison system in the United States and determine if we are reaching the mission statement of the Federal Bureau of Prisons. To explain the strengths and develop suggestions to improve our system.
- **Role-** You are hired by the Federal Government to audit the Prison system in the United States. You need to report back to the President how effective our Prison system in meeting the mission statement of the Federal Bureau of Prisons.
- **Audience-** President of the United States
- **Situation-** Within 5 years of prisoners release 70% of the individuals will reoffend. Norway has one of the lowest rates of 20% within 5 years. As a country our mission is to “improve opportunities to assist offenders in becoming law-abiding citizens.” As a community you need to research the prison system in the United States. Identify the strengths, what is wrong, and develop solutions to improve our system in the United States.
- **Product/Performance/Purpose** - This can be your choice (should be creative, provide critical thinking skills, and address the issue)
- **Standards and Criteria for Success**
 - Conducts authentic research using valid and reliable sources
 - Identifies concerns and develops unique solutions
 - Provides own conclusions

Resources

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

https://www.prisonstudies.org/highest-to-lowest/prison_population_rate?field_region_taxonomy_tid=All

Stage 3: Instructional Design

Learning Target:	Success Criteria:
I will be able to understand the purpose of the Federal Bureau of Prisons. I will be able to explain and understand the different types of incarceration facilities in the United States.	- Understand the mission statement of the Federal Bureau of Prisons. - I will be able to research a type of incarceration facility in the United States - I will be able to explain the different type of incarceration facilities to my classmates. - I will be able to understand the different types of incarceration facilities in the United States.
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.	

Do Now:

What do you think is the purpose of prisons in the United States?

Have students write down – then have class discussion

Learning Target 1

On board– have the Federal Bureau of Prisons (BOP) mission statement (established in 1930 under President Hoover)

“To protect society by confining offenders in a controlled environment of prisons and community based facilities that are safe, humane, cost-efficient, and appropriately secure, and that provide work and other self-improvement opportunities to assist offenders becoming law-abiding citizens.”

Unpack this statement and discuss what does this mean. What is the purpose of our prisons?

Have the class write up the goals of the BOP and explain to them at the end of this unit they will be determining if the BOP is meeting this goal and will have to develop solutions. (goals can be on a classroom document, around the room– but it definitely needs to be something the class can refer back to)

To assess knowledge of this part of the lesson– have students write their thoughts about this goal– What is the goal? Do you think it’s attainable? Why or why not? What needs to be in place in order for this goal to be met?

Learning Target 2

Explain that incarceration facilities have 3 distinct jurisdictions (federal, state, and local)

Have the class either divide up in groups or you can do a jigsaw. Have students pick a different type of incarceration system in the United States. They will have to research the system. Explain what the system is, functions, what facilities are like, what is it like for inmates in this facility, how many we have in the United States, programs available for inmates, what type of security is used, majority of offenders (demographics, what they are charged with, age, reading level, etc.)

1. Federal Prisons
 - Ultramaximum
 - Minimum security
2. State Prisons
 - Maximum Security or Supermax
 - Minimum security
 - Women’s prisons
 - Juvenile Detentions
3. Local
 - Jails and/or lockups

Resources:

<https://bjs.ojp.gov/>

<https://www.bop.gov/>

Students will have to research and then explain their facility to classmates. Classmates will have to take notes on a graphic organizer.

Assessment

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

After reviewing the different systems

1. List some of the characteristics of the incarceration population
2. Identify some of the procedures that institutions employ to maintain security and order
3. What are some of the common services and programs available to inmates?

Do you think the programs we are using are effective? Why or why not?

Optional: Read the following quote and do you agree or disagree with Angela Davis, why or why not?

“Prisons do not disappear social problems, they disappear human beings. Homelessness, unemployment, drug addiction, mental illness, and illiteracy are only a few of the problems that disappear from public view when the human beings contending with them are relegated to cages.”
— Angela Davis, June 19, 2020

Learning Target:

I will be able to understand and explain the profile of a correctional officer and some of the issues they face.

I will be able to effectively interview a former correction officer.

Success Criteria:

- Able to develop criteria for a an effective correction officer
- Able to research and explain one issue correction officers face and a solution to help this issue.
- Develop questions for the interview
- Take effective notes of the interview and develop follow up questions while interviewing

Learning Activities

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

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

Notes: There are appropriately 339,000 correction officers in the United States.

- 57% in state prisons
- 39% local jails
- 4% federal prisons

70% male, 30% female

67% white, 29% black, 1% Asian, 14% Hispanic or Latino

Texas has the highest number of correction officers(48,000) and Vermont has the lowest (550)

Do Now: What do you think are the requirements to become a correctional officer?

Have students come up with answers

Most common Requirements:

1. At least 18 years old
2. Drivers license
3. Passing physical and psychological test
4. Good Communication skills
5. High School diploma or GED

Will go through training. Some states have training academies. This can last from a few weeks to 6 weeks (depending on the state).

Along with on-the job training with a mentor

BOP requires officers to complete 200 hours of formal training during the 1st year.

B. Students will develop questions to interview a former correction officer to understand what the job of a correction officer is like, issues they face, requirements, and day-to-day jobs.

- Have them research correction officers' jobs and issues they face to help develop questions and have knowledge before the interview.

C. Have a correction officer or former correction officer (security) come into the classroom to be interviewed. (I would have both male and female come in)

Notes: Go over interview skills (listening, taking notes, follow up questions, etc.)

Assessment

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

**What are suggestions to recruit highly qualified individuals to become correctional officers?
What characteristics should they possess? Skills? Abilities?**

Learning Target:	Success Criteria:
I will be able to understand the different rights of inmates.	- Explain the different rights of inmates - Analyze the rights and draw own conclusion if inmates have too many rights or if there should be other constitutional rights that should be extended

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.

Do Now:

What do you think are the inmate rights? What constitutional rights do inmates have in prison? Explain

Discuss Do now with class and then do a mini lecture about inmate rights (1st, 8th and 14th amendment)

What prison conditions are 8th amendment violations?

Students will research a court case where an inmate is suing the government over a violation of their rights. They will write a brief summary and share it with the class.

Assessment

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

Students will write their own conclusion about inmates rights.

- Should there be more extensions of constitutional rights? Why or why not?
- Do inmates have too many rights? Why or why not?

Or you can ask this question

- Should convicted felons lose civil rights? If yes, which ones? If no, why not?

Learning Target:	Success Criteria:
I will be able to explain the two most common ways that inmates are released from prison and compare these ways in frequency used. I will be able to determine the effectiveness of the success of prison in achieving deterrence and rehabilitation.	- Explain the two most common ways inmates are released - Draw my own conclusions about the effectiveness of rehabilitation in prisons

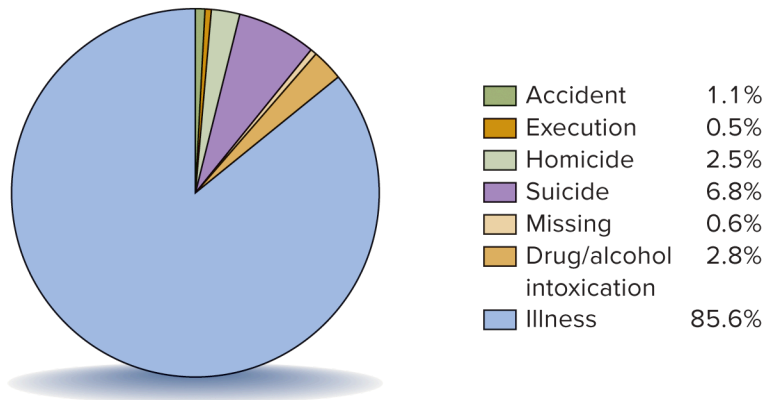
Learning Activities

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.

Resource: <https://crimesolutions.ojp.gov/topics/corrections-reentry?ID=2>

Do Now: Cause of deaths of inmates in State Prisons



Have students analyze and discuss the above chart

Or

You can give a case about a person that is up for parole and have class discuss if this person should be released, Why or why not?

After discussion:

What are the different ways inmates are released?

Go over terms

1. Commutation
2. Parole
3. Good Time
4. Mandatory release
5. Clemency
6. Pardon

Go over release and what inmates are given when released and statistics on getting arrested in the 9 years of being released.

Mini-lecture

Questions for students to answer

1. Do you think anything can be done to lower recidivism rates among offenders? Why or why not?
2. In your opinion, should prisoners be allowed to reduce their time in prison through parole or good time? Why or why not?
3. What do you think is the biggest impediment for reentry, and what can be done about it?
4. Should convicted felons lose civil rights? Why or why not?

Assessment

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

Questions to answer

**Optional prior to performance task if time permits.*

Learning Target:	Success Criteria:
I will be able to evaluate a local rehabilitation program.	- Effectively research a local rehabilitation program - Evaluate its effectiveness - Develop suggestions to improve program
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.	
Have students contact a local prison or jail and arrange an investigation on one or more rehabilitation programs. - Get written or online material - Access how successful the program is at achieving its goals. Consider these specific issues - What are the goals of the program? - Are the goals of the program clearly defined in some document? - Is the program administered in an effective way? - Is instruction adequate? - Is there adequate equipment (if applicable)? - Will the skills learned during the program help inmates when they are released? How useful are the skills being taught? - How likely are inmates to successfully complete the program? - Does the program have an evaluation component that would allow officials to determine the program's success and failures? - What are some suggestions to improve the program?	



Southington High School Criminal Justice Course

UNIT 1 CRIME AND LAW

Students will understand:

- **Purpose of the criminal justice system**
- **Purpose of law**
- **Concept of crime**
- **Analyze constitutional amendments**
- **Develop interview skills**



PERFORMANCE TASK

Students will act as a district attorney for the State of CT. They will have to review cases that are sent to their office and decide the following:



- **Was a crime committed, if so what crime?**
- **What charges will be given to the accused?**
- **Were all constitutional rights upheld?**

Lastly, students will present their findings to the class.

UNIT 2: LAW ENFORCEMENT

Students will understand:

- **Different roles of police officers**
- **Ethical standards of policing**
- **Police training**
- **Standards in law enforcement throughout our country**



Unit 2 Performance Task

Students will create the standards, requirements, and training that all police officers should have in the United States.



Students will provide a rationale of why their plan would be most effective. They will present their plan to their class.

UNIT 3: COURT SYSTEM

Students will:

- **Examine the criminal justice system in the United States, including the different structures and branches**
- **Distinguish between different roles of people in the court and the juvenile justice system.**



Unit 3 Performance Task

Students will research a topic (of their choice- which is connected to unit themes) and present an effective argument on how they would improve the criminal justice system in the United States.

Example of topics:

- **Should there be mandatory minimum sentences?**
- **How can we reform our incarceration system?**
- **Should juveniles be charged as adults?**
- **What are the best methods for rehabilitating juvenile offenders?**
- **Should we have professional juries?**
- **Should jury duty be a requirement?**
- **Should all juries be allowed to ask witnesses questions?**



UNIT 4: CORRECTIONS

Students will understand:

- **The makeup of the prison system in the United States.**
- **The requirements for correction officers and issues they face.**

Students will:

- **Evaluate the effectiveness of rehabilitation programs.**



Unit 4 Performance Task

Role: Students will be hired by the Federal Government to audit the Prison system in the United States.



Task:

Students will report backs to the President on how effective our Prison system is in meeting the mission statement of the Federal Bureau of Prisons. Their report can be in a format of choice, such as:

- Slides**
- Canva**
- Video**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 9 c.

AGENDA REPORTING FORM

Agenda Topic: SHS – Color Guard Course– New Curriculum - Second Reading.

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

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 – Color Guard Course – New 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:	Color Guard Unit 1: Performance
Teacher:	Sara Ossias/Harrison Stuppler
Grade Level/Course:	9-12/Color Guard
Length/Dates:	Approximately 4 weeks or 10 blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit examines: The art of performance as an individual, and as a member of a larger group. Performance quality and preparation will be areas of focus.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Music Performance Standards MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. Dance Performance Standards DA:Pr5.1.I-Anchor Standard 5: Develop and refine artistic techniques and work for presentation. c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies. DA:Pr6.1.I- Anchor Standard 6: Convey meaning through the presentation of artistic work. a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology. b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

NAFME National Music Standards

National Core Arts Standards (Music and Dance focus)

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?

MU:Pr6.1.E.IIb Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

DA:Pr5.1.I Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

DA:Pr6.1.I-Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question(s):

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

MU:Pr6.1.E.IIb-When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

DA:Pr5.1.I -Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?

DA:Pr6.1.I-Essential Question(s): How does a dancer heighten artistry in a public performance?

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
K1 What defines a good performance -Accuracy of movement -Timing with music -Synchronicity with other performers -Engagement with audience K2 Choreography and its' correlation with music K3 Spacial awareness K4 Practice routines to improve performance quality	S1 Students will be able to define what makes a good performance, and how that reflects on their actions S2 Students will be able to follow instructional choreography and implement these moves to the music provided S3 Students will be aware of their distance from performer to performer, and how the choreography impacts this distance. S4 Students will be able to follow their choreographed routines and implement this knowledge base into their performance to make improvements.

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.

Task: Performance at the USBANDS National Championships

- **Goal**-Students will present a high level performance at this event.
- **Role**- Your role is a member of a larger ensemble performing on a National Stage.
- **Audience**-Your audience is a panel of highly trained judges.
- **Situation**- You are performing a well rehearsed production where you are responsible for choreography, dance, weapon, and flag work.
- **Product/Performance/Purpose**- A 10 minute production set to music. A live performance.
- **Standards and Criteria for Success**-  Color Guard USBANDS Rubric.pdf

Resources

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

 Color Guard USBANDS Rubric.pdf

Evaluative Criteria

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

Students will critique a variety of performances using the provided rubrics. This will include video and live performances and will also include self-critique. Feedback will be given throughout this process from student to student and teacher to student.

 Color Guard Exam Rubric 2023

Stage 3: Instructional Design

Learning Target:	Success Criteria:
Lesson 1- You be the judge Achievement caption. 1. Analyze the USBands scoring rubric to identify key criteria and performance expectations for color guard performances. 2. Understand the elements and qualities of a strong performance and analyze the achievement of a group or of an individual.	 1. Students can accurately identify and explain each category and subcategory within the USBands scoring rubric. 2. Students can identify strengths and weaknesses of a strong performance, and evaluate and self-reflect on their own performance quality.

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.

Watch standard color guard performance and evaluate its strengths and weaknesses.

Sample Performances

<https://www.youtube.com/watch?v=2xybkmg4BPI>

<https://www.youtube.com/watch?v=7FJqC72leHE&t=149s>

Review and understand the USBANDS scoring Rubric. Achievement

 Color Guard USBANDS Rubric.pdf

Activity	Concepts	Topics	Skills	Blocks of instruction
Responding	Critique	Elements of Choreography and performance	Ability to identify and describe technical skills, production elements, choreographic intent, & aesthetic qualities	2

			within choreographed works.	
Responding and Connecting	Relate	Observational & Emotional Responses	Communicate observational and emotional responses to dance works through oral and written assignments	2

1. Introduction to USBands Scoring Rubric:

- Analysis of the USBands scoring rubric to understand criteria for visual, movement, equipment, and ensemble performance categories.
- Discussion on the importance of each criterion in achieving high scores and competitive success in USBands competitions.

2. Technical Skill Development: (Found in Units 2 and 3)

- Skill-building exercises focusing on flag, rifle, and dance techniques, with an emphasis on precision, control, and consistency.
- Individual and small group practice sessions to refine technical skills and address specific areas of weakness identified in the rubric.

3. Artistic Expression and Interpretation:

- Exploration of movement quality, gesture, and facial expression to convey emotion and storytelling in color guard routines.
- Creative exercises to develop individual and ensemble interpretations of music and thematic concepts, aligning with USBands performance expectations.

Assessment

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

-Students will accurately judge and score a series of color guard performances (videos). They will identify strengths and weaknesses and provide a score using the USBANDS Color Guard Rubric Achievement ratings.

 [Color Guard Achievement Rubric](#)

Learning Target:	Success Criteria:
Lesson 2- You be the judge Content Caption 1. Analyze the USBands scoring rubric to identify key criteria and performance expectations for color guard performances.	1. Students can accurately identify and explain each category and subcategory within the USBands scoring rubric. 2. Students can identify strengths and weaknesses of a strong performance, and

2. Understand the elements and qualities of a strong performance and analyze the achievement of a group or of an individual.	evaluate and self-reflect on their own performance quality.
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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.

Watch standard color guard performance and evaluate its strengths and weaknesses.
Sample Performances

<https://www.youtube.com/watch?v=2xybkmg4BPI>
<https://www.youtube.com/watch?v=7FJqC72leHE&t=149s>

Review and understand the USBANDS scoring Rubric. Achievement
■ Color Guard USBANDS Rubric.pdf

Activity	Concepts	Topics	Skills	Blocks of instruction
Responding	Critique	Elements of Choreography and performance	Ability to identify and describe technical skills, production elements, choreographic intent, & aesthetic qualities within choreographed works.	2
Responding and Connecting	Relate	Observational & Emotional Responses	Communicate observational and emotional responses to dance works through oral and written assignments	2

- Introduction to USBands Scoring Rubric:
 - Analysis of the USBands scoring rubric to understand criteria for visual, movement, equipment, and ensemble performance categories.
 - Discussion on the importance of each criterion in achieving high scores and competitive success in USBands competitions.
- Technical Skill Development: (Found in Units 2 and 3)

- Skill-building exercises focusing on flag, rifle, and dance techniques, with an emphasis on precision, control, and consistency.
 - Individual and small group practice sessions to refine technical skills and address specific areas of weakness identified in the rubric.
3. Artistic Expression and Interpretation:
- Exploration of movement quality, gesture, and facial expression to convey emotion and storytelling in color guard routines.
 - Creative exercises to develop individual and ensemble interpretations of music and thematic concepts, aligning with USBands performance expectations.

Assessment

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

-Students will accurately judge and score a series of color guard performances (videos). They will identify strengths and weaknesses and provide a score using the USBANDS Color Guard Rubric Achievement ratings.

 **Color Guard Content Rubric**

Learning Target:	Success Criteria:
Lesson 3- Self-Analysis/Group Analysis 1. Several times over the course of the semester, students will complete an individual and group critique of their performance.	1. Students will be able to critique their performance accurately. They can identify specific moments in the performance that were both positive critiques and critical critiques.

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.

Critiques will be completed following all judged performances throughout the season. They will watch the provided video a number of times as a class and individually to identify strengths and weaknesses within this performance. They will set goals for future rehearsals that are specific to the individual as well as the group.

Activity	Concepts	Topics	Skills	Blocks of instruction
Responding	Critique	Elements of Choreography and performance	Ability to identify and describe technical skills, production elements, choreographic intent, & aesthetic qualities within	1 Activity per show week

			choreographed works.	
Responding and Connecting	Relate	Observational & Emotional Responses	Communicate observational and emotional responses to dance works through oral and written assignments	1 Activity per show week

Assessment

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

This is a sample critique from the 2023 season. Critiques are specific to the show the band attends each week.

 [Sample Critique-Maloney Critique](#)

Learning Target:	Success Criteria:
Final Exam- Choreo and Performance 1. Create and perform a choreographed sequence set to music.	1. Students will successfully create and perform a choreographed routine set to music. They will include all expected criteria as well as demonstrate proficiency of performance quality as discussed in the rubrics.

Learning Activities

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

Students will select music based on their personal preference. They will choreograph a routine that will include elements of dance, flag, and weapon work. This can be done individually or in a small group.

Activity	Concepts	Topics	Skills	Blocks of instruction
Creating, Performing and Responding	Choreography	Dance phrases and flag/weapon work	Creating original dance/choreography and flag/weapon work following specified guidelines.	4

Responding and Connecting	Relate	Observational & Emotional Responses	Communicate observational and emotional responses to dance works through oral and written assignments	1	
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Assessment

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

The final exam will consist of a variety of elements learned over the course of the semester.

[Color Guard Exam Rubric 2023](#)

Resources

Any materials and resources related to Stage 3 learning activities.

[Color Guard Achievement Rubric](#)

[Color Guard Content Rubric](#)

[Sample Critique-Maloney Critique](#)

[Color Guard Exam Rubric 2023](#)

Unit Overview	
Unit Title:	Color Guard Unit 2: Dance and Body
Teacher:	Ossias/Stuppler
Grade Level/Course:	9-12 Color Guard
Length/Dates:	4 weeks or 12 blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, performers will explore the techniques and applications of dance and body movement as it relates to Color Guard. Students will learn foundational elements of dance and techniques used on the field for performance during written choreography. To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In dance, this means discovering the expressive elements of dance; knowing the terminology that is used to comprehend dance; having a clear sense of embodying dance; and being able to reflect, critique, and connect personal experience to dance.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Anchor Standard 1: Generate and conceptualize artistic ideas and work. DA:Cr1.1.I- Explore a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance. Anchor Standard 2: Organize and develop artistic ideas and work. DA:Cr2.1.I-Plan a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent. Anchor Standard 3: Refine and complete artistic work. DA:Cr3.1.I - Revise a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

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?

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning

Essential Question(s):

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

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Essential Question(s): Where do choreographers get ideas for dances?

Anchor Standard 2: Organize and develop artistic ideas and work.

Essential Question(s): What influences choice-making in creating choreography?

Anchor Standard 3: Refine and complete artistic work.

Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

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
K1- Basic Dance Terminology Unit 2 Dance Terminology K2- Basic routines and exercises-Jazz Walks and Across the Floors K3- Choreograph a routine set to music following specified guidelines and incorporating dance elements that match the selected music.	S1-Students will be able to identify, explain, and be able to demonstrate basic elements of dance. S2- Students will be able to use proper technique while demonstrating Jazz Walks and Across the Floor exercises. S3-Students will be able to incorporate a variety of different dance elements into a student directed routine set to music.

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.
Task: Choreograph a routine (individually and in groups) set to specified music. Goal-Students will present a high level performance that is self directed. Role- Your role is a choreographer and director. Audience-Your audience is a panel of teachers and peer adjudicators. Situation- You are performing a well rehearsed performance where you are responsible for writing choreography, directing other students, and performing a routine. Product/Performance/Purpose- A 1-2 minute production set to music. A live performance. Standards and Criteria for Success- Unit 2 Dance Choreography Rubric

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.
Unit 2 Dance Terminology

Evaluative Criteria

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

 Unit 2 Dance Choreography Rubric

Comments

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

Teachers and students can collaborate to evaluate performances. Peer to peer feedback is a valuable tool to allow students to work together to perfect a choreographed routine.

Other Evidence

Assessment Evidence

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

These will also be embedded below in the daily learning plan.

 Elements Of Dance Organizer.pdf

 NCCAS GLOSSARY for Dance Standards 1 column final.pdf

Stage 3: Instructional Design

Learning Target:	Success Criteria:
Lesson 1- Understanding Dance Terminology 1. Students will demonstrate comprehension of basic dance terminology commonly used in color guard choreography. 2. Students will apply dance terminology effectively to communicate and execute choreographed movements and sequences. 3. Students will collaborate with fellow color guard members to integrate dance terminology into marching band performances with precision and cohesion.	1. Students can accurately define and identify key dance terminology relevant to color guard choreography. 2. Students effectively apply dance terminology to describe, analyze, and perform choreographed movements and sequences. 3. Students demonstrate collaboration and synchronization with fellow color guard members, utilizing dance terminology to communicate and execute choreography with precision.
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.	

What are the elements of dance and how to define what to do with your body in any dance move.

Supporting video guides;

[Dance Dictionary - Learn New Dance Terms - YouTube](#)

📺 **Jazz Dance Basics for Absolute Beginners | Follow Along Terminology Tutorial**

📺 **30 Minute Basic Dance Technique Class (Jazz/Lyrical Fundamentals)**

Basic Terminology Guide- [Unit 2 Dance Terminology](#)

Activity	Concepts	Topics	Skills	Blocks of instruction
Creating and Performing	Analyze and Critique	Dance Terminology	Developing written and verbal skills to describe their observation of the art work	2 Blocks
Connecting and Responding	Interpret	Genres of dance, culture, elements of dance	Forming personal meanings or stories when observing a dance	2 blocks

1. Introduction to Dance Terminology:

- Presentation or handouts introducing students to basic dance terminology commonly used in color guard choreography (e.g., pli  , tendu, pass  ).
- Group discussions and activities to reinforce understanding and application of each term.

2. Technique Development:

- Technique-focused exercises and drills to improve students' execution of specific dance movements (e.g., turns, leaps, extensions).
- Individual and group practice sessions to develop strength, flexibility, and control necessary for executing choreography with confidence.

Assessment

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

- **Formative – Visual assessments, discussion questions, oral and written quizzes**
- **Authentic/Benchmark - Mid-cycle choreography performance on standards taught thus far**

- **Summative – Students will demonstrate proficiency in multiple standards assessed using a rubric through a dance performance**

Vocabulary Assessment

Dance Basics Performance Rubric Unit 2 Lesson 1

Unit 2 Self-Reflection Guide for Journal Entries

Learning Target:	Success Criteria:
Lesson 2- Mastering Body Movement 1. Identify the role of body movement in enhancing the visual presentation of a color guard routine. 2. Demonstrate mastery of fundamental body movement techniques, including posture, alignment, and transitions. 3. Collaborate effectively with peers to synchronize body movement within the context of a color guard routine. 4. Reflect on personal progress and areas for improvement in body movement execution.	1. Students recognize how specific body movements contribute to the overall visual impact of a routine. 2. Students exhibit proper posture and alignment throughout body movement exercises and students execute transitions between movements smoothly and with control. 3. Students demonstrate the ability to adjust their timing and movements to synchronize with their peers. 4. Students set realistic goals for improvement and implement strategies to address identified weaknesses.

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.

The Basic Body Actions- How do we move?

The Basic Body Actions-Unit 2 Lesson 2

Activity	Concepts	Topics	Skills	Blocks of instruction
Creating	Improvisation and choreography	Body Actions	Understanding and creating using levels, shapes, and other elements of dance.	1
Creating and Performing	Improvisation and	Abstract and Technical	Moving through abstract	.5

	choreography	movements/ Dynamics	movements and utilizing technique to create.	
Assess	Dance Elements	Body, Energy, Action, Shape, Time	Students will perform level appropriate dance phrases utilizing all body actions.	.5

1. Introduction to Body Movement:

- Discussion on the importance of body movement in color guard performances.
- Watch and analyze professional color guard routines, focusing on body movement techniques.

2. Fundamentals of Body Movement:

- Warm-up exercises focusing on posture, alignment, flexibility, and strength.
- Guided practice sessions to master basic body movements such as spins, leaps, and transitions.

3. Synchronization and Expression:

- Group exercises to practice synchronizing body movements with music.
- Creative exercises to explore the expressive potential of body movement in storytelling.

4. Choreography and Performance:

- Small group collaboration to choreograph a routine incorporating learned body movement techniques.
- Rehearsal sessions with feedback and refinement of movements.
- Final performances with peer and instructor feedback.

5. Reflection and Feedback:

- Peer feedback sessions to provide constructive criticism and support to fellow students.
- Individual reflection journals to track personal progress and set goals for improvement.

Assessment

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

- **Formative – Visual assessments, discussion questions, oral and written quizzes**
- **Authentic/Benchmark - Mid-cycle choreography performance on standards taught thus far**
- **Summative – Students will demonstrate proficiency in multiple standards assessed using a rubric through a dance performance**

Assessment Task Unit 2 Lesson 2

Unit 2 Self-Reflection Guide for Journal Entries

Learning Target:	Success Criteria:
Lesson 3- Choreography in Color Guard 1. Analyze the components of effective choreography and their impact on the visual presentation of a color guard routine. 2. Demonstrate proficiency in choreographic techniques, including formations, transitions, and movement vocabulary. 3. Collaborate with peers to create synchronized and cohesive choreography that complements music and enhances storytelling. 4. Reflect on personal growth as a choreographer and identify strategies for improving choreographic skills.	1. Students demonstrate an understanding of how choreographic choices contribute to the overall visual impact and storytelling of a routine. 2. Students apply choreographic techniques in a manner that complements the musicality of the accompanying music and enhances the overall performance. 3. Students effectively communicate and collaborate with peers to generate creative ideas, refine choreographic concepts, and resolve differences in artistic vision. 4. Students engage in reflective practices to evaluate their own choreographic work, identifying strengths, weaknesses, and areas for improvement.

Learning Activities

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

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

Creating-Writing movements set to music

Lesson 3 Unit 2 Dance Choreography Rubric

Activity	Concepts	Topics	Skills	Blocks of instruction
Creating and Connecting	Explore	Elements of dance, various movement genres	Using variety of sources to inspire and generate creativity, improvisation technical skills	2
Creating and Performing	Plan	AB, ABA, Theme & Variations, Narrative, Canon, Call & Response	Understand, perform, and choreograph using a variety of choreographic forms	2
Creating,	Revise	Self reflection,	Listen to peers, applying	2

Connecting, Responding		feedback, document work	corrections, using journals, technology/media to document and reflect creative work	
1. Introduction to Choreography: • Discussion on the role of choreography in color guard performances and its impact on audience engagement. • Analysis of exemplary color guard routines to identify choreographic elements and their effectiveness. 2. Choreographic Techniques: • Exploration of choreographic elements such as formations, levels, pathways, and dynamics through guided exercises. • Practice sessions focusing on creating movement phrases and sequences using a variety of movement vocabulary. 3. Musicality and Timing: • Exercises to develop an understanding of musical structure, phrasing, and timing in relation to choreography. • Application of musicality principles to choreographic sequences, ensuring synchronization with music accents and cues. 4. Theme and Narrative Development: • Brainstorming sessions to generate ideas for thematic concepts and narratives to be conveyed through choreography. • Group discussions and feedback sessions to refine thematic concepts and develop cohesive storytelling strategies. 5. Collaboration and Rehearsal: • Small group collaboration to choreograph synchronized routines based on chosen themes or narratives. • Rehearsal sessions with feedback and refinement of choreographic sequences, focusing on synchronization, clarity, and storytelling. 6. Presentation and Feedback: • Final performances of choreographed routines with peer and instructor feedback. • Peer feedback sessions to provide constructive criticism and support to fellow choreographers. • Individual reflection sessions to assess personal growth and set goals for future choreographic endeavors.				
Assessment				
• Formative – Visual assessments, discussion questions, oral and written quizzes • Authentic/Benchmark - Mid-cycle choreography performance on standards taught thus far • Summative – Students will demonstrate proficiency in multiple standards assessed using a rubric through a dance performance				

- **Journal entries**

Resources

Any materials and resources related to Stage 3 learning activities.

TED talk- Dance Choreography

▶ A Choreographer's Creative Process in Real Time | Wayne McGregor | TED Talks

Thinking with the Body- ▶ Thinking with the Body: Choreographic Thinking Tools | Wayne Mc...

Unit Overview	
Unit Title:	Color Guard Unit 3: Mastering Visual Performance: Flags, Sabres, and Rifles
Teacher:	Ossias/Stuppler
Grade Level/Course:	9-12/Color Guard
Length/Dates:	6 Weeks or 15 blocks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this curriculum unit, color guard members will delve deep into mastering the art of visual performance through the use of flags, sabres, and rifles. They will develop technical skills, coordination, and artistry while learning various techniques and routines.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
 Color Guard USBANDS Rubric.pdf - Technical Proficiency: - Students will demonstrate proficiency in fundamental techniques for handling flags, sabres, and rifles, including spins, tosses, catches, and body movement. - Students will develop mastery in executing choreographed sequences with precision, control, and fluidity. - Performance Skills: - Students will acquire stage presence, confidence, and professionalism in performing in various venues, including football halftime shows, parades, and competitions. - Students will learn to adapt to different performance environments and conditions while maintaining focus and composure. - Safety and Equipment Management: - Students will demonstrate knowledge of safety protocols and procedures for handling equipment to prevent injuries to themselves and others. - Students will learn proper equipment care and maintenance routines to ensure the longevity and functionality of flags, sabres, and rifles. - Critical Thinking and Problem-Solving: - Students will analyze and evaluate their own performances and those of their peers to identify areas for improvement and growth. - Students will develop problem-solving skills to overcome challenges and obstacles encountered during rehearsals and performances. - Cultural and Historical Context: - Students will explore the cultural and historical significance of color guard as a performance art form, including its origins, evolution, and contributions to the marching arts community.

- Students will engage with diverse styles and genres of music and movement to broaden their understanding and appreciation of the art form.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

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. Technical Proficiency:

- Students will understand the importance of mastering fundamental techniques for each piece of equipment to execute movements with precision and control.
- They will recognize that consistent practice and attention to detail are essential for developing and maintaining technical proficiency.

2. Safety and Responsibility:

- Students will understand the significance of safety protocols and proper equipment handling to prevent injuries and ensure a safe rehearsal and performance environment.
- They will recognize the importance of personal accountability and teamwork in maintaining a safe and supportive atmosphere for themselves and their peers.

3. Connection to Music and Artistic Vision:

- Students will understand how their performance enhances and complements the musical elements of a marching band production.
- They will recognize the collaborative relationship between color guard and musicians, working together to convey a unified artistic vision and enhance the overall aesthetic experience.

4. Personal Growth and Reflection:

- Students will understand the value of self-reflection and continuous improvement in their journey as performers.

- They will recognize the importance of setting goals, seeking feedback, and embracing challenges as opportunities for growth and development.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. Technical Proficiency: • How do fundamental techniques contribute to mastery and control of color guard equipment? • What strategies can be employed to refine and improve technical skills over time? 2. Safety and Responsibility: • Why is it essential to adhere to safety protocols and guidelines when handling color guard equipment? • How does personal responsibility contribute to creating a safe and supportive environment for rehearsals and performances? 3. Connection to Music and Artistic Vision: • How does color guard performance enhance and complement the musical elements of a marching band production? • What collaborative processes are involved in creating a unified artistic vision between color guard and musicians? 4. Personal Growth and Reflection: • How do we grow as performers? • What are goals and how do we set them appropriately for color guard?
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
K1. Equipment Types and Characteristics: • Flags: Different types (swing flag, silk flag, tarp flag), sizes, shapes, and materials. • Sabres: Variations in weight, length, blade shape, and guard design. • Rifles: Various lengths, materials (wooden, metal), and sling configurations. K2. Proper Handling and Care: • Correct gripping techniques for each type of equipment to ensure control and safety. • Maintenance routines such as cleaning, inspection for damage, and storage protocols. K3. Performance Skills: • Developing precision, timing, and synchronization with fellow color guard members and the marching band.	Students will; S1 Demonstrate Proficiency in Handling and Manipulating Equipment: • Execute basic and advanced techniques with flags, sabres, and rifles with control and precision. • Perform tosses, spins, and catches confidently and securely. S2. Apply Safety Protocols: • Identify and mitigate potential risks associated with equipment manipulation. • Follow safety guidelines to prevent injuries to oneself and others during rehearsals and performances. S3. Receive and Apply Feedback: • Actively listen to feedback from instructors and peers to identify areas for improvement.

- Rehearsing and refining performances to achieve consistency and excellence.

- Implement constructive criticism to refine technique, timing, and performance quality.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Goal: Create a visually stunning and emotionally impactful color guard performance that enhances the overall presentation of the marching band show.

Role: You are a member of the color guard unit, responsible for executing choreographed routines with precision and artistry while manipulating flags, sabres, and rifles.

Audience: The audience includes fellow students, parents, school staff, and community members attending marching band events, as well as judges at competitions.

Situation: You have been selected to represent your school in various performances, including football halftime shows, parades, and competitive marching band competitions. The success of the color guard unit contributes significantly to the overall success and reputation of the marching band program.

Product/Performance: Your product is a polished and engaging color guard performance that integrates seamlessly with the music and marching band formations. This includes synchronized flag work, dynamic sabre and rifle maneuvers, and expressive choreography that captivates the audience.

Standards for Success:

1. Demonstrating mastery of fundamental techniques for handling flags, sabres, and rifles with control and precision.
2. Achieving synchronization and uniformity with fellow color guard members throughout the performance.
3. Communicating emotion and storytelling through expressive movement and choreography.
4. Receiving positive feedback from instructors, peers, and audience members on the creativity, execution, and impact of the performance.
5. Ensuring safety at all times by following proper equipment handling procedures and maintaining awareness of surroundings.

Resources

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

Sample Videos

Flag Basics- [Colorguard Flag Basics](#)

Sabre Basics- [WGI Technique Class: Sabre - NOW AVAILABLE!](#)

Rifle-advanced- [FloMarching Technique: Rifle Tricks](#)

Evaluative Criteria

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

Students will be evaluated throughout each piece of equipment they work with utilizing this rubric.

 Unit 3 Equipment Use Rubric

Students will keep a Progress Journal throughout the semester and will add comments based off the questions in the Reflection-Guide.

 Unit 3 Self-Reflection Guide for Journal Entries

Stage 3: Instructional Design

Learning Target:	Success Criteria:
Lesson 1: Exploring Flag Work in Color Guard - Students will demonstrate proficiency in fundamental flag techniques, including spins, tosses, catches, and body movement. - Students will create and execute choreographed flag sequences that enhance the thematic elements of a marching band performance. - Students will collaborate effectively with fellow color guard members to synchronize movements and transitions during performances.	- Students can perform basic and advanced flag techniques with control, precision, and fluidity. - Students create choreographed flag sequences that align with the musical elements and thematic content of a selected piece of music. - Students demonstrate synchronization and spatial awareness while performing in ensemble settings, maintaining formation integrity and alignment.
Learning Activities	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

Students will create and perform a choreographed flag routine set to a selected piece of music. The routine should demonstrate proficiency in fundamental flag techniques and alignment with the musical elements and thematic content of the music.

Activity	Concepts	Topics	Skills	Blocks of instruction
Perform	Fundamentals of flag technique	Warm up routines, basic exercises	Drop spins, cones, tosses hand positions. posture	1
Creating and Performing	Analyze and Critique	Creating routines, practicing and performing	Incorporate all basic flag techniques	2
Creating, Connecting, Responding	Revise	Self reflection, feedback, document work	Listen to peers, applying corrections, using journals, technology/media to document and reflect creative work	2

1. Technique Practice Sessions:

- Warm-up exercises to develop wrist and arm strength, flexibility, and coordination.
- Guided practice sessions focusing on mastering spins, tosses, catches, and body movement with flags.

2. Choreography Workshops:

- Analyzing and interpreting selected pieces of music to identify musical phrasing, dynamics, and thematic content.
- Collaborative brainstorming sessions to generate ideas for choreographed flag sequences that align with the music.

3. Ensemble Rehearsals:

- Collaborative rehearsals with fellow color guard members and the marching band to integrate flag work into marching formations and transitions.
- Fine-tuning choreographed sequences and ensuring synchronization and spatial awareness among performers.

4. Feedback and Reflection:

- Peer feedback sessions where students provide constructive criticism and support to one another.
- Self-reflection activities where students assess their progress, set goals for improvement, and identify areas of strength and weakness.

Assessment

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

1. Formative Assessments:
 - Teacher observations during flag technique practice sessions.
 - Peer feedback on choreographed flag sequences.
 - Self-assessment reflections on individual progress and areas for improvement.
2. Summative Assessment:
 - Performance of the choreographed flag routine in front of peers, instructors, and/or judges.
 - Written reflections on the creative process, performance experience, and areas of growth.

 Unit 3 Equipment Use Rubric

Learning Target:	Success Criteria:
Lesson 2: Exploring Sabre Technique in Marching Band Color Guard 1. Students will demonstrate proficiency in basic and advanced sabre technique, including carriages, singles, and doubles. 2. Students will create and execute choreographed sabre sequences that enhance the thematic elements of a marching band performance. 3. Students will collaborate effectively with fellow color guard members and the band to synchronize sabre movements and transitions during performances.	1. Students can perform basic and advanced sabre technique with control, precision, and fluidity. 2. Students create choreographed sabre sequences that align with the musical elements and thematic content of a selected piece of music. 3. Students demonstrate synchronization and spatial awareness while performing in ensemble settings, maintaining formation integrity and alignment.

Learning Activities

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

Students will create and perform a choreographed sabre routine set to a selected piece of music. The routine should demonstrate proficiency in fundamental sabre techniques and alignment with the musical elements and thematic content of the music

Activity	Concepts	Topics	Skills	Blocks of instruction
Perform	Fundamentals of sabre technique	Warm up routines, basic exercises	Carriage, spins, tosses	1
Creating and Performing	Analyze and Critique	Creating routines,	Incorporate all basic sabre	2

		practicing and performing	techniques		
Creating, Connecting, Responding	Revise	Self reflection, feedback, document work	Listen to peers, applying corrections, using journals, technology/media to document and reflect creative work	2	

Learning Activities:

1. Technique Practice Sessions:
 - Warm-up exercises to develop wrist and arm strength, flexibility, and coordination specific to sabre manipulation.
 - Guided practice sessions focusing on mastering carriages, singles, and doubles with sabres.
2. Choreography Workshops:
 - Analyzing and interpreting selected pieces of music to identify musical phrasing, dynamics, and thematic content.
 - Collaborative brainstorming sessions to generate ideas for choreographed sabre sequences that align with the music.
3. Ensemble Rehearsals:
 - Collaborative rehearsals with fellow color guard members and the marching band to integrate sabre work into marching formations and transitions.
 - Fine-tuning choreographed sequences and ensuring synchronization and spatial awareness among performers.
4. Feedback and Reflection:
 - Peer feedback sessions where students provide constructive criticism and support to one another.
 - Self-reflection activities where students assess their progress, set goals for improvement, and identify areas of strength and weakness.

Unit 3 Equipment Use Rubric

Assessment

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

1. Formative Assessments:
 - Teacher observations during sabre technique practice sessions.
 - Peer feedback on choreographed sabre sequences.
 - Self-assessment reflections on individual progress and areas for improvement.
2. Summative Assessment:

- Performance of the choreographed sabre routine in front of peers, instructors, and/or judges.
- Written reflections on the creative process, performance experience, and areas of growth.

Learning Target:	Success Criteria:
Lesson 3: Mastering Rifle Technique in Marching Band Color Guard 1. Students will demonstrate proficiency in basic and advanced rifle technique, including spins, tosses, and catches. 2. Students will create and execute choreographed rifle sequences that enhance the thematic elements of a marching band performance. 3. Students will collaborate effectively with fellow color guard members and the marching band to synchronize rifle movements and transitions during performances.	1. Students can perform basic and advanced rifle maneuvers with control, precision, and fluidity. 2. Students create choreographed rifle sequences that align with the musical elements and thematic content of a selected piece of music. 3. Students demonstrate synchronization and spatial awareness while performing in ensemble settings, maintaining formation integrity and alignment.

Learning Activities

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

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

Students will create and perform a choreographed rifle routine set to a selected piece of music. The routine should demonstrate proficiency in fundamental rifle techniques and alignment with the musical elements and thematic content of the music.

Activity	Concepts	Topics	Skills	Blocks of instruction
Perform	Fundamentals of rifle technique	Warm up routines, basic exercises	Carriage, spins, tosses	1
Creating and Performing	Analyze and Critique	Creating routines, practicing and performing	Incorporate all basic rifle techniques	2
Creating, Connecting, Responding	Revise	Self reflection, feedback, document work	Listen to peers, applying corrections, using journals, technology/medi	2

			a to document and reflect creative work	
1. Technique Practice Sessions: • Warm-up exercises to develop wrist and arm strength, flexibility, and coordination specific to rifle manipulation. • Guided practice sessions focusing on mastering spins, tosses, and catches with rifles. 2. Choreography Workshops: • Analyzing and interpreting selected pieces of music to identify musical phrasing, dynamics, and thematic content. • Collaborative brainstorming sessions to generate ideas for choreographed rifle sequences that align with the music. 3. Ensemble Rehearsals: • Collaborative rehearsals with fellow color guard members and the marching band to integrate rifle work into marching formations and transitions. • Fine-tuning choreographed sequences and ensuring synchronization and spatial awareness among performers. 4. Feedback and Reflection: • Peer feedback sessions where students provide constructive criticism and support to one another. • Self-reflection activities where students assess their progress, set goals for improvement, and identify areas of strength and weakness.				
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>				
1. Formative Assessments: • Teacher observations during rifle technique practice sessions. • Peer feedback on choreographed rifle sequences. • Self-assessment reflections on individual progress and areas for improvement. 2. Summative Assessment: • Performance of the choreographed rifle routine in front of peers, instructors, and/or judges. • Written reflections on the creative process, performance experience, and areas of growth.  Unit 3 Equipment Use Rubric				



Color Guard



SHS Music Department
-Half-Year Course (.75 Credits)
Sara Ossias

Unit 1: Performance

Unit Overview:

- This unit examines the art of performance both as an individual and within a group.
- Performance quality and preparation will be areas of focus.

Essential Question Highlights:

- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?



Unit 1: Performance Task



- **Goal-**Students will present a high level performance at all events.
- **Role-** Your role is a member of a larger ensemble performing on a public stage.
- **Audience-**Your audience is a panel of highly trained judges.
- **Situation-** You are performing a well rehearsed production where you are responsible for choreography, dance, weapon, and flag work.
- **Product/Performance/Purpose-** A 10 minute production set to music. A live performance.

Unit 2: Dance and Body



Unit Overview:

- In this unit, performers will explore the techniques and applications of dance and body movement as it relates to Color Guard.
- Students will learn foundational elements of dance and techniques used on the field for performance during written choreography.

Essential Question Highlights:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Unit 2: Performance Task

Goal-Students will present a high level performance that is self directed.

Role- Your role is a choreographer and director.

Audience-Your audience is a panel of teachers and peer adjudicators.

Situation- You are performing a well rehearsed performance where you are responsible for writing choreography, directing other students, and performing a routine.

Product/Performance/Purpose- A 1-2 minute production set to music. A live performance.



Unit 3: Mastering Visual Performance: Flags, Sabres, and Rifles



Unit Overview:

- Color guard members will delve deep into mastering the art of visual performance through the use of flags, sabres, and rifles.
- Students will develop technical skills, coordination, and artistry while learning various techniques and routines.

Essential Question Highlights:

- How do fundamental techniques contribute to mastery and control of color guard equipment?
- Why is it essential to adhere to safety protocols and guidelines when handling color guard equipment?
- How does color guard performance enhance and complement the musical elements of a marching band production?
- How do we grow as performers?

Unit 3: Performance Task



Goal: Create a visually stunning and emotionally impactful color guard performance that enhances the overall presentation of the marching band show.

Role: You are a member of the color guard unit, responsible for executing choreographed routines with precision and artistry while manipulating flags, sabres, and rifles.

Audience: The audience includes fellow students, parents, school staff, and community members attending marching band events, as well as judges at competitions.

Situation: You have been selected to represent your school in various performances, including football halftime shows, parades, and competitive marching band competitions. The success of the color guard unit contributes significantly to the overall success and reputation of the marching band program.

Product/Performance: Your product is a polished and engaging color guard performance that integrates seamlessly with the music and marching band formations. This includes synchronized flag work, dynamic sabre and rifle maneuvers, and expressive choreography that captivates the audience.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 9 d.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language Year 1, Unit 1: Science & Technology (French, Italian, Latin, Mandarin, Spanish) – Revised - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language Year 1, Unit 1: Science & Technology (French, Italian, Latin, Mandarin, Spanish) – Revised.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language Year 1, Unit 1: Science & Technology (French, Italian, Latin, Mandarin, Spanish) – Revised - as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit 1: French 1 Novice mid ACA / Novice high ACC

Unit 1 Overview	
Unit Title:	Public Identities, Science and technology: First Days of School 
Grade Level/Course:	Novice Mid/Novice High French
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about themselves and learn to ask basic questions in an introductory conversation. Students are introduced to the French alphabet, greetings, goodbyes, numbers, days and dates, birthday, nationality, and basic descriptions. Students learn vocabulary and grammar to describe their immediate school environment and experiences. Students learn to communicate about their school materials, classes, and schedule. They learn about target culture school norms through interpreting authentic texts. At the end of the unit, students can introduce themselves to classmates in the language and share information about their school.

Stage 1: Desired Results

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

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

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

Students will understand...

- how to introduce themselves and interact appropriately when meeting people from the target culture
- there are similarities and differences in school materials, classes, and schedules across cultures

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

- How do I describe myself?
- How do I introduce myself appropriately to someone from another culture?
- How do I spend my school day?
- What materials do I need for school ?
- How does education differ in the target culture?

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
- Greetings and goodbyes - The alphabet - What is your name/basic introduction - Numbers 1-100 - Calendar and dates - Birthday and Age - Nationalities/ Where are you from? "I am" and initial describing words - There is/there are - I have - To have to, I need - I like/ I don't like - Interrogatives (partial control) - Classroom expressions (go to bathroom, homework, etc) - School supplies & classroom objects - Time and schedule - Class subjects - Similarities and differences between US and target culture schools.	- Greet someone and initiate a conversation - Introduce themselves with their name - Ask questions for basic information: Name, birthday, age, nationality, phone number - ask and give a basic self description (physical appearance or personality) - Describe their school schedule - Tell time and ask the time - Describe their classes - Tell the materials and subjects they have - Describe their likes and dislikes of a school material and subject. - Interpret authentic texts about schools in the target culture (ie schedules) - Compare their school to schools studied in the target culture (types of classes, lockers, schedule, etc) - maintain communication in the target language at the Novice Mid Proficiency level

Stage 2: Evidence of Student Learning Performance Tasks

Assessment Evidence

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

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language culture. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Standards and Criteria for success:

- Use Flipgrid, Tik Tok or camera to record a video tour
- Include a greeting, name, date and introduction to the tour in French.
- Include 4 sentences comparing the student's school with school in the target culture and questions for the future exchange student.
 - Example: Here there are no uniforms. Do you have uniforms in your school?
- Include a video clip with the relevant part of the school being described.
- Audio and speaking is clearly understandable.
- Sentences are memorized and not read off notes. (differentiation: ACA might have prompts for the script)
- There is a conclusion to the video. (Ex. Au revoir!)

Resources

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

PBA: [Copy of 22 Year 1 H Science & Technology PBA](#)

Evaluative Criteria

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

[Novice Mid rubric](#)

Assessment Evidence

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

Interpretive vocab quizzes

Exit tickets

Edpuzzle

Language lab activities and conversations

Interpretive task [Interpretive Task- Practice for IPA \(A l'école\)](#)

[L'emploi du temps IPA Version A](#)

[Copy of L'emploi du temps IPA Version B](#)

IPA: Integrated performance assessment

Interpretive task: Interpret an authentic school schedule from the target culture.

Interpersonal task: You are meeting a new student at a school in the target culture, you need to introduce yourself and ask questions to get to know the other new student. You must also ask questions and compare your school schedules.

Presentational writing: write a note back to your former teacher describing how your new school is in the target language.

Stage 3: Instructional Design

Activity/Task 1

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

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

Students learn new vocabulary for greetings and goodbyes in the target language and practice spelling new words with the French alphabet.

Learning Target:	Relevance:	Success Criteria:
Students can: - Say the alphabet in French - Interpret letters in French - Greet someone in the target language - Ask and answer "What is your name?" - Ask and answer "How are you?"	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: - Say the letters of the alphabet - Spell their name using letters in French - Spell a word correctly given French letters - Greet their teacher in the target language

• Differentiate a formal greeting from an informal greeting • Identify similarities and differences of greetings in different cultures		• Create a dialog using introductions based on the time of day and formality • Interpret an authentic video and compare the greetings to their own culture.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Les salutations Vocab list		

Activity/Task 2

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

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

Students learn “I am...” (Je suis) and practice with answers to various questions such as “What are you like?” and “Where are you from?”. Students learn the difference between words for country names and nationality. They learn very basic/introductory describing words for personality and physical characteristics, but focus on only describing themselves.

Learning Target:	Relevance:	Success Criteria:
Students can: • Participated in an interpersonal conversation to introduce themselves in French. • Ask and share their nationality. • Ask and share where they live. • Ask and share a physical and personality description of themselves.	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Ask and share their nationality with “je suis • Ask and share where they live with “je vis ...” and Ou est tu habites? • Ask and share a physical and personality description of themselves with Comment tu es ?

Assessment

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

(They can be listed/linked below)

 **Nationalities, Countries, & Names**
Language lab

Activity/Task 3

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

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

Students learn vocabulary for numbers 1-30 and to describe the calendar. Students ask each other and respond to questions: How old are you? When is your birthday? What is the date? What is your phone number? Students can interpret a passport in the target language for basic information.

Learning Target:	Relevance:	Success Criteria:
Students can: - Ask about and give their birthday - Ask and give their age - Count to 100 in French - Say their phone number - Give the current date - Give the date for a holiday they know - Respond to questions about the calendar - Students can identify personal information on a passport.	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: - Ask about and share their birthday in French. - Ask about and share their age in French using “have” - Count to 100 in French. - Give their phone number in French. - Say the date in French with correct format - Interpret a calendar in French. - Identify dates while Interpreting authentic texts (i.e. a passport) - Present information in French about the calendar

Assessment

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

Interrogation: Les numero

 **Copy of Numbers and school supplies listening**

 **F1 -Passport activity**

Activity/Task 4

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

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

Vocabulary for school supplies and classes; using “there is/there are” and “i need” or “i have”.
Identifying materials students need for class and interpreting authentic texts and videos.

Learning Target:	Relevance:	Success Criteria:
Students can: - identify what they have in their backpack - Communicate what they need in the classroom	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences before they	Students can - Use “ I have” to say what school materials they have. - Use “J’ai besoin” to say what they need.

Identify school supplies in authentic resources	can communicate about the target culture.	- List school materials they need for a specific class. - Identify similarities and differences between school materials needed across cultures. - Interpret authentic texts about school supplies.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
language lab activities, exit tickets, Edpuzzle tasks  Copy of Qu'est ce qu'il ya dans ton sac à dos ?		

Activity/Task 5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Vocabulary for class subjects, time, and schedule. Students will be able to describe their school schedule and what time they have their classes. Introduction of “I like/ I don’t like” and “I have to” for talking about classes. They will be able to interpret cultural texts including schedules.		
Learning Target:	Relevance:	Success Criteria:
Students can: - interpret an authentic text about school schedules and classes - introduce themselves and ask questions to gain information about another student’s school schedule and classes - communicate the classes in their schedule and how they compare to the target language schedule.	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences, and they can communicate about the target culture.	Students can - ask/tell the time - Describe their school schedule, including school subjects and time of each class - describe the classes they like and dislike - Compare their classes with plus facile/ plus difficile. - Identify similarities and differences between school schedules and classes across cultures
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		

Formative:

language lab activity, exit tickets, peardeck

☰ Mon horaire scolaire

☰ Top hat - comparaison des emplois du temps-

<https://edpuzzle.com/media/62331f547ca2ef430c7ebd45>

Summative:

☰ Interogation # L'heure

Integrative performance assessment: comparing school schedules

Activity/Task 6

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

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

Students use authentic texts and videos to study norms of schools in the target culture. Students learn vocabulary to describe the school, such as hallways, lockers, school bus, etc. Students make comparisons based on authentic texts between SHS and schools in different French speaking countries. For example (topics may change based on availability of materials and authentic texts/videos), transportation, school layout, vacations and holidays, grading scales and school levels, virtual class/access to school, uniforms, recess/breaks in the day, characteristics of private versus public school.

☰ Copy of vocabulaire partie 2: Al 'école

☰ Top hat - comparaison des emplois du temps-

Learning Target:	Relevance:	Success Criteria:
Students can: • Describe their own school, school schedule, types of classes, etc. • identify similarities and differences seen in the texts/videos and compare them to their own experiences.	Real world examples of school norms in the target culture through the use of authentic texts and videos.	Students will • Use “there is/there are” or “I have” to describe their school: i.e. there are lockers, there are hallways, there is a cafeteria, etc. • Use “there is/ there are” to identify similarities and differences between schools (i.e. there is recess, there is no recess during the day) • Compare when school vacations happen. • Interpret authentic texts about schools. • Use vocabulary from class to describe their own school.

Assessment

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

(They can be listed/linked below)

Formative:

Language lab activities

Edpuzzle activities

Peardeck

Exit tickets

Summative:

Interpretive quiz

PBA (outlined above in Stage 2)

Extension/Modification

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

Various Tier 1 strategies employed in the teaching of this unit

Flip grids are possible for presentations instead of live presentations

Use of close captions, tiered reading tasks

Resources

Any materials and resources related to Stage 3 learning activities.

 French 1 unit 1 SADJI 23-24

Unit 1: Italian 1 Novice mid/ Novice high ACC

Unit 1 Overview	
Unit Title:	Public Identities, Science and technology: First Days of School 
Grade Level/Course:	Novice Mid/Novice High Italian
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about themselves and learn to ask basic questions in an introductory conversation. Students are introduced to the Italian alphabet, greetings, goodbyes, numbers, days and dates, birthday, nationality, and basic descriptions. Students learn vocabulary and grammar to describe their immediate school environment and experiences. Students learn to communicate about their school materials, classes, and schedule. They learn about target culture school norms through interpreting authentic texts. At the end of the unit, students can introduce themselves to classmates in the language and share information about their school.

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

- how to introduce themselves and interact appropriately when meeting people from the target culture.
- There are similarities and differences in school materials, classes, and schedules across cultures

Essential Question(s):

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

- How do I describe myself?
- How do I introduce myself appropriately to someone from another culture?
- How do I spend my school day?
- What materials do I need for school?
- How does education differ in the target culture?

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

• Greetings and goodbyes • The alphabet • What is your name/basic introduction • Numbers 1-100 • Calendar and dates • Birthday and Age • Nationalities/ Where are you from? • “I am” and initial describing words • There is/there are • I have • I need • I like/ I don't like • Interrogatives (partial control) • Classroom expressions (go to bathroom, homework,etc) • School supplies & classroom objects • Time and schedule • Class subjects • Similarities and differences between US and target culture schools.	• Greet someone and initiate conversation • Introduce themselves with name • Ask questions for basic information: Name, birthday, age, nationality, phone number • Ask and give a basic self description (physical appearance or personality) • Describe their school schedule • Tell time and ask the time • Describe their classes • Tell the materials and subjects they have • Describe their likes and dislikes of a school material and subject. • Interpret authentic texts about schools in the target culture (ie schedules) • Compare their school to schools studied in the target culture (types of classes, lockers, schedule, etc) • Maintain communication in the target language at the Novice Mid proficiency level

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.

Presentation Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Standards and Criteria for success:

- Use Flipgrid, Tik Tok or camera to record a video tour
- Include a greeting, name, date and introduction to the tour in Italian
- Include 4 sentences comparing the student's school with school in the target culture and questions for the future exchange student.
 - o Example: Here there are no uniforms. Do you have uniforms in your school?
- Include a video clip with the relevant part of the school being described.
- Audio and speaking is clearly understandable.
- Sentences are memorized and not read off notes. (differentiation: ACA might have prompts for the script)
- There is a conclusion to the video. (Ex. Arrivaderci!)

Resources

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

 22 Year 1 H Science & Technology PBA

Evaluative Criteria

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

Novice Mid rubric

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets

Edpuzzle

Language lab activities and conversations

Presentational quiz: Year 1 Unit 1 PBA: Introduzioni

Unit 2 IPA: Interpretive Activity

Unit 2 IPA: Interpretive Activity CCP

Unit 2 IPA: Presentational Writing Activity

Unit 2 IPA: Presentational Writing Activity- ccp

Unit 2 IPA: Interpersonal Activity

ACA Copy of Unit 2 IPA: Interpersonal Activity

IPA: Integrated performance assessment

Interpretive task: Interpret an authentic school schedule from the target culture.

Interpersonal task: You are meeting a new student at a school in the target culture, you need to introduce yourself and ask questions to get to know the other new student. You must also ask questions and compare your school schedules.

Presentational writing: write a note back to your former teacher describing how your new school is in the target language.

Stage 3: Instructional Design**Activity/Task 1**

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

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

Students learn new vocabulary for greetings and goodbyes in the target language and practice spelling new words with the Italian alphabet.

Completed Copy of Italian 1 Unit 1: P&P I Packet

Learning Target:

Students can:

- Say the alphabet in Italian
- Interpret letters in Italian
- Greet someone in the target language

Relevance:

Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.

Success Criteria:

Students can:

- Say the letters of the alphabet
- Spell their name using letters in Italian
- Spell a word correctly given Italian letters

• Ask and answer “What is your name?” • Ask and answer “How are you?” • Differentiate a formal greeting from an informal greeting • Identify similarities and differences of greetings in different cultures		• Greet their teacher in the target language • Create a dialog using introductions based on the time of day and formality • Interpret an authentic video and compare the greetings to their own culture.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Prova: Saluti/Addi/Introduzioni ACC Prova: Saluti/Addi/Introduzioni ACA		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning. Students learn “I am...” (Io sono) and practice with answers to various questions such as “What are you like?” and “Where are you from?”. Students learn the difference between words for country names and nationality. They learn very basic/introductory describing words for personality and physical characteristics, but focus on only describing themselves.		
Learning Target:	Relevance:	Success Criteria:
Students can: • Participated in an interpersonal conversation to introduce themselves in Italian. • Ask and share their nationality. • Ask and share where they live. • Ask and share a physical and personality description of themselves.	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Ask and share their nationality with “Sono/ Sono di...”. • Ask and share where they live with “Abito a...” and Dove abiti? • Ask and share a physical and personality description of themselves with Come sei? And “Io sono...”
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Paese e Nazionalità Le Nazionalità Language lab		

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

Students learn vocabulary for numbers 1-30 and to describe the calendar. Students ask each other and respond to questions: How old are you? When is your birthday? What is the date? What is your phone number? Students can interpret a passport in the target language for basic information.

Learning Target:	Relevance:	Success Criteria:
Students can: • Ask about and give their birthday • Ask and give their age • Count to 100 in Italian • Say their phone number • Give the current date • Give the date for a holiday they know • Respond to questions about the calendar • Students can identify personal information on a passport.	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Ask about and share their birthday in Italian. • Ask about and share their age in Italian using “io ho” • Count to 30 in Italian. • Give their phone number in Italian. • Say the date in Italian with correct format • Interpret a calendar in Italian • Identify dates while interpreting authentic texts (i.e. a passport) • Present information in Italian about the calendar

Assessment

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

-  Prova Copy of Numeri/Mesi/Giorni- CCP
-  Prova Copy of Numeri/Mesi/Giorni- H
-  passaporti/  Passport Photos

Activity/Task 4

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

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

Vocabulary for school supplies and classes; using “there is/there are” and “i need” or “i have”.
Identifying materials students need for class and interpreting authentic texts and videos.

Learning Target:	Relevance:	Success Criteria:
Students can: • identify what they have in their backpack • Communicate what they need in the classroom • Identify school supplies in authentic resources	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences before they can communicate about the target culture.	Students can • Use “avere” to say what school materials they have. • Use “hai bisogno di” to say what they need. • List school materials they need for class. • Identify similarities and differences between school materials needed across cultures. • Interpret authentic texts about school supplies.

Assessment

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

language lab activities, exit tickets, Edpuzzle tasks

☰ Vocab Quiz- ACA

☰ Vocab Quiz- ACC

☰ Descrizione di un'Aula -Blog Post CCP

☰ Descrizione di un'Aula -Blog Post H

Activity/Task 5

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

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

Vocabulary for class subjects, time, and schedule. Students will be able to describe their school schedule and what time they have their classes. Introduction of “I like/ I don’t like” and “I have to” for talking about classes. They will be able to interpret cultural texts including schedules.

Learning Target:	Relevance:	Success Criteria:
Students can: • interpret an authentic text about school schedules and classes • introduce themselves and ask questions to gain information about another student's school schedule and classes • communicate the classes in their schedule and how they compare to the target language schedule.	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences, and they can communicate about the target culture.	Students can • ask/tell the time • Describe their school schedule, including school subjects and time of each class • describe the classes they like and dislike • Compare their classes with piu di/meno di • Identify similarities and differences between school schedules and classes across cultures

Assessment

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

Formative:

language lab activity, exit tickets, peardeck

Summative:

☰ telling time quiz

Integrative performance assessment: comparing school schedules

Activity/Task6

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

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

Students use authentic texts and videos to study norms of schools in the target culture. Students learn vocabulary to describe the school, such as hallways, lockers, school bus, etc. Students make comparisons based on authentic texts between SHS and schools in Italy. For example (topics may change based on availability of materials and authentic texts/videos), transportation, school layout, vacations and holidays, grading scales and school levels, virtual class/access to school, uniforms, recess/breaks in the day, characteristics of private versus public school.

 Completed Copy of Year 1 Unita 2: Science and Technology Resource Packet 2022

Learning Target:	Relevance:	Success Criteria:
Students can: - Describe their own school, school schedule, types of classes, etc. - identify similarities and differences seen in the texts/videos and compare them to their own experiences.	Real world examples of school norms in the target culture through the use of authentic texts and videos.	Students can - Use “there is/there are” to describe their school: i.e. there are lockers, there are hallways, there is a cafeteria, etc. - Use “there is/ there are” to identify similarities and differences between schools (i.e. there is recess, there is no recess during the day) - Compare when school vacations happen. - Interpret authentic texts about schools. - Use vocabulary from class to describe their own school.

Assessment

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

Formative:

Language lab activities

Edpuzzle activities

Peardeck

Exit tickets

Summative:

Interpretive quiz

PBA (outlined above in Stage 2)

Resources

Any materials and resources related to Stage 3 learning activities.

 Unita 1: Public & Personal Identities

Unit Overview	
Unit Title:	Families & Communities: Family in the Country 
Grade Level/Course:	Novice Mid Latin 1ACA / Novice High Latin 1ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about rural Roman life and the basic roles of the Roman household. They will also explore the Greco-Roman Creation myths (and how “mythology” was to the Romans both science and religion). Lastly, they will begin learning to read and translate basic Latin narrative texts.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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

Students will use their learning from this unit as a basis for the skills learned in the next unit. Students will use their learning from their Latin 1 course as a background for the skills learned in Latin 2.

Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

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

Students will understand...

- that “mythology” was, to the Ancient Greeks and Romans, both science and religion; it explained how the world worked and why it worked the way it did.
- that the Ancient Greeks and Romans believed the universe began from Chaos and was created through the interplay of the gods and goddess who came from her
- that the Romans divided the history of the world into five ages
 - that Praemordia was the age of the very first deities of the universe
 - that the Golden Age was was the age of the Titans
 - that the Silver Age was the age of the Olympians
- that every Greco-Roman god had a specific power/influence in and on the “real world”
- that the Olympian Gods/Goddesses were made in the image of the Ancient Greek and Roman people, with both character strengths and faults.
- Latin word order is different from English word order and cannot be translated word for word.
 - The endings of the Latin words determine their function in the sentence
 - English uses articles (a/an/the) while Latin does not, so these words must be supplied by the translator
- how Romans named their children and the socio/gender meaning behind the name

Essential Question(s):

According to the Romans...

- How did the universe begin?
- How did our world come to be?

These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- How did the infighting between the gods shape the history of the world? - Why were the gods not perfect? - What were the powers of the Olympian gods? How do you translate a basic latin sentence? How do noun and verb endings affect their translation? Why is Latin word order not like English word order? Why do I have to add articles before many English nouns in my translation? Why do girls take a feminized version of their father's name? Why do boys have three names and girls have two?
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know: Roman numerals Roman naming practices Basic Latin sentence structure Latin nouns - Nominative subjects - Nominative subject complements - Accusative direct objects Latin verbs 3rd person singular present active indicative verbs 3rd person plural present active indicative verbs - Present active infinitive verbs Greco-Roman Mythology - The 5 ages of mythology - Praemordia - Golden Age - Silver Age Latin Vocabulary - Bi-Weekly Latin 1 Vocabulary Lists - Most Common Latin words (list compiled by the Dickinson Latin Library, organized by Ecce Romani context)	Students will be able to: - Identify corresponding arabic numeral to their roman numeral counterpart - Write and explain their Roman name - Identify the parts of a basic sentence (subject verb direct object/subject complement) - Translate short and simple Latin present sentences into English. - Identify the major gods and goddesses and their traits. - Identify the mythological Ages of Man and their characteristics - Recognize and translate unit vocabulary in a Latin text with or without resources

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

PBA: Formal Translation

- Goal: Students can compose a grammatically accurate English translation of a Latin story
- Role: Student
- Audience: Teacher
- Situation: Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts.
- Product/Performance/Purpose: A rough draft and a final draft of a story translation.
- Standards and Criteria for Success: Students will accurately translate nouns (subject, complement, direct object) and present tense verbs (3rd person singular/plural, infinitives)

Resources

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

[A Mischief Maker Translation PBA](#) [Created from [Ecce Romani I](#) textbook]

Evaluative Criteria

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

[Translation Grading Rubric](#) [Based on *Creativity: Openness and Willingness to Explore* rubric]

Comments

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

Full Latin 1 folder of all activities/assessments/materials [linked here for archive purposes](#)

Example/Previous Lesson Outline for Block Schedule for Latin 1 ACA [linked here](#)

Other Evidence

Assessment Evidence

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

[Mythology Study Guides/Quizizz/Peardecks/PPTs](#)

[Vocab Study Guides/Quizizz/Quizlets/Assessments](#)

[Proficiency Activities](#)

[Integrated Performance Assessment/Skill Quest 1](#)

Stage 3: Instructional Design

Activity/Task

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

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

[Roman Numerals](#)

☐ Roman Numerals PPT

☐ Roman Numerals Practice Worksheet 1

- ☐ Roman Numerals online game practice
- ☐ Roman Numerals Practice Worksheet 2
- [Roman Names/Families](#)
- ☐ Roman Names PPT
- ☐ “Nomen mihi est _____” activitas

Learning Target:	Relevance:	Success Criteria:
- Students can identify all numbers in roman numerals and translate to English - Students can identify and translate Roman names	Necessary for large scale processes, plans or concepts: Identifying numbers and Roman names is necessary for translation of basic sentences and paragraphs from Latin texts into English	- Students will identify all numbers in roman numerals and translate to English - Students will identify and translate Roman names

Assessment (linked above)

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

Formative:

Collected worksheet-based activities based translating on numerals and names

Summative:

“Nomen mihi est _____” activitas

Activity/Task

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

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

Basic Translation Skills: Subjects -a/-ae & verbs -t/-nt

[Basic Rules for Translating Latin](#)

- ☐ “Two Roman Girls” story for translation
- ☐ “A Summer Day” story for translation
- ☐ Sentence Practice 1 (Subjects & Subject Complements)

Learning Target:	Relevance:	Success Criteria:
- Students can identify singular and plural subjects in a text. - Students can translate the text maintaining accurate English word order. - Students can identify singular and plural verbs - Students can translate identify singular and plural verbs - Students can identify subject complements - Students can translate subject complements	Necessary for large scale processes, plans or concepts: Identifying and translating subjects, subject complements and 3rd person present tense verbs is necessary for translation of basic sentences and paragraphs from Latin texts into English	- Students will identify singular and plural first declension subjects in a text. - Students will translate the text while maintaining accurate English word order. - Students will identify singular and plural verbs - Students will translate singular and plural verbs - Students will identify first declension subject complements

		- Students will translate first declension subject complements - Students will compose a general translation of a Latin story
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Assessment (linked above)

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

Formative assessments:

“Two Roman Girls” (linked above)

“A Summer Afternoon” (linked above)

Sentence Practice 1 (linked above)

Activity/Task

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

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

Basic Translation Skills: Subjects -us/-r/-ī & verbs -t/-nt

[Basic Rules for Translating Latin](#)

☐ “In the Garden” story for translation

☐ Noun Reading Practice 1

Learning Target:	Relevance:	Success Criteria:
- Students can identify singular and plural subjects in a text. - Students can translate the text maintaining accurate English word order. - Students can identify singular and plural verbs - Students can translate identify singular and plural verbs - Students can identify subject complements - Students can translate subject complements	Necessary for large scale processes, plans or concepts: Identifying and translating subjects, subject complements and 3rd person present tense verbs is necessary for translation of basic sentences and paragraphs from Latin texts into English	- Students will differentiate between 1st and 2nd declension nouns. - Students will identify singular and plural second declension subjects in a text. - Students will translate the text maintaining accurate English word order. - Students will identify singular and plural verbs - Students will translate singular and plural verbs - Students will identify second declension subject complements - Students will translate second declension subject complements - Students will compose a general translation of a Latin story

Assessment (linked above)

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

Formative Assessments:
“In the Garden”

Activity/Task

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

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

Basic Translation Skills: Subjects -???/-ēs & Direct Objects (1-3 declensions)

[Latin Nouns: Accusative Case and Direct Objects](#)

- ☐ Noun Reading Practice 2
- ☐ Sentence Practice 2 (Direct Objects)
- ☐ A Mischief Maker for translation with Reading Comprehension

Learning Target:	Relevance:	Success Criteria:
- Students can identify and translate singular and plural subjects - Students can identify and translate singular and plural direct objects - Students can rearrange Latin words into English word order - Students can identify and translate subject complements	Necessary for large scale processes, plans or concepts: Identifying and translating subjects, subject complements, and direct objects is necessary for translation of basic sentences and paragraphs from Latin texts into English	- Students will differentiate between 1st, 2nd, and 3rd declension nouns. - Students will identify singular and plural third declension subjects in a text. - Students will translate the text maintaining accurate English word order. - Students will identify third declension subject complements - Students will translate third declension subject complements - Students will compose a literal translation of a Latin story

Assessment (linked above)

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

(They can be listed/linked below)

Formative Assessments:
“A Mischief Maker”
Sentence Practice 2

Activity/Task

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

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

Present tense active infinitives

[Latin Verbs: -T, -NT, and The Infinitive](#)

- ☐ Various Verbs 1
- ☐ Verb Reading Practice 1
- ☐ Marcus to the Rescue w/ Reading Comp

Learning Target:	Relevance:	Success Criteria:
- Students can rearrange Latin verbs into English word order - Students can identify and translate present tense infinitives in context	Necessary for large scale processes, plans or concepts: Identifying and translating infinitive verbs is necessary for translation of basic sentences and paragraphs from Latin texts into English	- Students will rearrange Latin verbs into English word order - Students will identify and translate present tense infinitives in context - Students will compose a literal translation of a Latin story
Assessment (linked above) List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative: “Marcus to the Rescue” translation		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Unit 1/Quarter 1 Mythology: Creation and the Five Ages (pt 1)		
Learning Target:	Relevance:	Success Criteria:
- Identify Gods/goddesses and their coordinated powers - Understand the relationship between the Olympians, Titans and Primordial deities.	Student Interest: This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	- Students will communicate the biographical and mythological information of one major God or Goddess - Students will present on the powers/influence of one major God or Goddess in the context of the myth - Students will state the Greco-Roman names of the God/Goddess
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative assessments: Mythology Peardecks/Reflections/Quizizz Summative Assessment: Olympian Social Media Project		

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

Learning Target:	Relevance:	Success Criteria:
- Students can define and translate common Latin Vocabulary within the context of a Latin text - Students can identify and translate subject, complement and direct object nouns in the 1st, 2nd, and 3rd declensions - Students can identify and translate singular (t) and plural verbs (nt) and infinitives (re)	Real-world connection: Students are translating short unabridged Latin texts Student interest: Fulfills the objective of the course	- Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation) - Students will answer literal comprehension questions about a text/media that contains familiar and unfamiliar elements

Assessment

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

Summative:
Unit Skill Quest / IPA “Early In the Day”

Extension/Modification

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

- Various Practices: ACC has a composition component to practices, ACA does not have composition practice
 - Some practices (ex: Reading Practices) have student “challenge level” choice embedded in the practice scaffolding
- Vocabulary Quizzes: ACC has fill in the blank, ACA has matching
- PBA: ACC rough draft is done individually, ACA start in pairs/trios
- IPA:
 - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar
 - ACA grammar and translation sections are done with some relevant grammar aids

Resources

Any materials and resources related to Stage 3 learning activities.

Full Latin 1 folder of all activities/assessments/materials [linked here for archive purposes](#)

Example/Previous Lesson Outline for Block Schedule for Latin 1 ACA [linked here](#)

Unit 1: Mandarin 1 Novice mid/ Novice high ACC

Unit 1 Overview	
Unit Title:	Public Identities, Science and technology: First Days of School 
Grade Level/Course:	Novice Mid/Novice High
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about themselves and learn to ask basic questions in an introductory conversation. Students are introduced to the Chinese characters, greetings, goodbyes, numbers, days and dates, birthday, nationality, and basic descriptions. Students learn vocabulary and grammar to describe their immediate school environment and experiences. Students learn to communicate about their school materials, classes, and schedule. They learn about target culture school norms through interpreting authentic texts. At the end of the unit, students can introduce themselves to classmates in the language and share information about their school.

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring**Understanding(s):**

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

Students will understand...

- how to introduce themselves and interact appropriately when meeting people from the target culture.
- There are similarities and differences in school materials, classes, and schedules across cultures

Essential Question(s):

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

- How do I describe myself?
- How do I introduce myself appropriately to someone from another culture?
- How do I spend my school day?
- What materials do I need for school?
- How does education differ in different cultures

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Greetings and goodbyes
- The alphabet
- What is your name/basic introduction
- Numbers 1-100
- Calendar and dates
- Birthday and Age
- Nationalities/ Where are you from?
- "I am" and initial describing words
- There is/there are
- I have
- To have to, I need
- I like/ I don't like
- Interrogatives (partial control)
- Classroom expressions (go to bathroom, homework, etc)
- School supplies & classroom objects
- Time and schedule
- Class subjects
- Similarities and differences between US and target culture schools

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

- Greet someone
- Introduce themselves with name
- Ask questions for basic information: Name, birthday, age, nationality, phone number
- Ask and give a basic self description (physical appearance or personality)
- Describe their school schedule
- Tell time and ask the time
- Describe their classes
- Tell the materials and subjects they have
- Describe their likes and dislikes of a school material and subject.
- Interpret authentic texts about schools in the target culture (ie schedules)
- Compare their school to schools studied in the target culture (types of classes, lockers, schedule, etc)
- Maintain communication in the target language at the Novice Mid proficiency level

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.

Presentation speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video or social media post. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Standards and Criteria for success:

- Use Flipgrid, Tik Tok or camera to record a video tour
- Include a greeting, name, date and introduction to the tour in Chinese
- Include 4 sentences comparing the student's school with school in the target culture and questions for the future exchange student.
 - Example: Here there are no uniforms. Do you have uniforms in your school?
- Include a video clip with the relevant part of the school being described.
- Audio and speaking is clearly understandable.
- Sentences are memorized and not read off notes. (differentiation: ACA might have prompts for the script)
- There is a conclusion to the video. ((Ex. 再见!))

Resources

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

 中文一 unit 1 PBA 22-23

Students use notes from learning tasks listed below to assist in the introductory conversation.

 中文一 22-23 unit 1 vocab 单词 packet

 中文一 Unit 2 packet: 学校 单词表 22-23

Evaluative Criteria

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

 Novice Mid rubric

[Communication](#) Rubric

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets

Edpuzzle

Language lab activities and conversations

Presentation quiz:  中文一 unit 1 PBA 22-23

[Year 1 unit 1 IPA](#)

IPA: Integrated performance assessment

Interpretive task: Interpret a school schedule from the target culture.

Interpersonal task: You are meeting a new student at a school in the target culture, you need to introduce yourself and ask questions to get to know the other new student. You must also ask questions and compare your school schedules.

Presentational writing: write a note back to your former teacher describing how your new school is in the target language.

Stage 3: Instructional Design

Living stages - statement - resources may be substituted with current materials

More unique to the language

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task 1

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

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

Students learn new vocabulary for greetings and goodbyes in the target language and practice writing simple characters with strokes

Learning Target:	Relevance:	Success Criteria:
Students can: • Say the characters based on pinyin • Identify 10 simple characters • Greet someone in the target language • Ask and answer "What is your name?" • Ask and answer "How are you?" • Differentiate a formal greeting from an informal greeting • Identify similarities and differences of greetings in different cultures	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Say the pinyin of characters when given • Spell their name in Chinese • Greet their teacher in the target language • Create a comic strip or dialog using introductions based on the time of day and formality • Interpret an authentic video and compare the greetings to their own culture.

Assessment

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

(They can be listed/linked below)

Formative:

 **Copy of 中文一 unit 1 personal identity packet**

 **中文一 Lab 问名字 和电话**

 **中文一 content stations -greetings**

Activity/Task 2

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

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

Students learn “我是...” and practice with answers to various questions such as “What are you like?” and “Where are you from?”. Students learn the difference between words for country names and nationality. They learn very basic/introductory describing words for personality and physical characteristics, but focus on only describing themselves.

Learning Target:

Students can:

- Participated in an interpersonal conversation to introduce themselves in Chinese.
- Ask and share their nationality.
- Ask and share where they live.
- Ask and share a physical and personality description of themselves.

Relevance:

Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.

Success Criteria:

Students can:

- Ask and share their nationality with “我是..国人”.
- Ask and share where they live with 你住在哪??

Assessment

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

(They can be listed/linked below)

Formative:

中文一 加拼音

matching pinyin with characters

Activity/Task 3

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

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

Students learn vocabulary for numbers 1-30 and to describe the calendar, including important dates to them. Students ask each other and respond to questions: How old are you? When is your birthday? What is the date? What is your phone number?

Learning Target:

Students can:

- Ask about and share their birthday in Mandarin.
- Ask about and share their age in Mandarin.
- Count to 100 in Mandarin.
- Give their phone number in Mandarin.
- Say the date in Mandarin with correct format

Relevance:

Real world connected: Students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.

Success Criteria:

Students can:

- Ask about and share their birthday in Chinese.
- Ask about and share their age using 。。。岁
- Count to 100 in Chinese.
- Give their phone number in Chinese.
- Say the date in Chinese with correct format

- Respond to questions about the calendar - Students can identify personal information on a Chinese ID		- Interpret a calendar in Chinese - Identify dates while Interpreting authentic texts (i.e. a ID) - Present information in Chinese about the calendar
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Assessment

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

Formative:

 **number map**

 中文一 数字 **quiz .docx**

 中文一：价格猜猜猜

 **price is right 22-23**

Activity/Task 4

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

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

Vocabulary for school supplies and classes; using “there is/there are” and “i need” or “i have”.
Identifying materials students need for class and interpreting authentic texts and videos.

Learning Target:	Relevance:	Success Criteria:
Students can: - identify what they have in their backpack - Communicate what they need in the classroom - Identify school supplies in authentic resources	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences before they can communicate about the target culture.	Students can - Use “我有” to say what school materials they have. - Use “我需要” to say what they need. - List school materials they need for class. - Identify similarities and differences between school materials needed across cultures. - Interpret authentic texts about school supplies.

Assessment

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

Formative :

Unscramble the sentences about subjects and school materials. :

 中文一 **unscramble worksheet.docx**  **unscramble**

 中文一 书包里有什么？ **listening practice**

Speaking practice:  我有什么？

Kahoot-[school materials](#)

Summative:

 学校 vocab quiz sheet

 quiz 照片.pdf

Activity/Task 5

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

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

Vocabulary for class subjects, time, and schedule. Students will be able to describe their school schedule and what time they have their classes. Introduction of “I like/ I don’t like” and “I have to” for talking about classes. They will be able to interpret cultural texts including schedules.

Learning Target:	Relevance:	Success Criteria:
Students can: - interpret an authentic text about school schedules and classes - introduce themselves and ask questions to gain information about another student’s school schedule and classes - communicate the classes in their schedule and how they compare to the target language schedule.	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences, and they can communicate about the target culture.	Students can - ask/tell the time - Describe their school schedule, including school subjects and time of each class - describe the classes they like and dislike - Compare their classes with more than/less than - Identify similarities and differences between school schedules and classes across cultures

Assessment

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

(They can be listed/linked below)

Formative:

language lab activity,  中文一 lab-现在几点.docx

 speaking 练习

exit tickets, Peardeck

Summative :

 中文一 UNIT 2 IPA all in one 22-23

Activity/Task 6

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

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

Students use authentic texts and videos to study norms of schools in the target culture. Students learn vocabulary to describe the school, such as number of students,, uniforms etc. Students make comparisons based on authentic texts between SHS and schools in China. For example (topics may change based on availability of materials and authentic texts/videos), transportation,

school layout, vacations and holidays, grading scales and school levels, virtual class/access to school, uniforms, recess/breaks in the day, characteristics of private versus public school.

Learning Target:

Students can:

- Describe their own school, school schedule, types of classes, etc.
- identify similarities and differences seen in the texts/videos and compare them to their own experiences.

Relevance:

Real world examples of school norms in the target culture through the use of authentic texts and videos.

Success Criteria:

Students can

- Use “我有” to describe their school: i.e. there are lockers, there are hallways, there is a cafeteria, etc.
- Use 中国有, 美国有 to identify similarities and differences between schools (i.e. there is recess, there is no recess during the day)
- Interpret authentic texts about schools.
- Use vocabulary from class to describe their own school.

Assessment

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

Formative:

- **Language lab activities: Matching questions with answers:**  speaking 练习
-  中文一 Unit 2 packet: 学校 单词表 22-23
- **Edpuzzle activities**
- **Peardeck**
- **Exit tickets**
-  中文一入学文具 infographic
- **Comparing classrooms in 3 countries.** <https://www.bilibili.com/video/av20862721/>
 看视频, 各个国家的教室有什么?
- **Comparison between Chinese school and US schools:**
<https://drive.google.com/drive/folders/103vl5blu81RG8QHxolvXNI5030ybiXDv?usp=sharing>

Summative:

Interpretive quiz: 课程表:  22-23 课程表 interpretive 测验

PBA (outlined above in Stage 2) :  中文一 unit 1 PBA 22-23

Resources

Any materials and resources related to Stage 3 learning activities.

 中文一 9/25 23-24 ,  中文一 9/18 23-24 ,  中文一 9/11-9/15 23-24 ,
 中文一 9/5-9/8 23-24 ,  中文一 9月 1-9/2-23-24.pptx

 中文一 11/13 23-24 ,  中文一 11/6 23-24 ,  中文一 10/30 23-24 ,  中文一 10/23 23-24 ,
 中文一 10/16 23-24
 中文一 10/2-10/6 23-24

Unit 1: Spanish 1 Novice mid/ Novice high ACC

Unit 1 Overview	
Unit Title:	Public Identities, Science and technology: First Days of School 
Grade Level/Course:	Novice Mid/Novice High Spanish
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students share basic information about themselves and learn to ask basic questions in an introductory conversation. Students are introduced to the Spanish alphabet, greetings, goodbyes, numbers, days and dates, birthday, nationality, and basic descriptions. Students learn vocabulary and grammar to describe their immediate school environment and experiences. Students learn to communicate about their school materials, classes, and schedule. They learn about target culture school norms through interpreting authentic texts. At the end of the unit, students can introduce themselves to classmates in the language and share information about their school.

Stage 1: Desired Results

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

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

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

Cultures: Interact with cultural competence and understanding

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

- how to introduce themselves and interact appropriately when meeting people from the target culture.
- There are similarities and differences in school materials, classes, and schedules across cultures.

Essential Question(s):

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

- How do I describe myself?
- How do I introduce myself appropriately to someone from another culture?
- How do I spend my school day?
- What materials do I need for school?
- How does education differ in the target culture?

What will students know...

What will students be able to do...

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
- Greetings and goodbyes - The alphabet - What is your name/basic introduction - Numbers 1-100 - Calendar and dates - Birthday and Age - Nationalities/ Where are you from? "I am" and initial describing words - There is/there are - I have - I need - I like/ I don't like - Interrogatives (partial control) - Classroom expressions (go to bathroom, homework, etc) - School supplies & classroom objects - Time and schedule - Class subjects - Similarities and differences between US and target culture schools.	- Greet someone - Introduce themselves - Ask questions for basic information: Name, birthday, age, nationality, phone number - Describe themselves - Describe their school schedule - Tell time and ask the time - Describe their classes - Tell the materials and subjects they have - Describe their likes and dislikes of a school material and subject. - Interpret authentic texts about schools in the target culture (ie schedules) - Compare their school to schools studied in the target culture (types of classes, lockers, schedule, etc) - maintain communication in the target language at the Novice Mid Proficiency level

Stage 2: Evidence of Student Learning Performance Tasks

Assessment Evidence

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

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language culture. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Standards and Criteria for success:

- Use Flipgrid, Tik Tok or camera to record a video tour
- Include a greeting, name, date and introduction to the tour in Spanish
- Include 4 sentences comparing the student's school with school in the target culture and questions for the future exchange student.
 - Example: Here there are no uniforms. Do you have uniforms in your school?
- Include a video clip with the relevant part of the school being described.
- Audio and speaking is clearly understandable.
- Sentences are memorized and not read off notes. (differentiation: ACA might have prompts for the script)
- There is a conclusion to the video. (Ex. Adios!)

Resources

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

Evaluative Criteria

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

☰ Novice Mid rubric

Assessment Evidence

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

Interpretive vocab quizzes

Exit tickets

Edpuzzle

Language lab activities and conversations

Presentational quiz: ☰ assessment: introducing yourself in the target language

[Horario IPA Version B modified](#)

[Horario I-CCP IPA Version A](#)

IPA: Integrated performance assessment

Interpretive task: Interpret an authentic school schedule from the target culture.

Interpersonal task: You are meeting a new student at a school in the target culture, you need to introduce yourself and ask questions to get to know the other new student. You must also ask questions and compare your school schedules.

Presentational writing: write a note back to your former teacher describing how your new school is in the target language.

Stage 3: Instructional Design

Activity/Task 1

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

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

Students learn new vocabulary for greetings and goodbyes in the target language and practice spelling new words with the Spanish alphabet.

[vocab list 1](#)

Learning Target:	Relevance:	Success Criteria:
Students can: • Say the alphabet in Spanish • Interpret letters in Spanish • Greet someone in the target language • Ask and answer "What is your name?" • Ask and answer "How are you?"	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Say the letters of the alphabet • Spell their name using letters in Spanish • Spell a word correctly given Spanish letters • Greet their teacher in the target language

• Differentiate a formal greeting from an informal greeting • Identify similarities and differences of greetings in different cultures		• Create a dialog using introductions based on the time of day and formality • Interpret an authentic video and compare the greetings to their own culture.
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Assessment

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

Formative:

☰ Saludos en el mundo

Summative:

☰ PRUEBA vocab de saludos

Activity/Task 2

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

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

Students learn “I am...” (yo soy) and practice with answers to various questions such as “What are you like?” and “Where are you from?”. Students learn the difference between words for country names and nationality. They learn very basic/introductory describing words for personality and physical characteristics, but focus on only describing themselves.

Learning Target:	Relevance:	Success Criteria:
Students can: • Participate in an interpersonal conversation to introduce themselves in Spanish. • Ask and share their nationality. • Ask and share where they live. • Ask and share a physical and personality description of themselves.	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Ask and share their nationality with “Soy/ Soy de...”. • Ask and share where they live with “Vivo en...” and ¿Dónde vives? • Ask and share a physical and personality description of themselves with ¿Cómo eres? And “Soy...”

Assessment

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

Formative:

☰ países y nacionalidades

☰ vocab para describir

Language lab

Activity/Task 3

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

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

Students learn vocabulary for numbers 1-30 and to describe the calendar. Students ask each other and respond to questions: How old are you? When is your birthday? What is the date? What is your phone number? Students can interpret a passport in the target language for basic information.

Learning Target:	Relevance:	Success Criteria:
Students can: • Ask about and give their birthday • Ask and give their age • Count to 100 in Spanish • Say their phone number • Give the current date • Give the date for a holiday they know • Respond to questions about the calendar • Students can identify personal information on a passport.	Real world connected: students will be able to introduce themselves to speakers of the target language. Students are invested as they are sharing information about themselves.	Students can: • Ask about and share their birthday in Spanish. • Ask about and share their age in Spanish using “tengo” • Count to 100 in Spanish. • Give their phone number in Spanish. • Say the date in Spanish with correct format • Interpret a calendar in Spanish • Identify dates while Interpreting authentic texts (i.e. a passport) • Present information in Spanish about the calendar

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

Formative:

☰ PRUEBA: los números

☰ Prueba las fechas del calendario

Summative:

☰ actividad de pasaportes

Activity/Task 4

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

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

Vocabulary for school supplies and classes; using “there is/there are” and “i need” or “i have”. Identifying materials students need for class and interpreting authentic texts and videos.

Learning Target:	Relevance:	Success Criteria:
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Students can: - identify what they have in their backpack - Communicate what they need in the classroom - Identify school supplies in authentic resources	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences before they can communicate about the target culture.	Students can - Use “tengo” to say what school materials they have. - Use “necesito” to say what they need for a specific class. - List school materials they need for class. - Identify similarities and differences between school materials needed across cultures. - Interpret authentic texts about school supplies.
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Assessment

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

Formative:

language lab activities, exit tickets, Edpuzzle tasks

Summative:

 **PRUEBA vocab school supplies**

Activity/Task 5

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

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

Vocabulary for class subjects, time, and schedule. Students will be able to describe their school schedule and what time they have their classes. Introduction of “I like/ I don’t like” and “I have to” for talking about classes. They will be able to interpret cultural texts including schedules.

Learning Target:	Relevance:	Success Criteria:
Students can: - interpret an authentic text about school schedules and classes - introduce themselves and ask questions to gain information about another student’s school schedule and classes - communicate the classes in their schedule and how they compare to the target language schedule.	Students use school vocabulary to talk about their own daily activities and immediate surroundings. Students can communicate about their own experiences, and they can communicate about the target culture.	Students can - ask/tell the time - Describe their school schedule, including school subjects and time of each class - describe the classes they like and dislike - Compare their classes with más que/menos que - Identify similarities and differences between school schedules and classes across cultures

Assessment

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

Formative:

language lab activity, exit tickets, Peardeck

☰ comparaciones del calendario y horario

Summative:

☰ PRUEBA: la hora

Integrated performance assessment: comparing school schedules

Activity/Task 6

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

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

Students use authentic texts and videos to study norms of schools in the target culture. Students learn vocabulary to describe the school, such as hallways, lockers, school bus, etc. Students make comparisons based on authentic texts between SHS and schools in Mexico. For example (topics may change based on availability of materials and authentic texts/videos), transportation, school layout, vacations and holidays, grading scales and school levels, virtual class/access to school, uniforms, recess/breaks in the day, characteristics of private versus public school.

☰ vocabulario parte 2: la escuela

Learning Target:	Relevance:	Success Criteria:
Students can: - Describe their own school, school schedule, types of classes, etc. - identify similarities and differences seen in the texts/videos and compare them to their own experiences.	Real world examples of school norms in the target culture through the use of authentic texts and videos.	Students can - Use “there is/there are” or “I have” to describe their school: i.e. there are lockers, there are hallways, there is a cafeteria, etc. - Use “there is/ there are” to identify similarities and differences between schools (i.e. there is recess, there is no recess during the day) - Compare when school vacations happen. - Interpret authentic texts about schools. - Use vocabulary from class to describe their own school.

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

Formative:

☰ calendario escolar mexico

☰ Uniformes sinaloa

Edpuzzle activities

Language Lab: observations activity

Summative:

PBA (outlined above in Stage 2)

 PBA - Unit 2 social media posts about school

Resources

Any materials and resources related to Stage 3 learning activities.

 **SPAN 1 unit 1 STEVENS**

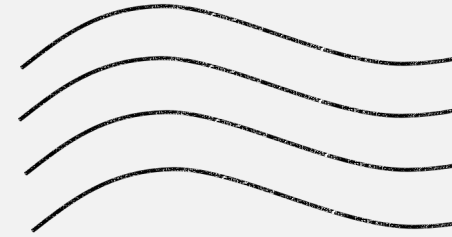
[SPAN 1 Unit 1 science/tech STEVENS](#)

Curriculum

Unit: 1 Years

1-5 All

Languages



World Language

Southington High School

Chinese, French, Italian, Latin, Spanish

World Language Units

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

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



6 Cultural Themes for all years, all levels

Personal & Public
Identities



Science & Technology



Beauty & Aesthetics



Families & Communities



Global Challenges



Contemporary Life



ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

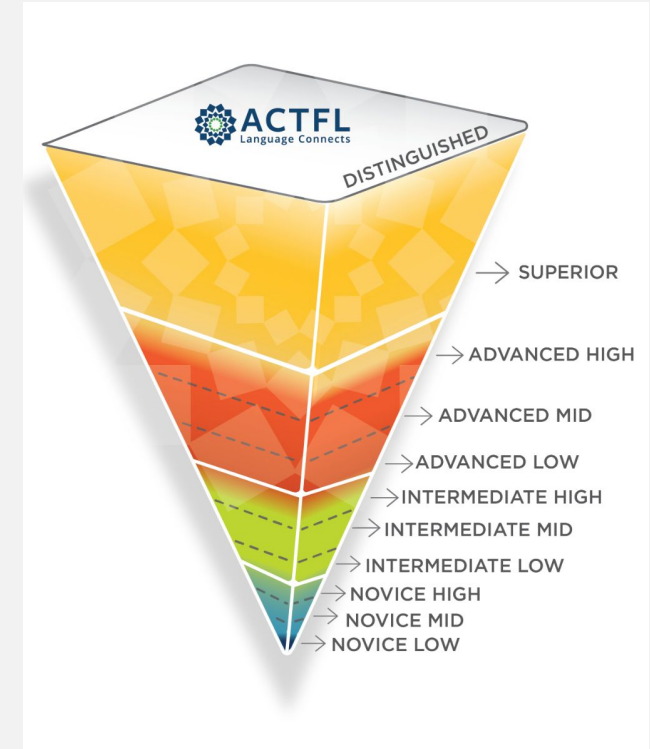
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



ACTFL Proficiency Levels & the workplace

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

Year 1-Unit 1: Personal & Public Identities & Science & Technology

Novice Mid/High Proficiency Level

Students can introduce themselves and describe their school and classes. Students compare and contrast their school experiences with that of their target culture peers.



PBA

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Year 2-Unit 1:

Personal & Public Identities

Novice High or Intermediate Low Proficiency
Level

Students can describe themselves and their daily routines. They compare their daily routines with others in the class and with target culture routines.



PBA

Presentational Speaking Mode:

Goal: Students will create a video about their daily routine (i.e., “A Day in My Life”).

Role: Content creator

Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Year 3-Unit 1: Beauty & Aesthetics

Intermediate Low/Mid Proficiency Level

Students can describe and compare works of art and discuss the themes and styles of diverse artists.



PBA



Presentational Writing and Speaking

Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.



Four horizontal lines for writing, with red and blue decorative shapes on the right side.

Year 4-Unit 1: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.



Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

PBA

Year 5-Unit 1:

Personal & Public Identities

Intermediate high/Advanced low Proficiency Level

Students can discuss each other's interests, likes/dislikes, & diverse perspectives. Students can talk about their identities & the groups they belong to. They can discuss the factors that impact one's identity & how identity changes over time based on experiences.



Presentational Writing and Speaking Mode:

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

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

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

PBA

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 9 e.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language Year 2, Unit 1: Personal and Public Identities (French, Italian, Latin, Mandarin, Spanish) – Revised - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language Year 2, Unit 1: Personal and Public Identities (French, Italian, Latin, Mandarin, Spanish) – Revised.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language Year 2, Unit 1: Personal and Public Identities (French, Italian, Latin, Mandarin, Spanish) – Revised - as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Personal and Public Identities year 2 
Teacher:	Mackala Fall
Grade Level/Course:	Novice High & Intermediate Low FRENCH 2
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will describe themselves and their daily routines. They compare their routines with others in the class and with target culture routines.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Students can • communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context. • interact with cultural competence and understanding in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring

Understanding(s):

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

Students will understand...

- all people are different - there are various ways to describe different people's appearance and personality
- daily routines vary depending on culture
- peoples' environment and climate affect their routines
- peoples' schedule represent the values of the culture

Essential Question(s):

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

- How do I describe myself and the people around me?
- How do daily routines vary depending on environment and culture?
- How are schedules different depending on where one lives?
- How do people's schedules represent their values?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary related to descriptions and daily routines
- how to construct simple sentences
- how to ask and answer questions about how other people look
- how to ask and answer questions about daily routines
- how to narrate my day and the day of someone else
- daily routines of target culture
- different countries have different methods of telling time
- different countries value different parts of their routine/day

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

Students can...

- interpret descriptions about appearance and personality
- describe daily routines
- describe themselves and other people
- ask and answer simple questions about descriptions and their daily lives
- interpret authentic sources about daily routines
- narrate my day and someone else's day
- use and interpret military time
- identify and compare the values of different countries
- speak in the present tense, including reflexive verbs
- maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Presentational Speaking Mode:

Goal: Students will create a video about their daily routine (i.e “A Day in my Life”).

Role: Content creator

Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Standards and Criteria for Success:

- At least 9 different verbs in the present tense (and what time they are done at)
- Regular and reflexive verbs
- Act out the complete routine
- Use of transition/sequential words
- Use of adverbs

Resources

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

[VOCABULAIRE-La Routine Quotienne](#)

[La Routine Quotidienne de Mon Pere](#)

[L'Utilisation de L'auxiliaire Avoir](#)

[L'Utilisation de L'auxiliaire](#)

[Etude Detaillee sur La Routine Quotienne](#)

[Expression Ecrite sur la routine Quotidienne](#)

<https://quizlet.com/join/ErVx496XY?i=33w46n&x=1bqt>

<https://edpuzzle.com/assignments/633eb5210af06340f6a4039f/watch>

[PBA Instructions](#)

Evaluative Criteria

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

C Rubrics

Communication rubric

 **Novice Mid**

 **Novice High**

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooket, etc)
 Conferencing & setting goals - journal entries
 Summarizing and notetaking
 Identifying similarities & differences
 Cooperative/collaborative activities

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

Daily conversations - proficiency

Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

Stage 3: Instructional Design

Activity/Task

What is the 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- Interpret descriptions about personality and appearance

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
- Describes what the students will learn in the lesson. - Comes from STAGE 1 stands, and EU's - Targets map out the progression of learning over the course of the unit.	- Gives students a reason for the learning. ("The WHY") - Should support one of the following: - Global relevance - Real-world connected - Student interest - Necessary for large scale processes, plans or concepts	- Describes what students need to do to be successful in the lesson (meet the target). - Provides students the answers to, "How will I know when I have met the learning target." - Connects to the assessment(s) for the lesson/unit.
Learning Target:	Relevance:	Success Criteria:
Students can - interpret descriptions about appearance and personality - describe themselves using vocabulary and simple sentences	Student Interest: students present on themselves and someone important to them Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - correctly interpret and draw the descriptions in the presentation - create their own description based on the examples - use vocabulary - use the verbs "etre" and "avoir" - make simple sentences

Assessment

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

[La routine quotidienne- Vocabulaire.pdf](#)
[Devoir sur le présent simple de l'indicatif](#)
[LAB QUIZ](#)
[DEVOIR SUR LES ADJECTIFS](#)

Activity/Task

What is the 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- Communicate by asking and answering questions about descriptions
 See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - describe themselves and other important people in their lives - ask and answer simple questions about descriptions	Student Interest: students present on themselves and someone important to them Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - ask and answer questions about descriptions - use present tense in the I and you form with accuracy - use vocabulary to describe themselves and others - guess who their partner's person is

Assessment

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

[La routine quotidienne- Vocabulaire.pdf](#)
[DEVOIR SUR LES ADJECTIFS](#)

Activity/Task

What is the 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- Performance Based Assessment- Presentation of myself & a member of my family
 See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - describe different people's appearance and personality - interpret a classmate's presentation - find similarities and differences between themselves and others	Student Interest: students present on themselves and someone important to them Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - describe themselves and a member of their family using a variety of vocabulary words - list their most important characteristics - present in the present tense - understand other students' descriptions of themselves

Assessment

[-DESCRIPTION OF SELF AND OTHER](#)

Activity/Task

What is the 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- Identify and interpret routine vocabulary in context

Learning Target:	Relevance:	Success Criteria:
Students can - interpret authentic sources about daily routines - narrate my day and someone else's day	Real world connected: students will need to describe their schedules / other people's schedules	Students can - put someone's routine in chronological order - use reflexive and regular verbs in the "Je" form - use vocabulary regarding routines - use sequential vocabulary - differentiate between regular and reflexive verbs

Assessment

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

(They can be listed/linked below)

[Video sur La routine quotidienne](#)

[Organisateur Graphique](#)

[Questions sur la routine quotidienne](#)

[Interprétation de La vidéo](#)

Activity/Task

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

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

5- Describe and act out our daily routine

Learning Target:	Relevance:	Success Criteria:
Students can - speak in the present tense, including reflexive verbs - narrate my day - describe daily routines	Student Interest: students present on themselves and will compare their routine to a classmate Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - narrate their routines in the "Je" form - use vocabulary regarding routines - use sequential vocabulary - differentiate between regular and reflexive verbs - use time to describe their daily life.

Assessment

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

(They can be listed/linked below)

[Elise et sa routine quotidienne en France](#)

[Organisateur Graphique](#)

Activity/Task

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

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

6- Compare daily routine in different francophone countries

Learning Target:	Relevance:	Success Criteria:
Students can - ask and answer simple questions about their daily lives - identify and compare the values of different countries	Real world connected: students will need to describe their schedules / other people's schedules Student Interest: students describe the routine of themselves and someone of similar age in another country.	Students can - Ask and answer questions about their own and other's routine - Identify the routine of French high school students. - Compare the contrast between the similarities and differences between their school life with that of target culture students.

Assessment

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

(They can be listed/linked below)

Videos:

[Elise et sa routine quotidienne](#)

[Elise- Organisateur Graphique](#)

[Les activités quotidiennes du petit Eric](#)

[Eric-Organisateur Graphique](#)

Infographies:

[La routine journaliere illustree](#)

[Interpretation de L'Infographie](#)

[La Routine Quotidienne parisienne](#)

[Interprétation de L'Infographie](#)

[La routine du matin](#)

[Interprétation de L'Infographie](#)

Activity/Task

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

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

7. IPA - students read an authentic text regarding routine in FRANCE

Learning Target:	Relevance:	Success Criteria:
Students can - ask and answer simple questions about descriptions and their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries - speak in the present tense, including reflexive verbs	Real-world connected Global relevance: Students develop an awareness of other lifestyles around the world. Real world connected: Students will have the opportunity to travel abroad at some point in their high school career.	Students can - use reflexive verbs with accuracy to describe someone else's routine in France and their own - ask and answer simple questions about descriptions and their daily lives using reflexive and non-reflexive verbs

Assessment

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

[IPA INTERPRETIVE, INTERPERSONAL SPEAKING AND PRESENTATIONAL WRITING](#)

IPA interpretive (read article about routine in Spain)

IPA presentational (write postcard to your teacher to describe your routine in Spain)

IPA interpersonal (have a conversation about their daily routine)

Extension/Modification

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

Various Tier 1 strategies employed in the teaching of this unit

Flip grids are possible for presentations instead of live presentations

Use of close captions, tiered reading tasks

Resources

Any materials and resources related to Stage 3 learning activities.

[Instructional Slides](#)

Unit Overview	
Unit Title:	Personal and Public Identities year 2 
Grade Level/Course:	Novice High & Intermediate Low
Length/Dates:	8 weeks
Unit Summary:	Students will describe themselves and their daily routines. They compare their routines with others in the class and with target culture routines.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Students can: • communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context. • interact with cultural competence and understanding in order to participate in multilingual communities

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<i>Students will understand...</i> - there are various ways to describe different peoples' appearance and personalities - daily routines vary depending on culture - peoples' environment and climate affect their routines - peoples' schedule represent the values of the culture
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- How do I describe myself and the people around me? - How do daily routines vary depending on environment and culture? - How are schedules different depending on where one lives? - How do people's schedules represent their values?
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... - vocabulary related to descriptions and daily routines - how to construct simple sentences - how to ask and answer questions about how other people look - how to ask and answer questions about daily routines - how to narrate my day and the day of someone else - daily routines of target culture - different countries have different methods of telling time - different countries value different parts of their routine/day	Students can... interpret descriptions about appearance and personality - describe themselves and other people - ask and answer simple questions about descriptions and their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - describe daily routines - identify and compare the values of different countries - speak in the present tense, including reflexive verbs - maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Speaking Mode:</u> <u>Goal:</u> Students will create a video about their daily routine. <u>Role:</u> Content Creator <u>Audience:</u> Your followers <u>Situation:</u> You are a content creator looking for more Italian followers.

Product Performance and Purpose: You will create a “a day in the life” video portraying your daily routine of a typical school day.

Standards and Criteria for Success:

- Include 10-12 different verbs in the present tense (and what time they are done at).
- Regular and reflexive verbs.
- Act out the complete routine.
- Use sequential or frequency verbs

Resources

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

Unità 1: Identità Private e Pubbliche- Packet

Qual e' la tua routine?

Video- Routine diaria

Esempio:  lo sono io!

Evaluative Criteria

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

C Rubrics

Communication rubric

Novice Mid

Novice High

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooet, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

Daily conversations - proficiency

Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

CBAs

Stage 3: Instructional Design

Activity/Task #1

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

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

Interpret descriptions about personality and appearance

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - interpret descriptions about appearance and personality - describe themselves using vocabulary and simple sentences	Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - correctly interpret and draw the descriptions in the presentation - create their own description based on the examples - use vocabulary - use the verbs “essere” and “avere” - make simple sentences

Assessment

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

(They can be listed/linked below)

 Unità 1: Identità Private e Pubbliche- Packet

 Peardeck- Descrizioni

Activity/Task #2

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

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

I can describe myself and other important people. I can ask and answer simple questions about description.

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - describe themselves and other important people in their lives - ask and answer simple questions about descriptions	Student Interest: students present on themselves and someone important to them Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - ask and answer questions about descriptions - use present tense in the I and you form with accuracy - use vocabulary to describe themselves and others - guess who their partner's person is

Assessment

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

(They can be listed/linked below)

Unità 1: Identità Private e Pubbliche- Packet

Gioco da tavolo- Indovina Chi?

Lessico- interpersonale

Activity/Task #3

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

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

Presentation of myself & a member of my family

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - describe themselves and other people - interpret a classmate's presentation - find similarities and differences between themselves and others	Student Interest: students present on themselves and someone important to them	Students can - describe themselves and a member of their family using a variety of vocabulary words - list their most important characteristics - present in the present tense - understand other students' descriptions of themselves

Assessment

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

(They can be listed/linked below)

Unita 1- PPI- mini project

Lista di controllo-

Durante la presentazione- PPI-- 1/2 class

Esempio:  lo sono io!

Activity/Task #4

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

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

Identify and interpret routine vocabulary in context

Learning Target:	Relevance:	Success Criteria:
Students can interpret authentic sources about daily routines	Real world connected: students will need to describe their schedules / other people's schedules	Students can put someone's routine in chronological order

• narrate my day and someone else's day		• use reflexive and regular verbs in the "io" form • use vocabulary regarding routines • use sequential vocabulary • differentiate between regular and reflexive verbs
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
No docs?		

Activity/Task #5 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning. Performance Based Assessment: Describe and act out our daily routine		
Learning Target:	Relevance:	Success Criteria:
Students can • speak in the present tense, including reflexive verbs • narrate my day • describe daily routines	• Student Interest: students present on themselves and will compare their routine to a classmates • Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can • narrate their routines in the "io" form • use vocabulary regarding routines • use sequential vocabulary • differentiate between regular and reflexive verbs • use time to describe their daily life.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Flip- Routine diaria Qual e' la tua routine?		

Activity/Task #6

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

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

Compare daily routine in different countries

Learning Target:	Relevance:	Success Criteria:
Students can - ask and answer simple questions about their daily lives - identify and compare the values of different countries	Real world connected: students will need to describe their schedules / other people's schedules Student Interest: students describe the routine of themselves and someone of similar age in another country.	Students can - Ask and answer questions about their own and other's routine - Identify the routine of Italian high schoolers. - Compare the contrast between the similarities and differences between their school life with that of target culture students.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
- Paragone tra routine quotidiana - La routine quotidiana perfetta - Routine di Alessandro		

Activity/Task #7

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

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

IPA Students read and analyze authentic material about routine in target culture.

Learning Target:	Relevance:	Success Criteria:
Students can - ask and answer simple questions about descriptions and their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries	Global relevance: Students develop an awareness of other lifestyles around the world. Real world connected: Students will have the opportunity to travel abroad at some point in their high school career.	Students can - use reflexive verbs with accuracy to describe someone else's routine in Spain and their own - ask and answer simple questions about descriptions and their daily lives using reflexive and non-reflexive verbs

• speak in the present tense, including reflexive verbs		
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Assessment

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

(They can be listed/linked below)

- ☰ IPA Interpretativa- Articolo
- ☰ IPA Interpretativa- Risposte
- ☰ IPA Interpersonale
- ☰ IPA Presentazione

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

- 📅 2022-2023- 2 ACC Settembre
- 📅 2023-2024- 2 ACC- ottobre

Unit Overview	
Unit Title:	Life in the City 
Grade Level/Course:	Novice High Latin 2ACA / Intermediate Low Latin 2ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the active city life of ancient Rome, with a focus on the sights and sounds of the bustling city. They will also explore Greco-Roman hero stories and heroic traits, in particular the myth of Heracles. Lastly, they will continue to read and translate Latin narrative texts in various tenses.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Cultures: Interact with cultural competence and understanding

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

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Citizenship Transdisciplinary Goal

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

Enduring

Understanding(s):

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

Students will understand...

- what life was like in the city of Rome
- what were the sights and sounds of the city
- how did one navigate through the city of Rome
- how Heracles exemplifies the ancient Greco-Roman values (heroic traits)
- the differences between ancient Greco-Roman values and modern values
- Latin word order is different from English word order and cannot be translated word for word:
 - The endings of the Latin words determine their function in the sentence
 - The use of different verb tenses determines when the action took place in a narrative

Essential

Question(s):

These questions are related to the enduring

- What was life like in the city of Rome, for both residents and travelers?
- What were the sights and sounds experienced in the city?
- How do those sights & sounds compare to what is experienced in a modern city?

understandings and provide relevance for the learning in the unit.	• How did residents and travelers move through the city of Rome? • What traits did the ancient Greeks and Romans value? • How do ancient Greco-Roman values compare and contrast to modern values? • How do noun and verb endings affect their translation? • How does the tense of a verb affect the narrative?
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know: Latin nouns • 4th & 5th declension ◦ all cases Latin verbs • imperfect tense (all persons/numbers) • pluperfect tense (all persons/numbers) • future perfect tense (all persons/numbers) Greco-Roman Mythology • Heroic Traits • Heracles Myth Latin Vocabulary • Bi-Weekly Latin 2 Vocabulary Lists ◦ Most Common Latin words (list compiled by the Dickenson Latin Library, organized by Ecce Romani context) Roman Culture • city life & sightseeing in Rome	Students will be able to: • Identify & translate nouns of the 4th and 5th declension (in all cases) Identify & translate verbs in imperfect, pluperfect, & future perfect tenses (in all persons/numbers) • Translate Latin sentences (in various time frames) into English • Identify & discuss the heroic traits valued by Greco-Roman mythology. • Identify & discuss the life & myth of Heracles • Discuss the sights & sounds of Romans and compare to sights & sounds of modern cities

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task. Goal: Students will reflect upon how Heracles demonstrates the ancient heroic traits. They will also bring 2 of Heracles' canonical Labors into a modern context (to demonstrate their understanding of the difficulty of his labors). Role: self Audience: teacher & classmates Situation: You are being asked to judge Heracles on at least 2 of his heroic traits and then update at least 2 of his Labors for a modern (2023) context. Product/Performance/Purpose: You will respond to at least 2 reflection questions. You will also create visual representations for 2 modern/updated Labors of Heracles, with a brief written explanation of how your update relates to the original myth. Standards and Criteria for Success: • 2 reflection questions answered completely, in full sentences • Specific examples from myth (for both reflection questions & labor update) • Visual representation of updated labors

Resources

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

[Heroic Traits Reflection Questions](#) (Summative)

[Heracles' Labors - 2023 Edition](#) (Summative)

[Heracles - Peardecks](#) (in-class interactive slides) (Formative)

Evaluative Criteria

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

Grading criteria included with activity instructions (above)

Other Evidence

Assessment Evidence

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

Mythology Notes/Reflections ([Heroic Traits](#); [Heracles](#)) (Formative)

[Vocab Quizzes](#) (Summative)

[Proficiency Activities](#) (Formative)

Skill Quest (Summative)

Stage 3: Instructional Design

Activity/Task

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

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

[Heroic Traits](#)

Learning Target:	Relevance:	Success Criteria:
• Describes what the students will learn in the lesson. • Comes from STAGE 1 stands, and EU's • Targets map out the progression of learning over the course of the unit.	• Should support one of the following: ○ Global relevance ○ Real-world connected ○ Student interest ○ Necessary for large scale processes, plans or concepts	• Describes what students need to do to be successful in the lesson (meet the target). • Provides students the answers to, "How will I know when I have met the learning target." • Connects to the assessment(s) for the lesson/unit.
Learning Target:	Relevance:	Success Criteria:

Students can: Define, identify, and discuss modern heroic traits Define, identify, and discuss ancient heroic traits Compare and contrast modern & ancient heroic traits	Necessary for large scale concepts: Students must understand the ancient perception of heroes & heroic traits to be able to comprehend & discuss the ancient heroes covered in Latin 2 Global relevance: Reflecting on modern concepts of heroes and heroic traits allows students to explore those ideas in a wider context	Students will: • Reflect on modern ideas of heroes & heroic traits • Brainstorm how modern concepts of heroes relate to / differ from ancient concepts • Identify 9 Ancient Heroic Traits that appear in Greco-Roman hero stories
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Assessment

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

Heroic Traits Brainstorming & Reflection (Formative)

Activity/Task

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

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

Sightseeing in Rome

Learning Target:	Relevance:	Success Criteria:
Students can: Investigate the sights & sounds of the Roman city Define and discuss some of the different building types in ancient Rome Compare & contrast the ancient Roman city with modern cities	Student interest & real-world connections: Students must understand important aspects of Roman life, such as activities in the city, in order to understand background context for texts and stories	Students will: • Read about features of the Roman city, including passages (in translation) from Roman authors • Demonstrate knowledge of both the positive and negative aspects of city life • Reflect on their own city experiences and how they compare to the ancient Roman city

Assessment

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

Roman Sightseeing Reading Questions (Formative)

Activity/Task

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

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

[Heracles Myth](#)

Learning Target:	Relevance:	Success Criteria:
Students can: - identify the stages of Heracles myth (from birth to death & deification) - understand the relationship between Heracles and other characters in his myth (both mortals & gods/goddesses) - identify heroic traits throughout Heracles' myth	Student interest and necessary for large scale process and concepts: Heracles was one of the most prominent heroes in ancient Greece & Rome - Understanding the myth of Heracles is necessary for students to understand the culture & values of the ancient world	Students will: - explore the myth of Heracles (from his birth to death & deification) - reflect on heroic traits demonstrated by Heracles - discuss Heracles' relevance & importance in the ancient world - present a modernized version of (at least) 2 of Heracles' ancient labors
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: Interactive PearDecks Summative: Heroic Traits Reflection & Labors 2023 Edition (see Performance Task above)		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
4th & 5th Declension		
Learning Target:	Relevance:	Success Criteria:
Students can: - identify a noun's declension - identify & translate nouns of the 4th declension (in all cases & numbers) - identify & translate nouns of the 5th declension (in all cases & numbers)	Necessary for large scale concepts: Identifying and translating nouns of all declensions is necessary for translation of basic sentences and paragraphs from Latin texts into English	Students will: - Students will differentiate between nouns of all 5 declensions - Students will identify the case, number, & gender of nouns all declensions - Students will accurately translate nouns in all declensions (both in isolation & in the context of sentences and stories)
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: Noun IDs Noun Composition (ACC) Sentence Practice "First Morning in Rome" Translation Prompt and/or Reading Comp		

Activity/Task

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

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

[Imperfect, Pluperfect, & Future Perfect Tenses](#)

Learning Target:

Students can:

- identify which principal part is being used as the verb stem
- identify & translate verbs in the imperfect tense
- identify & translate verbs in the pluperfect tense
- identify & translate verbs in the future perfect tense
- differentiate between verbs of all tenses (active voice only)

Relevance:

Necessary for large scale concepts:

Identifying and translating verbs of various tenses is necessary for translation of basic sentences and paragraphs from Latin texts into English

Success Criteria:

Students will:

- Students will differentiate between verbs of various tenses.
- Students will identify imperfect, pluperfect, & future perfect verbs in a text.
- Students will translate a text maintaining accurate English verb tense.
- Students will compose a literal translation of a Latin story, incorporating various verb tenses.

Assessment

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

Formative:

Principal Parts / Stem Practice

Verb IDs

Verb Composition (ACC)

Sentence Practice

“Always Tomorrow” Translation Prompt and/or Reading Comp

Extension/Modification

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

- Various Practices (Formative): ACC has a composition component to practices, ACA does not have composition practice
 - Some practices (ex: Reading Practices) have student “challenge level” choice embedded in the practice scaffolding
- Vocabulary Quizzes (Summative):
 - ACC has fill in the blank (with forms & definitions)
 - ACA has definition matching
- Skill Quest (Summative):
 - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar (no charts, limited provided vocabulary)
 - ACA grammar and translation sections are done with some relevant grammar aids

Resources

Any materials and resources related to Stage 3 learning activities.

[Agenda Slides \(ACA\)](#)

[Agenda Slides \(ACC\)](#)

Unit Overview	
Unit Title:	Beauty and Aesthetics year 2 
Grade Level/Course:	Novice High & Intermediate Low
Length/Dates:	8 weeks
Unit Summary:	Students will describe themselves and their daily routines. They compare their routines with others in the class and with target culture routines.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Students can: • communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context. • interact with cultural competence and understanding in order to participate in multilingual communities

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<i>Students will understand...</i> - there are various ways to describe different peoples' appearance and personalities - daily routines vary depending on culture - peoples' environment and climate affect their routines - peoples' schedule represent the values of the culture
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- How do I describe myself and the people around me? - How do daily routines vary depending on environment and culture? - How are schedules different depending on where one lives? - How do people's schedules represent their values?
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What will students <u>know</u>... Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do</u>... Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... - vocabulary related to descriptions and daily routines - how to construct simple sentences - how to ask and answer questions about how other people look - how to ask and answer questions about daily routines - how to narrate my day and the day of someone else - daily routines of target culture - different countries have different methods of telling time - different countries value different parts of their routine/day	Students can... interpret descriptions about appearance and personality - describe themselves and other people - ask and answer simple questions about descriptions and their daily lives - ask and answer simple questions about their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries - speak in the present tense - maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Speaking Mode:</u> <u>Goal:</u> Students will create a short video to describe their daily routine, eg. "A Day in my life video" <u>Role:</u> content creator <u>Audience:</u> your followers. <u>Situation:</u> You are a content creator who seeks more followers in China.

Product Performance and Purpose: You will create a “day in the life” video portraying your daily routine of a typical school day.

Standards and Criteria for Success:

- Description of appearance and clothing for the day.
- Including 9 different activities/routines you have in a day.
- The use of routine vocabulary
- Act out the complete routine
- Use of transition/sequential words (ACC)
- Use of adverbs (ACC)

Resources

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

[中文二 unit 1 packet](#)

[PBA Unit 1](#) and [Example:](#)

Evaluative Criteria

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

[C Rubrics](#)

[Communication rubric](#)

 **Novice Mid**

 **Novice High**

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blookey, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

Daily conversations - proficiency

Weekly grammar entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

Stage 3: Instructional Design

Activity/Task 1

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

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

1. Interpret descriptions about personality and appearance

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:

Students can

- interpret descriptions about appearance and personality
- describe themselves using vocabulary and simple sentences

Relevance:

• Real world connected:

students will need to describe themselves/people they know to others and ask them questions

Success Criteria:

Students can

- correctly interpret and draw the descriptions in the presentation
- create their own description based on the examples
- use vocabulary
- use the terms “很” and “有” to describe appearance
- make simple sentences

Assessment

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

(They can be listed/linked below)

Formative:

[中文二 unit 1 packet](#)

[Write sentences](#) based on the pictures

[translate the scrambled sentences.](#)

[Draw sentences](#)

[Point and tell](#) (p28 & P45)

[Vocab puzzle](#)

[两个真话一个假话](#) + [Worksheet](#)

[Edpuzzle](#): finding a date

Activity/Task 2

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

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

2. Communicate by asking and answering questions about descriptions

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:

Students can

- describe themselves and other important people in their lives
- ask and answer simple questions about **descriptions**

Relevance:

- **Student Interest:** students present on themselves and someone important to them
- **Real world connected:** students will need to describe themselves/people they know to others and ask them questions

Success Criteria:

Students can

- ask and answer questions about descriptions
- use vocabulary to describe themselves and others
- guess who their partner's person is

Assessment

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

(They can be listed/linked below)

Formative:[Scenario talking 1](#)[Descriptive talking](#)[Sentence making contest](#)**Activity/Task 3**

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

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

3. Performance Based Assessment- Presentation of myself & a member of my family

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - describe themselves and other people - interpret a classmate's presentation - find similarities and differences between themselves and others	Student Interest: students present on themselves and someone important to them	Students can - describe themselves and a member of their family using a variety of vocabulary words - list their most important characteristics - understand other students' descriptions of themselves

Assessment

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

*(They can be listed/linked below)***Summative**[Unit 1](#) self intro practice: [Example:](#)**Activity/Task 4**

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

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

4. Identifying and interpreting routine vocabulary in context

Learning Target:	Relevance:	Success Criteria:
Students can - interpret authentic sources about daily routines - narrate my day and someone else's day	Real world connected: students will need to describe their schedules / other people's schedules	Students can - put someone's routine in chronological order - Use military time to describe their routine

Assessment

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

*(They can be listed/linked below)***Formative:**[我的一天排顺序](#)[知乎网页](#)

Activity/Task 5

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

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

PBA: Describe and act out our daily routine

Learning Target:	Relevance:	Success Criteria:
Students can • speak about the present event • narrate my day and someone else's day • describe daily routines	• Student Interest: students present on themselves and will compare their routine to a classmates • Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can • Use military time and routine terms to describe their daily life. • use vocabulary regarding routines • use military time to describe their daily life.

Assessment

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

(They can be listed/linked below)

Formative:

 中文二 Lab 一天 练习

Summative:

PBA:  Copy of 上午 下午 晚上 skit and video

Activity/Task 6

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

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

6. Comparing the routines of students in the US with Students in China.

Learning Target:	Relevance:	Success Criteria:
Students can • identify and compare the values of different countries • ask and answer simple questions about their daily lives	• Real world connected: students will need to describe their schedules / other people's schedules • Student Interest: students describe the routine of themselves and someone of similar age in another country.	Students can • Ask and answer questions about their own and other's routine • Identify the routine of Chinese high schoolers. • Compare the contrast between the similarities and differences between their school life with that of Chinese students.

Assessment

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

Formative:

[中国和美国学生的比较](#)

Activity/Task

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

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

7. IPA Students read authentic material about routine in target culture.

Learning Target:	Relevance:	Success Criteria:
Students can - ask and answer simple questions about descriptions and their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries	Global relevance: Students develop an awareness of other lifestyles around the world. Real world connected: Students will have the opportunity to travel abroad at some point in their high school career.	Students can - Use verb phrases with accuracy to describe someone else's routine in target culture and their own - ask and answer simple questions about descriptions and their daily lives using verb phrases

Assessment

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

Formative:

 高中生的一天 **interpretive** 练习

Summative:

 **22-23 中文二 Unit 1 IPA** 这是一个中国学生的一天 .docx

Presentational writing: presentation script writing about the *similarities and differences* between your routine and Chinese students' routine.

Interpersonal speaking: have a conversation about their daily routine

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

All activities are differentiated for ACC and ACA students.

Resources

Any materials and resources related to Stage 3 learning activities.

 中文二 10/16 23-24 ,  中文二 10/2 23-24 ,  中文二 9/25 23-24 ,

 中文二 9/11-9/16 23-24 ,  中文二 9/5 -9/8 (23-24)

Unit Overview	
Unit Title:	Unit 1 - Personal and Public Identities 
Grade Level/Course:	Novice High & Intermediate Low
Length/Dates:	8 weeks
Unit Summary:	Students will describe themselves and their daily routines. They compare their routines with others in the class and with target culture routines.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

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

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

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Students can

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<i>Students will understand...</i> - all people are different - there are various ways to describe different people's appearance and personality - daily routines vary depending on culture - peoples' environment and climate affect their routines - peoples' schedule represent the values of the culture
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	- How do I describe myself and the people around me? - How do daily routines vary depending on environment and culture? - How are schedules different depending on where one lives? - How do people's schedules represent their values?
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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
Students will know... - vocabulary related to descriptions and daily routines - how to construct simple sentences - how to ask and answer questions about how other people look - how to ask and answer questions about daily routines - how to narrate my day and the day of someone else - daily routines of target culture - different countries have different methods of telling time - different countries value different parts of their routine/day	Students can... - interpret descriptions about appearance and personality - describe daily routines - describe themselves and other important people in their lives - ask and answer simple questions about descriptions and their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries - speak in the present tense, including reflexive verbs - maintain communication in the target language at the Novice High or Intermediate Low Proficiency level

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Speaking Mode:</u> Goal: Students will create a video about their daily routine (i.e., "A Day in My Life"). Role: Content creator Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Standards and Criteria for Success:

- At least 9 different verbs in the present tense (and what time they are done at)
- Regular and reflexive verbs
- Act out the complete routine
- Use of transition/sequential words
- Use of adverbs

Resources

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

[PBA Instructions](#)

[Unit vocab/grammar packet](#)

Evaluative Criteria

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

[C Rubrics](#)

[Communication rubric](#)

 **Novice Mid**

 **Novice High**

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blooket, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

Daily conversations - proficiency

Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

Stage 3: Instructional Design

Activity/Task #1

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

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

Interpret descriptions about personalities and appearance.

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:

Students can

- interpret descriptions about appearance and personality
- describe themselves and other people using vocabulary and simple sentences

Relevance:

- **Student Interest:** students present on themselves and someone important to them
- **Real world connected:** students will need to describe themselves/people they know to others and ask them questions

Success Criteria:

Students can

- correctly interpret the descriptions in the presentation
- create their own description based on the examples
- use vocabulary and the verbs ser and tener
- make simple sentences

Assessment

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

(They can be listed/linked below)

☐ Dos verdades y una mentira (Unidad 1)

☐ Descriptions - peardeck activity

☐ Describe a la gente

Activity/Task #2

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

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

Communicate by asking and answering questions about descriptions

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:

Students can

- describe themselves and other important people in their lives
- ask and answer simple questions about their daily lives

Relevance:

- **Student Interest:** students present on themselves and someone important to them
- **Real world connected:** students will need to describe themselves/people they know to others and ask them questions

Success Criteria:

Students can

- ask and answer questions about descriptions
- use present tense in the I and you form with accuracy
- use vocabulary to describe themselves and others
- guess who their partner's person is

Assessment

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

☐ Actividad interpersonal - descripción

[Guess who game](#)

Activity/Task #3

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

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

Presentation of myself and (a) member(s) of my family

See comments section in Stage 2 for the list of instructional strategies.

Learning Target:	Relevance:	Success Criteria:
Students can - describe different people's appearance and personality - interpret classmate's presentations - find similarities and differences between themselves and others	Student Interest: students present on themselves and someone important to them Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - describe themselves and a member of their family using a variety of vocabulary words - list their most important characteristics - present in the present tense - understand other students' descriptions of themselves
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
 Mini proyecto- Soy yo		

Activity/Task #4

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

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

Identify and interpret "routine" vocab in context (a video)

Learning Target:	Relevance:	Success Criteria:
Students can - interpret authentic sources about daily routines - narrate their day and someone else's day	Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - put someone's routine in chronological order - use reflexive and regular verbs in the "yo" form - use vocabulary regarding routines - use sequential vocabulary - differentiate between regular and reflexive verbs
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
 Copy of Video: Tio Spanish - la rutina		
 ¿Cuál es tu rutina?		

Activity/Task #5

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

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

PBA: Describe and act out their daily routine

Learning Target:	Relevance:	Success Criteria:
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Students can - describe daily routines - narrate their day - speak in the present tense, including reflexive verbs	Student Interest: students present on themselves and will compare their routine to a classmate's Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - narrate their routines in the "yo" form - use vocabulary regarding routines - use sequential vocabulary - differentiate between regular and reflexive verbs
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
- Organizer - mi rutina diaria (flip) - Script for Flip ("Mi rutina diaria")		

Activity/Task #6 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning. Compare daily routines in different countries by watching various videos		
Learning Target:	Relevance:	Success Criteria:
Students can - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries	Student Interest: students present on themselves and will compare their routine to a classmate's Real world connected: students will need to describe themselves/people they know to others and ask them questions	Students can - Compare and contrast the routine from the videos with their own routine - Use reflexive and non-reflexive verbs in the present tense to narrate someone's routine
Assessment- List any formative or summative assessments that should be administered within this learning sequence.		
La rutina de Eva en Español language lab activities		

Activity/Task #7 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning. IPA - students read an authentic text regarding routine in Spain		
Learning Target:	Relevance:	Success Criteria:
Students can - ask and answer simple questions about descriptions and their daily lives - interpret authentic sources about daily routines - narrate my day and someone else's day - use and interpret military time - identify and compare the values of different countries - speak in the present tense, including reflexive verbs	Global relevance: Students develop an awareness of other lifestyles around the world. Real world connected: Students will have the opportunity to travel abroad at some point in their high school career.	Students can - use reflexive verbs with accuracy to describe someone else's routine in Spain and their own - ask and answer simple questions about descriptions and their daily lives using reflexive and non-reflexive verbs

Assessment

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

[IPA Packet \(with all 3 parts\)](#) (ACC) / [IPA Packet](#) (ACA)

IPA interpretive (read article about routine in Spain)

IPA presentational (write postcard to your teacher to describe your routine in Spain)

IPA interpersonal (have a conversation about their daily routine)

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

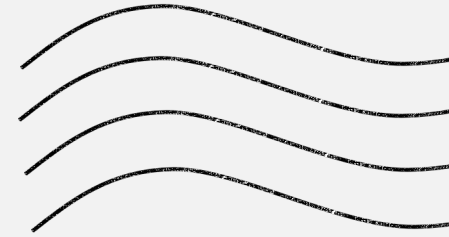
[Slides](#)

Curriculum

Unit: 1 Years

1-5 All

Languages



World Language

Southington High School

Chinese, French, Italian, Latin, Spanish

World Language Units

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

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



6 Cultural Themes for all years, all levels

Personal & Public
Identities



Science & Technology



Beauty & Aesthetics



Families & Communities



Global Challenges



Contemporary Life



ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

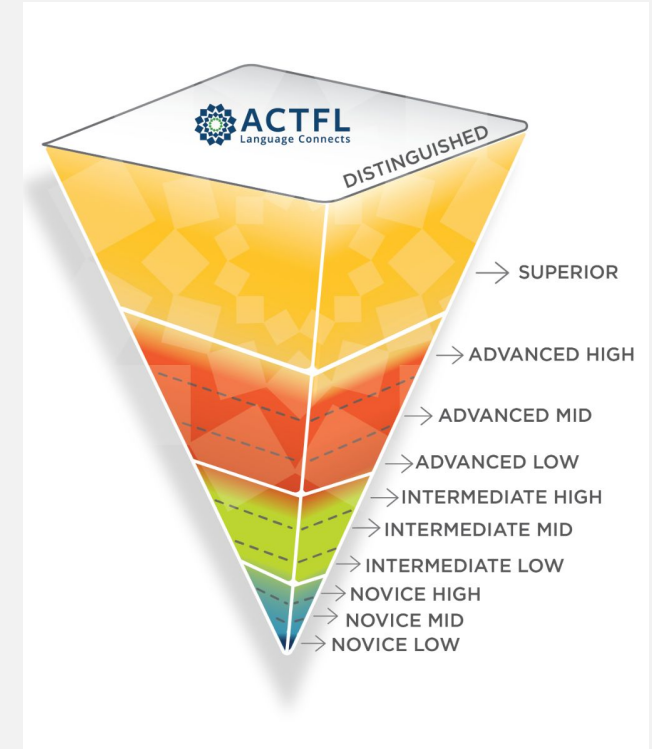
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



ACTFL Proficiency Levels & the workplace

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

Year 1-Unit 1: Personal & Public Identities & Science & Technology

Novice Mid/High Proficiency Level

Students can introduce themselves and describe their school and classes. Students compare and contrast their school experiences with that of their target culture peers.



PBA

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Year 2-Unit 1:

Personal & Public Identities

Novice High or Intermediate Low Proficiency
Level

Students can describe themselves and their daily routines. They compare their daily routines with others in the class and with target culture routines.



PBA

Presentational Speaking Mode:

Goal: Students will create a video about their daily routine (i.e., “A Day in My Life”).

Role: Content creator

Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Year 3-Unit 1: Beauty & Aesthetics

Intermediate Low/Mid Proficiency Level

Students can describe and compare works of art and discuss the themes and styles of diverse artists.



PBA



Presentational Writing and Speaking

Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.



Year 4-Unit 1: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.



Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

PBA

Year 5-Unit 1:

Personal & Public Identities

Intermediate high/Advanced low Proficiency Level

Students can discuss each other's interests, likes/dislikes, & diverse perspectives. Students can talk about their identities & the groups they belong to. They can discuss the factors that impact one's identity & how identity changes over time based on experiences.



Presentational Writing and Speaking Mode:

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

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

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

PBA

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 9 f.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language Year 3, Unit 1: Beauty and Aesthetics (French, Italian, Latin, Mandarin, Spanish) - Revised- Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language Year 3, Unit 1: Beauty and Aesthetics (French, Italian, Latin, Mandarin, Spanish) - Revised .

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language Year 3, Unit 1: Beauty and Aesthetics (French, Italian, Latin, Mandarin, Spanish) - Revised - as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

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

Stage 1: Desired Results

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

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

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

Creativity Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

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

Essential Question(s):

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

- How does art communicate its message?
- How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)?
- Why is it important to study art from multiple perspectives?
- How do I better understand art?
- How does art transform a community?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary associated with art.
- various artists from target culture.
- characteristics/elements of particular artistic movements/styles.
- the meaning or significance of pieces of art and how it communicates a message and reflects the artist's environment.
- how art can be used to transform a community.
- how to describe and compare art and artists using subject/verb agreement in the present tense and present progressive tense; adjective/noun agreement; and comparatives/superlatives.

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

Students can...

- communicate about various forms of art and its meaning and impact on the community.
- communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives
- give examples of how art transforms a community.
- communicate in present tense, present progressive tense
- use and have control of adjective/noun agreement, and comparatives/superlatives
- maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Presentational Writing and Speaking Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.

Standards and Criteria for Success:

Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity:

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

Resources

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

[Vocab List- \(graffitis\)](#)

 Unite 3 Beaute et Esthetique- Vocabulaire

[Vocab](#) (vandalism)

Evaluative Criteria

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

C Rubrics

[Communication rubric](#)

[Intermediate low rubric](#)

[Intermediate Mid rubric](#)

PBA (Compare two paintings- impressionism artist and not impressionism artist)

Comments

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

Instructional Strategies:
Nonlinguistic representations of language/Provide visuals
Sentence starters

Other Evidence

Assessment Evidence

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

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

Stage 3: Instructional Design

1. Activity/Task

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

Learning Target:	Relevance:	Success Criteria:
Students will: - Exchange information about themselves to get to know each other during ice breaker activities. - Review and establish course expectations	Real-world relevance Students communicate information and get to know each other. Necessary for large scale processes, plans or concepts - students need a shared understanding of our course expectations, and need to develop a level of comfort with each other in order to take risks and communicate in the target language	Students Can: - Introduce themselves, exchange information, and express interests/likes/dislikes. - Use interrogatives to learn about others - Identify course expectations via a game or activity.

Assessment

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

Formative:

Baseline Tasks Aligned with C's

 **Les peintures impressionnistes - interprétation**

Circumlocution activities
Icebreaker conversation activities

Summative:
activity/game of course rules/expectations

2. Activity/Task

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

describe a painting - speaking activity

Learning Target:	Relevance:	Success Criteria:
Students will: Describe a variety of paintings including details using the vocabulary and grammar concepts from the unit.	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: • use unit vocabulary and previously learned adjectives • use present tense(regular and irregular verbs) and noun adjective agreement • use the present tense appropriately to interpret and describe a painting. • Include their opinions about a painting

Assessment

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

Formative:

☐ Brulotte - French III - Unité 1 - la beauté et l'Esthetique (2023-2024)

Summative:

Language lab activity (Powerpoint - Slide #32 -

☐ Brulotte - French III - Unité 1 - la beauté et l'Esthetique (2023-2024))

3. Activity/Task

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

Investigation of Van Gogh - France

Learning Target:	Relevance:	Success Criteria:
Students understand • that artists use art to communicate visually and elicit a response from the viewer. • that art reflects and is a response to the artist's environment (the time period, culture, geography, values, identities, perspectives).	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students • can make comparisons. • can use vocabulary to discuss paintings by Van Gogh • can describe Van Gogh's self portraits. • can explain Van Gogh's style/technique.

that the process of sharing and reflecting enables one to better understand and appreciate art.		
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Summative: PBA Formative: Van Gogh article Formative: see Powerpoint  Brulotte - French III - Unité 1 - la beauté et l'Esthetique (2023-2024) Peer assessment of poster  Français III - Au labo Le comparatif/le superlatif  Français III - le comparatif/le superlatif		

4. Activity/Task		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Graffiti - art, vandalism, and/or agent for social change Blek le Rat - "Father of stencil graffiti". France		
Learning Target:	Relevance:	Success Criteria:
Students will: - Give their opinions on street art and graffiti - Students will agree and disagree with the opinions of others - Interpret and respond to opinion questions about street art.	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes.	Students can... - can debate graffiti as art or vandalism. - can discuss how graffiti is used as an agent for social change. - can use comparatives and superlatives. - can give their opinions in a variety of ways.
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: Autobiography Brek la Rat Video Brek la Rat Graffiti - Interpretive reading- Banksy Artist - Banksy Comparisons - notes and check ins		

5. Activity/Task

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

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

IPA

Interpersonal task: (Conversation in pairs) Make plans to either go to a museum or a graffiti tour in Paris, France.

Presentational task: Southington Talks opinion post on graffiti mural on the library

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

Learning Target:

Students understand

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

Relevance:

Real-world relevance-

interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes.

Global relevance - current social issues being represented in art.
Student interest - Students can choose the piece of art they like by these artists and express their opinions.

Success Criteria:

Students

- can interpret texts about art and artists.
- can engage in conversations and discussions about art and its meaning and value to convince their friend to participate in an art event/visit.
- can write their opinion supporting or against painting graffiti on a town building.
- can use the present tense.
- can make comparisons and superlatives.
- can use art vocabulary.

Assessment

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

Summative:

IPA graffiti [Brulotte - copy of L'Art ou le Vandalisme \(presentational writing\) - L'Art Urbain](#)
[Brulotte - French III- IPA](#)
[Interpersonal Speaking](#)

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

-  **Brulotte - French III - Unité 1 - la beauté et l'Esthétique (2023-2024)**
- [French 3 - Unit 1 \(2023-2024\) Sadjji's slides](#)

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

Stage 1: Desired Results

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

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

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

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

Enduring

Understanding(s):

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

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

Essential Question(s):

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

- How does art communicate its message?
- How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)?
- Why is it important to study art from multiple perspectives?
- How do I better understand art?
- How does art transform a community?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary associated with art.
- various artists from target culture.
- characteristics/elements of particular artistic movements/styles.
- the meaning or significance of pieces of art and how it communicates a message and/or reflects the artist's environment.
- how art can be used to transform a community.
- how to describe and compare art and artists using the subject/verb agreement in the present tense and present progressive tense; essere/stare; adjective/noun agreement; and comparatives/superlatives.

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

Students can...

- communicate about various forms of art and its meaning and impact on the community.
- communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives
- give examples of how art transforms a community.
- communicate in present tense, present progressive tense
- use and have control of essere/stare, adjective/noun agreement, and comparatives/superlatives.
- maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Presentational Writing and Speaking Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.

Standards and Criteria for Success:

Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity:

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

Resources

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

[Introduce Vocab](#)

[Creating the Perfect Sentence](#)

Evaluative Criteria

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

C Rubrics

[Communication rubric](#)

[Novice High Rubric \(ACA\)](#)

[Intermediate low rubric \(ACC\)](#)

[Intermediate Mid rubric](#)

[Selfie PBA](#)

Comments

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

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

Other Evidence**Assessment Evidence**

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

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

Stage 3: Instructional Design**Activity/Task 1**

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

Get to know you - introduction to art

Learning Target:	Relevance:	Success Criteria:
Students will: - Exchange information about themselves to get to know each other during ice breaker activities - Review and establish course expectations	Real-world relevance Students communicate information and get to know each other. Necessary for large scale processes, plans or concepts - students need a shared understanding of our course expectations, and need to develop a level of comfort with each other in order to take risks and	Students Can: - Introduce themselves, exchange information and express interests/likes/dislikes. - Use interrogatives in Italian (Who/What/Where, etc.) to learn about others - Identify course expectations via a game or activity.

	communicate in the target language	circumlocute a variety of words
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: Icebreaker conversation activities Baseline Tasks Aligned with C's Summative activity/game of course rules/expectations Circumlocution activities		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Describe a painting- speaking activity Introduction to Art and Vocab - review of essere/stare		
Learning Target:	Relevance:	Success Criteria:
Students will: Describe a variety of paintings including details using vocabulary and grammar concepts from the unit.	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: - Use unit vocabulary and previously learned adjectives - Use present tense with ser and estar and noun adjective agreement. - Use the present progressive tense appropriately to interpret and describe a painting. - Include their opinions about a painting.
Assessment List any formative or summative assessments that should be administered within this learning sequence.		
Formative: ☰ Attivita' delle preposizioni		
Summative: ☰ Unit 3 Prova- ACC ☰ Copy of Prova ACA w/ preps		

Activity/Task 3 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Review Renaissance Style art and artists and have conversation about the artists' lives and their work		

Learning Target:	Relevance:	Success Criteria:
Students will: - interpret and analyze key details on the Renaissance style of art - compare the lives and art of various Renaissance artists - analyze that work through several authentic resources to answer the essential question - express their opinions about art	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: - Identify and list key aspects of the Renaissance style. - Use appropriate vocabulary to describe the paintings - Use vocabulary and expressions to respond and react to the opinions of others. - Use comparatives and superlatives to compare the lives of artists - Compare and contrast Renaissance artists
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative:  Gallery Walk Note Sheet  exit ticket Gallery Walk Articles- ACA Gallery Walk Articles- ACC Language Lab Activities  CCP- Rinascimentale v Barocco- before appunti		

Activity/Task 4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Review Baroque Style art and artists and have conversation about the artists' lives and their work		
Learning Target:	Relevance:	Success Criteria:
Students will: interpret and analyze key details on the Baroque style of art	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: Identify and list key aspects of the Baroque style.

• compare the lives and art of various Renaissance artists • analyze that work through several authentic resources to answer the essential question • express their opinions about art		• Use appropriate vocabulary to describe the paintings • Use vocabulary and expressions to respond and react to the opinions of others. • Compare and contrast Baroque artists • Use comparatives and superlatives to compare the lives of artists • Compare and contrast the Renaissance and Baroque styles
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Assessment

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

(They can be listed/linked below)

Formative:

 **Gallery Walk Note Sheet**

 **exit ticket**

[Gallery Walk Articles- ACA](#)

[Gallery Walk Articles- ACC](#)

Language Lab Activities

 **CCP- Rinascimentale v Barocco- before appunti**

Activity/Task 5

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

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

PBA: Investigate and discuss Caraviaggio

Learning Target:	Relevance:	Success Criteria:
Students will: • Interpret and analyze key details on the life and art of Caraviaggio • Compare the lives and art of various target language artists • Analyze that work through several authentic resources to	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: • Identify and list key aspects of Caraviaggio's style and life • Use comparatives and superlatives to compare the lives of artists • Use appropriate vocabulary to describe the paintings

answer the essential question Express their opinions about art		
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Summative: PBA		

Activity/Task 6 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Investigation of Italian Street art & artists		
Learning Target:	Relevance:	Success Criteria:
Students will: - Give their opinions on street art and graffiti - Students will agree and disagree with the opinions of others - Interpret and respond to opinion questions about street art.	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture. Analyzing the impact art can have in a community.	Students can - Use superlatives to give their opinion / express preferences on street art - Include a variety of opinion expressions in their speaking/writing (Penso che, secondo me, etc.) - debate graffiti as art or vandalism. - discuss how graffiti is used as an agent for social change. - use comparatives and superlatives. - give their opinions in a variety of ways.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Summative: Copy of Prova- lessico dei graffiti e street art		

Formative

ACC Copy of "Gita Scolastica"- Murali

Mini debates

Activity/Task 7

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

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

IPA

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

Presentational task: Southington Talks response

Interpersonal task: debate

Learning Target:	Relevance:	Success Criteria:
Students will: Debate graffiti/street art as art or vandalism Interpret an authentic resource discussing the role of graffiti/street art in a community Write an opinion about the role of graffiti/street art in a community.	Real-world relevance- interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes. Global relevance - current social issues being represented in art. Student interest - Students can choose the piece of art they like by these artists and express their opinions.	Students can: • Debate graffiti as art or vandalism supported with several reasons from authentic resources for their opinion. • discuss how graffiti is used as an agent for social change with several reasons from authentic resources for their opinion. • use comparatives and superlatives with emerging control to give an opinion. • use the present tense and stem changing verbs with emerging control to give an opinion. • give their opinions using a variety of vocabulary and expressions from the unit • Complete IPA at target proficiency level for course level

Assessment

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

(They can be listed/linked below)

Summative:

[ACA IPA](#)

[ACC IPA](#)

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

Linked in Stage 3 tasks above

- ▢ Unit 1: Beauty and Aesthetics
- ▢ 1- L'arte -ACA
- ▢ 1 Bellezza ed Estetica- L'arte -ACC
- ▢ Unità 1: L'arte

Unit Overview	
Unit Title:	Private and Public Leisure 
Grade Level/Course:	Intermediate Low Latin 3ACA / Intermediate Mid Latin 3ACC
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the leisure activities (both public and private) of ancient Romans. They will also explore the importance of the Trojan War saga (and how mythology/mythological readings were a component of many leisure activities).

Stage 1: Desired Results

Grade Level/Subject Standard(s)* List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
American Council for the Teaching of Foreign Languages: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	

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

Students will use their learning from this unit as a basis for the skills learned in the next unit. Students will use their learning from their Latin 3 course as a background for the skills learned in Latin 4.

Students will use their learning from this unit to recognize the lasting cultural images from Ancient Rome on modern cultures

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

- how Romans spent their leisure time, in both public and private.
- the importance of the Trojan War saga in the ancient Greek & Roman world.
- the causes of the Trojan War.
- what a participle is and how participles are used in Latin for:
 - participial phrases
 - ablative absolutes

Essential Question(s):

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

- What leisure activities were common for Romans?
- How/Why was the Trojan War saga a significant myth for the Romans?
- Why did the Trojan War happen?
- How do you identify participles in Latin?
- How are participles used in Latin?
- How do you translate participles into English?

What will students know...

What will students be able to do...

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<i>In addition to the language learned Latin 1 and 2, students will know...</i> Grammar • present active participles • perfect passive participles • participial phrases • ablative absolutes Mythology • importance/relevance of Trojan War saga to ancient Greek/Roman world • causes of Trojan War • how the Greeks traveled to Troy Culture • elements of Roman public bathhouse • Roman bathing practices (public & private) • other Roman leisure activities (theater, games, etc.)	<i>Students will be able to...</i> Grammar • identify participles in Latin texts • translate Latin passages involving participles (all uses) Mythology • Discuss and explain the importance of the Trojan War saga in the Greek/Roman world • Discuss and explain the causes of the Trojan War • Identify who's who in the Trojan War Culture • Discuss and explain Roman bathing practices (public & private) • Discuss and explain other Roman leisure activities • Compare Roman leisure practices to own/modern leisure practices

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.
PBA: Formal Translation • Goal: Students can compose a grammatically accurate English translation of a Latin story • Role: Student • Audience: Teacher • Situation: Students will create a rough draft of a Latin story, then revise their rough draft into a final draft based on teacher feedback on their rough drafts. • Product/Performance/Purpose: A rough draft and a final draft of a story translation. • Standards and Criteria for Success: Students will accurately translate participles and participle phrases/ablative absolutes

Resources
Any materials and resources related to the performance task that the teacher or student would need to be successful.
"Stop. Thief!/Bathing At Home" Translation PBA [Created from Ecce Romani II textbook]

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

[Translation Grading Rubric](#) [Based on *Creativity: Openness and Willingness to Explore* rubric]

Comments

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

Full Latin 3 folder of all activities/assessments/materials [linked here](#) for archive purposes

Example/Previous Lesson Outline for Block Schedule for Latin 3 ACA/ACC [linked here](#)

Other Evidence

Assessment Evidence

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

[Mythology Study Guides/Quizizz/Peardecks/PPTs](#)

Vocab Study Guides/Quizizz/Quizlets/Assessments ([ACA](#) / [ACC](#))

[Proficiency Activities](#)

[Integrated Performance Assessment/Skill Quest 1](#)

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task

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

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

Participles, Participle Phrases, and Ablative Absolutes

[Participles, Participle Phrases, and Ablative Absolutes](#)

- ☐ Participles PPT/Notes (pt 1)
- ☐ Participle ID Practice
- ☐ Participles PPT/Notes (pt 2)
- ☐ Guided Translation 1: Participl-Noun Pairs vs Participle Phrases
- ☐ Participles PPT/Notes (pt 3)
- ☐ Guided Translation 2: Ablative Absolutes
- ☐ Guided Translation 3: All Participles
- ☐ Sentence Practice 1: Participles
- ☐ Composition Practice 1: Participles (ACC only)
- ☐ "Dinner Party & Commissatio" Mini-Translation

Learning Target:

Relevance:

Success Criteria:

- Students can identify participle-noun pairs in Latin sentences - Students can identify and translate participle phrases in Latin sentences - Students can identify and translate ablative absolutes in Latin sentences	Necessary for large scale processes, plans or concepts: Identifying and translating participle-noun pairs, participle phrases, and ablative absolutes is necessary for translation of authentic sentences and paragraphs from Latin texts into English	- Students will parse Latin participles - Students will identify participle-noun pairs in Latin sentences - Students will identify and translate participle phrases in Latin sentences - Students will identify and translate ablative absolutes in Latin sentences
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Assessment

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

Formative:

Composition Practice 1: Participles (ACC only)

“Dinner Party & Comissatio” Mini-Translation

Activity/Task

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

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

[Unit 1/Quarter 1 Mythology: Causes of the Trojan War & The Journey to Troy](#)

Learning Target:	Relevance:	Success Criteria:
- Identify the major characters of the Trojan War - Understand the interplay of the causes of the Trojan War	Student Interest: This activity allows for student choice to personalize their assessment criteria and show what mythology they have learned over the course of the unit.	- Students will list the pertinent characteristic of their chosen character - Students will reflect/defend their choice of hollywood actor for their chosen character - Students will create a Hollywood movie poster for their chosen cast

Assessment

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

Formative assessments:

[Mythology Peardecks/Reflections/Quizizz](#)

Summative Assessment:

[Trojan War Cast of Characters Project \(Rubric\)](#)

Activity/Task

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

[Integrated Performance Assessment: At the Baths](#)

Learning Target:	Relevance:	Success Criteria:
- Students can define and translate common Latin Vocabulary within the context of a Latin text - Students can identify and translate participle-noun pairs, participle phrases, and ablative absolutes	Real-world connection: Students are translating short unabridged Latin texts Student interest: Fulfills the objective of the course	- Students will translate a Latin text containing known vocabulary and grammar (ACC: sight translation, ACA: prepared translation) - Students will answer literal comprehension questions about a text/media that contains familiar and unfamiliar elements

Assessment

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

Summative:
 Unit Skill Quest / IPA “At the Baths”

Extension/Modification

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

- Various Practices: ACC has a composition component to practices, ACA does not have composition practice
 - Some practices (ex: Reading Practices) have student “challenge level” choice embedded in the practice scaffolding
- Vocabulary Quizzes: ACC has fill in the blank, ACA has matching
- PBA: ACC rough draft is done individually, ACA start in pairs/trios
- IPA:
 - ACC grammar and translation sections are done without the aid of learned vocabulary/grammar
 - ACA grammar and translation sections are done with some relevant grammar aids

Resources

Any materials and resources related to Stage 3 learning activities.

Full Latin 3 folder of all activities/assessments/materials [linked here](#) for archive purposes

Example/Previous Lesson Outline for Block Schedule for Latin 3 ACA/ACC [linked here](#)

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

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Creativity Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

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

Essential Question(s):

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

- How does art communicate its message?
- How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)?
- Why is it important to study art from multiple perspectives?
- How do I better understand art?
- How does art transform a community?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... - vocabulary associated with art. - various artists from target culture. - characteristics/elements of particular artistic movements/styles. - the meaning or significance of pieces of art and how it communicates a message and/or reflects the artist's environment. - how art can be used to transform a community. - how to describe and compare art and artists using comparatives/superlatives.	Students can... - communicate about various forms of art and its meaning and impact on the community. - communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives - give examples of how art transforms a community. - communicate to describe present events, adjective/noun agreement, and comparatives/superlatives. - maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

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

Resources

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

 艺术 单元 词汇 vocab sheet 22-23

 中文三 量词

Evaluative Criteria

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

C Rubrics

[Communication rubric](#)

[Intermediate low rubric](#)

[Intermediate Mid rubric](#)

 中文三 unit 1 PBA.docx

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blookit, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

Other Evidence

Assessment Evidence

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

Interpretive vocab quizzes

Presentational grammar and vocab quizzes

Practice Interpretive reading assignments

Exit tickets

Edpuzzle

Quizlet practice

Language lab activities and conversations

Proficiency Self Assessments

Can Do Statements at Novice High Level / Intermediate Low Level

CBAs

Stage 3: Instructional Design

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

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Get to know you - introduction to course		
Learning Target:	Relevance:	Success Criteria:
Students will: - exchange information about themselves to get to know each other during ice breaker activities. - review and establish course expectations	Real-world relevance Students communicate information and get to know each other. Necessary for large scale processes, plans or concepts - students need a shared understanding of our course expectations, and need to develop a level of comfort with each other in order to take risks and communicate in the target language	Students Can: - Introduce themselves, exchange information, and express interests/likes/dislikes. - Use interrogatives to learn about others - Identify course expectations via a game or activity. - Circumlocute a variety of words
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Formative: Icebreaker conversation activities Summative activity/game of course rules/expectations Baseline Tasks Aligned with C's / F1 Goals Circumlocution activities		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
Describe a Chinese traditional painting in the language lab Qi Biashi Task - edpuzzle, presentational speaking... Investigate Qi baishi and his art (vocab review 是, 有, 在)

Introduction to art and unit vocabulary - review of 是 to describe the origin and occupations / 有, 在 with positions, emotions and actions

- How does art communicate its message?
- How do I better understand art?

Learning Target:	Relevance:	Success Criteria:
Students will: Describe a variety of paintings including details using the vocabulary and grammar concepts from the unit.	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: • use unit vocabulary and previously learned adjectives • use present tense with 是 有, 在 and noun adjective agreement • interpret and describe a Chinese traditional art/ painting. • Include their opinions about a painting • Can communicate in 95%+ Chinese

Assessment

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

Formative:

 **Copy of 艺术Unit Intro peardeck**

 **艺术调查.docx**

 **中文三 画句子 猜句子.pdf**

 **中文三 描述艺术品**

Measure words  **中文三 Measure word量词 测验**  **中文三 量词练习.docx**

speaking activity in the lab:

 **中文三 照片挑战1**

Activity/Task 3

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

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

Learning about the life of artist

PBA: Representing the life and art style of 齐白石

Learning Target:	Relevance:	Success Criteria:
Students can - analyze an artist's work through several authentic resources to answer the essential question: How does art reflect the artist's environment? - Creating a manga to describe in small groups on the artist and his work	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can - Interpretive the text about the artist's life and art style. - Answer questions about the life and art style of 齐白石 . - Use sentences and pictures to describe the moment in the artist's life.
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Summative:  Copy of 中文三 画家齐白石文章 worksheet  Copy of 中文三 画家齐白石文章 worksheet   22-23 中文三 unit 1 art PBA.docx		

Activity/Task 4 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Comparison between different artists and art forms		
Learning Target:	Relevance:	Success Criteria:
Compare different art forms and analyze different emphasis on arts	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can Identify and discuss the differences and similarities between art forms.
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Summative:  Copy of 中文三 比较练习-direction 我觉得  中文三 比较翻译  中文三 画对比.docx		

Activity/Task 5

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

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

Tattoo - art and misinterpretation of Chinese characters.

Learning Target:	Relevance:	Success Criteria:
Students will - Give their opinions on tattoo - Students will agree and disagree with the opinions of others - Interpret and respond to questions in tattoo	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture; art can act as an agent for social changes.	Students - can debate tattoo as art or not - can tell how tattoo is used as a way of self-expression - can use comparatives and superlatives. - can give their opinions in a variety of ways. - Identify how Chinese characters are interpreted and misinterpreted through tattoos.

Assessment

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

(They can be listed/linked below)

Formative:

[W 中文三 文身/纹身 和水墨画 对比 \(22-23\) .docx](#)

Comparisons - notes and check ins

Activity/Task 6

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

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

IPA

Interpretive task: reading or viewing article about the relationship between tattoo and art

Presentational task: understanding of Chinese art

Interpersonal task: debate

Learning Target:	Relevance:	Success Criteria:
Students will: Discuss why they choose certain art	Real-world relevance- interpreting and using visual information; art provides a visual representation of the	Students can: Debate tattoo as art or not with several reasons

related activities in city tours • Interpret a reading or viewing discussing the role of tattoo as art • Write an opinion about their understanding of tattoos and Chinese art.	target culture; art can act as an agent for social changes. Global relevance - current social issues being represented in art. Student interest - Students can choose the piece of art they like by these artists and express their opinions.	from authentic resources for their opinion. • discuss how tattoo is used as an agent for self expression • use comparatives and superlatives with emerging control to give an opinion. • give their opinions using a variety of vocabulary and expressions from the unit • Complete IPA at target proficiency level for course level
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Assessment

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

(They can be listed/linked below)

Summative:

[W 22-23 中文三 Unit 1 ACC 艺术 IPA interpretive.docx](#)

[W Copy of 中文三 ACA interpretive.docx](#)

[W 22-23 中文三 第一单元 艺术 IPA Speaking 和 writing.docx](#)

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

[中文三 get to know you bingo](#)

量词练习: [量词 艺术里的量词 书写练习](#)

我说你画, 我画你说 [量词 艺术里的量词 书写练习](#)

[Jigsaw 艺术品欣赏](#)

[中文三 比较 造句](#)

[中文三 10/23 10/27 23-24](#), [中文三 10/16--10/20 23-24](#), [中文三 10/9-13 23-24](#),

[中文三 10/2 23-24](#) [中文三 9/25 23-24](#), [中文三 9/18 23-24](#), [中文三 9/11-9/15 23-24](#),

[中文三 9/5 23-24](#)

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

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Creativity Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

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

Essential Question(s):

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

- How does art communicate its message?
- How does a piece of art reflect the artist's environment (time period, culture, geography, identities, values, perspectives)?
- Why is it important to study art from multiple perspectives?
- How do I better understand art?
- How can art reflect society?
- How does art transform a community?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... • vocabulary associated with art. • various artists from target culture. • characteristics/elements of particular artistic movements/styles. • the meaning or significance of pieces of art and how it communicates a message and/or reflects the artist's environment. • how art can be used to transform a community. • how to describe and compare art and artists using the subject/verb agreement in the present tense and present progressive tense; ser/estar; adjective/noun agreement; and comparatives/superlatives.	Students can... • communicate about various forms of art and its meaning and impact on the community. • communicate about art as a representation of the artist's culture, values, experiences, identities, and/or perspectives • give examples of how art transforms a community. • communicate in present tense, present progressive tense • use and have control of ser/estar, adjective/noun agreement, and comparatives/superlatives. • maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Presentational Writing and Speaking Mode:

Goal: To create a selfie that represents your unique identity and personality, present it in small groups, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.

Standards and Criteria for Success:

Take a selfie on your cell phone, draw a self portrait or use an old selfie to edit. **The selfie needs to be intentionally created in order to show or reveal things about your identity that you cannot assume just by looking at you.** Aspects of the selfie that help you portray your personality and identity:

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

Resources

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

[PBA Present Selfie Project](#)

Evaluative Criteria

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

[C Rubrics](#)

[Communication rubric](#)

[Novice High Rubric \(ACA\)](#)

[Intermediate low rubric](#)

[Intermediate Mid rubric](#)

[Selfie PBA](#)

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blookey, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences; categorizing

Cooperative/collaborative activities

Other Evidence

Assessment Evidence

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

Interpretive vocab quizzes

Presentational grammar and vocab quizzes

Practice Interpretive reading assignments

Exit tickets

Edpuzzle

Quizlet practice

Language lab activities and conversations

Proficiency Self Assessments

Can Do Statements at Novice High Level (ACA) / Intermediate Low Level (ACC)

CBAs

Stage 3: Instructional Design

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

1. Activity/Task

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

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

Get to know you - introduction to course

Learning Target:	Relevance:	Success Criteria:
Students will: - exchange information about themselves to get to know each other during ice breaker activities. - review and establish course expectations	Real-world relevance Students communicate information and get to know each other. Necessary for large scale processes, plans or concepts - students need a shared understanding of our course expectations, and need to develop a level of comfort with each other in order to take risks and communicate in the target language	Students Can: - Introduce themselves, exchange information, and express interests/likes/dislikes. - Use interrogatives to learn about others - Identify course expectations via a game or activity. - Circumlocute a variety of words

Assessment

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

Formative:

Icebreaker conversation activities

Summative activity/game of course rules/expectations

Baseline Tasks Aligned with C's / F1 Goals

Circumlocution activities

2. Activity/Task

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

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

Describe a painting - speaking activity

Learning Target:	Relevance:	Success Criteria:
Students will: Describe a variety of paintings including details using the vocabulary and grammar concepts from the unit.	Real-world relevance - interpreting and using visual information; art provides a visual representation of the target culture.	Students can: - use unit vocabulary and previously learned adjectives - use present tense with ser and estar and noun adjective agreement - use the present progressive tense appropriately to interpret and describe a painting. - express their opinions about paintings

Assessment

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

(They can be listed/linked below)

Formative

[Observando una obra de arte](#)

 Vocab drawing activity semana 1.docx

Summative

[Vocab Quiz](#)

3. Activity/Task

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

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

Investigate and discuss Frida Kahlo

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

Assessment

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

(They can be listed/linked below)

Formative

 Martin Biografía de Frida Kahlo

 Compara la foto de Frida con un autorretrato

 Frida Analysis practice

Summative

 Frida Vocab quiz/comparatives quiz

[PBA Present Selfie Project](#)

4. Activity/Task

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

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

Give opinions on art/street art

Learning Target:

Students will:

- Give their opinions on street art and graffiti
- Students will agree and disagree with the opinions of others
- Interpret and respond to opinion questions about street art.

Relevance:

Real-world relevance -

interpreting and using visual information; art provides a visual representation of the target culture.
Analyzing the impact art can have in a community.

Success Criteria:

Students can:

- Use superlatives to give their opinion / express preferences on street art
- Include a variety of opinion expressions in their speaking/writing (pienso que, creo que, para mí, en mi opinión)
- can debate graffiti as art or vandalism.
- can discuss how graffiti is used as an agent for social change.
- can use comparatives and superlatives.
- can give their opinions in a variety of ways.

Assessment

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

(They can be listed/linked below)

Formative

 **Mini debates-Graffiti**

[Mural walk](#)

5. Activity/Task

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

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

IPA

Interpersonal task: (Conversation in pairs) Make plans to either go to a museum or a graffiti tour in Granada, Spain.

Presentational task: Southington Talks opinion post on graffiti mural on the library

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

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

Extension/Modification

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

Various Tier 1 strategies employed in the teaching of this unit

Flip grids are possible for presentations instead of live presentations

Use of close captions, tiered reading tasks

Resources

Any materials and resources related to Stage 3 learning activities.

Unit vocabulary

▢ Vocabulario

Slides

▢ Arte en el mundo hispano wks 1&2

▢ Frida Kahlo

▢ Street art

IPA

Linked in stage 3 task

PBA

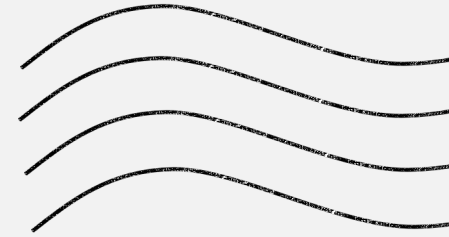
Linked in stage 3 task

Curriculum

Unit: 1 Years

1-5 All

Languages



World Language

Southington High School

Chinese, French, Italian, Latin, Spanish

World Language Units

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

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



6 Cultural Themes for all years, all levels

Personal & Public
Identities



Science & Technology



Beauty & Aesthetics



Families & Communities



Global Challenges



Contemporary Life



ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

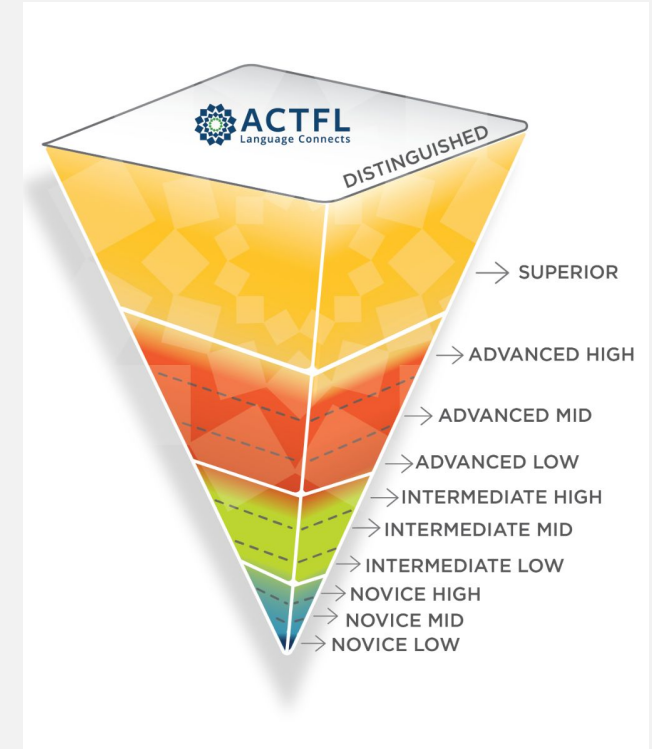
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



ACTFL Proficiency Levels & the workplace

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

Year 1-Unit 1: Personal & Public Identities & Science & Technology

Novice Mid/High Proficiency Level

Students can introduce themselves and describe their school and classes. Students compare and contrast their school experiences with that of their target culture peers.



PBA

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Year 2-Unit 1:

Personal & Public Identities

Novice High or Intermediate Low Proficiency
Level

Students can describe themselves and their daily routines. They compare their daily routines with others in the class and with target culture routines.



PBA

Presentational Speaking Mode:

Goal: Students will create a video about their daily routine (i.e., “A Day in My Life”).

Role: Content creator

Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Year 3-Unit 1: Beauty & Aesthetics

Intermediate Low/Mid Proficiency Level

Students can describe and compare works of art and discuss the themes and styles of diverse artists.



PBA



Presentational Writing and Speaking

Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.



Four horizontal lines for writing, with red and blue decorative shapes on the right side.

Year 4-Unit 1: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.



Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

PBA

Year 5-Unit 1:

Personal & Public Identities

Intermediate high/Advanced low Proficiency Level

Students can discuss each other's interests, likes/dislikes, & diverse perspectives. Students can talk about their identities & the groups they belong to. They can discuss the factors that impact one's identity & how identity changes over time based on experiences.



Presentational Writing and Speaking Mode:

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

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

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

PBA

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 9 g.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language Year 4, Unit 1: Contemporary Life (French, Italian, Latin, Mandarin, Spanish) - Revised- Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language Year 4, Unit 1: Contemporary Life (French, Italian, Latin, Mandarin, Spanish) - Revised.

Background:

Alternative Strategies: N/A

Cost (if applicable): N/A

_____ **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language Year 4, Unit 1: Contemporary Life (French, Italian, Latin, Mandarin, Spanish) - Revised - as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit 1 Overview	
Unit Title:	Contemporary Life Year 4: Jobs and the workforce 
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes Cultures: Interact with cultural competence and understanding Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand that...

- strengths and weaknesses can help dictate finding what job is right for you as well as how you work best
- bilingualism improves job marketability
- the job application process reflects a country's values about work
- other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture
- different cultures have different norms about formal communication

Essential Question(s):

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

- Why is it important to know your strengths and weaknesses? How can this help in the workforce?
- How does knowing a second-language impact your job marketability?
- How does the job application process differ in target language countries?
- How do work practices compare in target language countries?
- What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture?
- How does formal communication differ among cultures?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... - the strengths and weaknesses that contribute to a person's identity - the similarities and differences between the workforce in different countries - how to write a resume in the target culture format - how to seek employment in target culture - proper forms of etiquette for job interviewing in the target culture - formal letter writing in the target culture - vocabulary associated with jobs	Students can... - express who they are and what are their strengths and weaknesses - express ideas about what types of jobs interest / don't interest them - interpret authentic articles and videos about the workforce and employment in francophone countries - discuss the products, practices and perspectives about employment and applying for a job in francophone countries and the US - use formal communication - speak in present and past tenses. - speak in simple and complex phrases - maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task.
<u>Presentational Writing and Speaking Mode: Writing</u> <u>Goal:</u> To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair. <u>Role:</u> A representative of a company <u>Audience:</u> Applicant (a classmate) <u>Situation:</u> You are a representative of a company looking for a candidate in the target culture and you will create a job announcement. <u>Product Performance and Purpose:</u> You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA <u>Standards and Criteria for Success:</u> Include: • Job • Description and responsibilities • Why should they work here • Requirements- experience, degree, necessary skills • Hours, salary, benefits • At least three aspects of target culture • Contact information

Resources

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

Zina'S

- ☰ Y4- Unité 1 ~ Liste de vocabulaire
- ☰ Announces d'emploi - ACC Copy
- ☰ Copy of FR 4 Annonces de travail

PBA

- [ACC](#) version
- [ACA](#) version

Reggie's

- ☰ Mon C.V. - Français IV - préparation
- ☰ Comment trouver un emploi rapidement - vidéo
- ☰ Français IV - H La Vie Contemporaine (introduction)

Evaluative Criteria

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

- ☰ Intermediate Mid

[Intermediate Low](#)
[Communication](#) Rubric

Comments

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Weekly journal entries
IPA:
Interpretive task: article related to job interviews
Interpersonal task: job fair (in class gallery walk)
Presentational task: Personal statement to a company

Stage 3: Instructional Design

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

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task 1 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce		
Learning Target:	Relevance:	Success Criteria:
Students can understand their strengths and weaknesses can help dictate finding what job is right for you as well as how you best work	Real-world connected: Students will choose jobs that interest them based on their personality. Student interest: Students will be able to describe why specific jobs are better suited for them based on their results.	Students can - describe their strengths and weaknesses and others - communicate their personality and how it connects with a job they may or may not be interested in - Identify the importance of knowing this information
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Summative: 📄 Copy of 3- Thème d'écriture		
Formative: 📄 Copy of 1- Emplois et caractéristiques et test de personnalité 📄 Copy of 2- Teste de personnalité- Exemples 📄 Copie des stations Y4		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Investigate workplace practices and job announcements		
Learning Target:	Relevance:	Success Criteria:
Students can - understand that bilingualism improves job marketability - interpret job announcements in the target language	Real-world relevance Students will compare and contrast work practices in their culture to francophone culture. Students will engage in conversations about bilingualism	Students can identify the various parts of an authentic job announcement in a graphic organizer

• compare work practices and perspectives about work, leisure, and customs • understand the role culture plays on work practices and perspectives	and how it improves job marketability.	• compare and contrast the similarities and differences of workplace practices • create a job announcement that will be used later in the job fair
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Assessment

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

Summative:

PBA- Job announcement

- [ACC](#) version
- [ACA](#) version

[FR 4 Les 10 métiers les plus en demande au Québec en 2021](#)

Formative

[Les emplois les plus demandés au Canada](#)

[Copie de Etes-vous d'accord ?](#)

[Les travaux qui nous interesse](#)

[Y4- Unité 1 ~ Liste de vocabulaire](#)

[Les petites annonces- French IV - mercredi et jeudi](#)

[Les petites annonces research - pour un emploi](#)

[FR4-Graphic organizer Les Metiers](#)

Create a job announcement to be used later in the job fair.

Activity/Task 3

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

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

Create a CV for a job in a French speaking country

Learning Target:	Relevance:	Success Criteria:
Students can • Present their related job and educational experiences in complete sentences • Communicate in the past tense about their experiences • Communicate with the appropriate vocabulary about job experiences • Use the culturally appropriate format to create a resume	Real-world connected Students interpret and use resumes and CVs to understand the country's workplace values. Students create a CV that represents workplace values and their own personal strengths.	Students can • create a CV that represents workplace values / practices. • identify what they might need to do / be able to do for a specific job • use vocabulary, present and past tenses.

Assessment

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

See PBA above

 **Announces d'emploi - ACC Copy**

Activity/Task 4

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

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

Identify differences between formal and informal communication in the target language.

Learning Target:	Relevance:	Success Criteria:
Students can: - Identify when to use the formal “you” - Conjugate correctly when communicating with the formal “you” - Use related vocabulary for formal communication. - Understand how different cultures have different norms about formal communication	Real-world connected When people communicate across cultures, formal and informal language is used differently in different situations.	Students can - Classify phrases as informal or formal. - Identify which interlocutors require formal language.

Assessment

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

Summative

- [ACC](#) version
- [ACA](#) version

Formative -

 **CV- Interpretive reading ACC**

 **Copy of Curriculum Vitae Student work**

[Edpuzzle](#)

 **Comment trouver un emploi rapidement - vidéo**

Activity/Task

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

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

IPA - Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	Relevance:	Success Criteria:
Students can: • Interpret an authentic text about applying for a job in the target culture. • Identify the main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from the context of the text and make inferences • Ask and answer questions for personal information and related job experiences • Engage in conversations using the present and past tenses to talk about their own experiences • Engage in conversations using formal and informal language correctly, as well as other related vocabulary from the unit. • Present their opinion about the job opportunity based on the conversation. • Write an email with formal language and vocabulary from the unit.	Real-world relevance Students will participate in job interviews using tips they learned from their interpretive tasks.	Intermediate Low and Intermediate Mid Rubrics
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
IPA Interpretive task on tips for having a job interview:  Copy of French 4 - IPA (interpretive) - Unit 1 - un entretien d'embauche Interpersonal task participating in a job fair  La foire d'emploi (préparation) Presentational writing task: Write an email accepting or rejecting the job from the job fair. - Version ACA - Version ACC		

Resources

Any materials and resources related to Stage 3 learning activities.

- CV- Interpretive reading ACC
- Announces d'emploi - ACC Copy
- copy d'argent en France- euro
- Copy of Curriculum Vitae Student work
- Copy of FR 4 Annonces de travail
- Announces d'emploi - ACC Copy
- La foire d'emploi (préparation)
- French 4- Unit 1 Sadji' 23-24

Unit 1 Overview	
Unit Title:	Contemporary Life Year 4: Jobs and the workforce 
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes Cultures: Interact with cultural competence and understanding Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring

Understanding(s):

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

Students will understand that...

- strengths and weaknesses can help dictate finding what job is right for you as well as how you work best
- bilingualism improves job marketability
- the job application process reflects a country's values about work
- other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture
- different cultures have different norms about formal communication

Essential

Question(s):

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

- Why is it important to know your strengths and weaknesses? How can this help in the workforce?
- How does knowing a second-language impact your job marketability?
- How does the job application process differ in target language countries?
- How do work practices compare in target language countries?
- What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture?
- How does formal communication differ among cultures?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- the strengths and weaknesses that contribute to a person's identity
- the similarities and differences between the workforce in different countries
- how to address and write a formal letter seeking employment in target language
- how to seek employment in target culture
- proper forms of etiquette for job interviewing in the target culture
- formal letter writing in the target culture
- vocabulary associated with jobs

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

Students can...

- express who they are and what are their strengths and weaknesses
- express ideas about what types of jobs interest / don't interest them
- interpret authentic articles and videos about the workforce and employment in Italy
- discuss the products, practices and perspectives about employment and applying for a job in Italy and the US
- use formal communication
- speak in present and past tenses.
- speak simple and complex phrases
- maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

Standards and Criteria for Success:

Include:

- Job
- Description and responsibilities
- Why should they work here
- Requirements- experience, degree, necessary skills
- Hours, salary, benefits
- At least three aspects of target culture
- Contact information

Resources

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

 **Annuncio del lavoro ECE- PBA**

 **Annuncio di lavoro- MEDICO PER UO OCULISTICA (CHIRURGIA) 2023**

Evaluative Criteria

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

 Intermediate Mid

[Intermediate Low](#)

 Requisiti del Curriculum Vitae

[Communication](#) Rubric

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet practice

Language lab activities and conversations

Weekly journal entries

IPA:

Interpretive task: article related to job interviews

Interpersonal task: job fair (in class gallery walk)

Presentational task: Personal statement to a company

Presentational task: job announcement

Stage 3: Instructional Design

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

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task 1

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

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

Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce

Learning Target:

Students can

- understand their strengths and weaknesses can help dictate finding what job is right for you as well as how you best work

Relevance:

Real-world connected: Students will choose jobs that interest them based on their personality.
Student interest: Students will be able to describe why specific jobs are better suited for them based on their results.

Success Criteria:

Students can

- describe their strengths and weaknesses and others
- communicate their personality and how it connects with a job they may or may not be interested in
- Identify the importance of knowing this information

Assessment

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

(They can be listed/linked below)

Summative:

3- Tema di scrittura

Formative:

1- Lavori e caratteristiche & il test della personalita'

2- Test della personalita'- esempi

4- Stazioni della scrittura

Activity/Task 2

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

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

Investigate workplace practices and job announcements

Learning Target:	Relevance:	Success Criteria:
Students can - Understand bilingualism improves job marketability - interpret job announcements in the target language - compare work practices and perspectives about work, leisure, and customs - understand the role culture plays on work practices and perspectives	Real-world relevance Students will compare and contrast work practices in their culture to Italy. Students will engage in conversations about bilingualism and how it improves job marketability.	Students can - identify the various parts of an authentic job announcement in a graphic organizer - compare and contrast the similarities and differences of workplace practices - create a job announcement that will be used later in the job fair

Assessment

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

Summative-

 **Annuncio del lavoro ECE- PBA**

 **Annuncio di lavoro- MEDICO PER UO OCULISTICA (CHIRURGIA) 2023**

Formative-

 **Lavori che ci interessano**

 **Teacher Unità 1 ~ Elenco del lessico**

 **Sei d'accordo?**

 **2020: quale sarà il lavoro più richiesto**

 **Mestieri in Italia**

 **Soldi**

 **Attività' - l'annuncio del lavoro**

 **Annuncio del lavoro**

Edpuzzle- 5 enormi differenze sul lavoro

Activity/Task 3

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

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

Create a CV for a job in Italy

Learning Target:	Relevance:	Success Criteria:
Students understand - Present their related job and educational experiences in complete sentences - Communicate in the past tense about their experiences	Real-world connected Students interpret and use resumes and CV to understand the country's workplace values. Students create a CV that represents workplace values and their own personal strengths.	Students - create a CV that represents workplace values / practices. - identify what they might need to do / be able to do for a specific job - use vocabulary, present and past tenses.

- Communicate with the appropriate vocabulary about job experiences. - Use the culturally appropriate format to create a resume.		
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Assessment

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

Summative:

 **Requisiti del Curriculum Vitae**

Formative:

 **Curriculum Vitae Student work**

 **Esempio: CV Elisa**

 **Esempio: Resume School Counselor English**

Activity/Task 4

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

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

Identify differences between formal communication and how to use it correctly

Learning Target:	Relevance:	Success Criteria:
Students can: - Identify when to use the formal “you” and conjugate correctly when communicating with it. - Use related vocabulary for formal communication - Understand how different cultures have different norms about formal communication.	Real-world connected When people communicate across cultures, formal and informal language is used differently in different situations.	Students - Classify phrases as formal or informal - Identify which interlocutors require formal language and which require informal language.

Assessment

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

Formative -

Activity/Task

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

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

IPA- Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	Relevance:	Success Criteria:
• Interpret an authentic text about applying for a job in the target culture • Identify a main idea, supporting details, and cultural perspective of the authentic text • Recognize vocabulary from context from the text and make inferences. • Ask and answer questions for personal information and related job experiences • Engage in conversations using the present and past tense to talk about their experiences • Engage in conversations using formal and informal language correctly as well as other related vocabulary from the unit. • Present their opinion about the job opportunity based on the conversations. • Write an email with formal language and related vocabulary from the unit.	Real-world relevance Students will participate in job interviews using tips they learned from their interpretive tasks.	Students • Intermediate low/mid rubrics

Assessment

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

Summative:

-  IPA Interpretativa- Articolo
-  IPA Interpretativa- Risposte
-  IPA- Interpretativa (ascoltare)
-  Pratica nel laboratorio per IPA
-  Presentazione- Fiera del lavoro
-  Fiera del lavoro- foglio per studenti
-  IPA Modalita di Presentazione

Resources

Any materials and resources related to Stage 3 learning activities.

-  **3- Tema di scrittura**
-  1- Lavori e caratteristiche & il test della personalita'
-  2- Test della personalita'- esempi

- ≡ 4- Stazioni della scrittura
- ≡ Lavori che ci interessano
- ≡ Teacher Unità 1 ~ Elenco del lessico
- ☐ Sei d'accordo?
- ≡ 2020: quale sarà il lavoro più richiesto
- ≡ Mestieri in Italia
- ☐ Soldi
- ≡ Attivita' - l'annuncio del lavoro
- ≡ Annuncio del lavoro
- Edpuzzle- 5 enormi differenze sul lavoro
- ≡ Requisiti del Curriculum Vitae
- ≡ Curriculum Vitae Student work
- ≡ Esempio: CV Elisa
- ≡ Esempio: Resume School Counselor English
- ≡ IPA Interpretativa- Articolo
- ≡ IPA Interpretativa- Risposte
- ≡ IPA- Interpretativa (ascoltare)
- ≡ Pratica nel laboratorio per IPA
- ☐ Presentazione- Fiera del lavoro
- ≡ Fiera del lavoro- foglio per studenti
- ≡ IPA Modalità di Presentazione

- ☐ 2023-2024- 4 ECE - Settembre
- ☐ 2023-2024 4ECE- ottobre

Unit Overview	
Unit Title:	Prose Semester: View of Others / External View - Global Challenges 
Grade Level/Course:	Intermediate Mid Latin 4ACA / Intermediate High Latin 4ECE
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn about the role of conquest in the Roman world. They will also explore the impact of conquest and expansion on both the Romans themselves and on the conquered peoples. Students will examine rhetorical and literary devices used to explain/justify expansion and Romanization.

Stage 1: Desired Results

Grade Level/Subject Standard(s)	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
American Council for the Teaching of Foreign Languages:	
COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. CULTURES Interact with cultural competence and understanding. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	

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

Cultures: Interact with cultural competence and understanding

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

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Creativity/Innovation Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Citizenship Transdisciplinary Goal

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

Enduring Understanding(s):

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

- Students will develop an understanding of the historical context and significance of the *imperator* and the Roman army in the ancient world.
- Students will read and translate Latin passages from authentic Latin texts that focus on Roman conquest and expansion, such as Caesar's Commentaries on the Gallic War (*De Bello Gallico*) or Livy's From the Found of the City (*Ab Urbe Condita*).
- Students will analyze the rhetorical and literary techniques used by the Roman author.
- Students will evaluate the cultural, political, and military impact of Roman expansion on the Roman view of the ancient world.
- Students will evaluate the cultural, political, and military impact of Roman expansion on the conquered peoples.

Essential Question(s):

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

- Why was expansion necessary and justified according to the Romans?
- How were other cultures impacted by Roman conquest and expansion?
- How were Romans impacted by Roman conquest and expansion?
- How do you effectively translate an authentic text to preserve original meaning and cultural message?

What will students 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
Students will know: • Factual information about the selected Roman author; • Historical information about the ancient world and Rome; • Rhetorical and literary techniques used by Roman authors; • Topic and author specific vocabulary • Appropriate Latin grammar to accurately translate authentic texts	Students will be able to: • Translate authentic Latin texts with attention to rhetorical and literary techniques; • Translate authentic Latin texts accurately with attention to historical and cultural contexts; • Discuss and explain reasons for Roman expansion and conquest; • Discuss and explain reasons some Romans opposed expansion and conquest.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

- **Goal:** Compare modern/contemporary political rhetoric with the selected Roman author
- **Role:** modern/contemporary political leader
- **Audience:** class/teacher
- **Situation:** share their case to *princeps* (teacher) and other leaders (students) supporting their ideas for expansion/political gain and get feedback from *princeps* and other leaders
- **Product/Performance/Purpose:** discussion/debate; comparison of ancient and modern rhetorical devices
- **Standards and Criteria for Success:**
 - Research political figure
 - Research the situation/expansion proposal
 - Provide supporting evidence for your proposal
 - Offer counterarguments
 - Use rhetorical devices in your discussion/debate
 - Ask appropriate questions to other figures and *princeps*

Resources

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

Link websites for sources (student provided - teacher checked)

Vocabulary list

[Rhetorical devices](#)

Evaluative Criteria

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

[Rubric](#) (WIP)

[4C Rubrics](#) (Communication - Engaging in Conversations & Discussions strand)

Comments

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

Authentic text possibilities - Must be PROSE:

Caesar *De Bello Gallico*

Livy *Ab Urbe Condita*

other texts & authors depending on student interest

(must explore Roman identity and views of other - external view)

[as opposed to internal view / view of self]

Other Evidence

Assessment Evidence

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

Formative:

Exit tickets

Assessment of rhetorical devices

Assessment of text translation

[Proficiency activities](#)

Summative:

[Vocab quizzes](#)

[Skill quest](#)

Rubric for author profile (WIP)

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task

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

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

[Grammar Review](#) (star challenges, practice translation)

Learning Target:	Relevance:	Success Criteria:
Students can: Identify and translate key elements of Latin grammar	Necessary for large scale process and concepts: Students must review their Latin grammar knowledge in order to facilitate translating advanced, authentic Latin texts	Students will: • Correctly identify and translate a variety of Latin sentences • Recognize sentence structures • Explain their reasoning

Assessment

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

(They can be listed/linked below)

Formative

Games - blookets, gimkits

Classwork in pairs

[Translations](#)

Activity/Task

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

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

Author biographical study

Learning Target:

Students can:

Investigate author's life to orient him in the larger context of Ancient Rome and create an infographic for him highlighting his skills and accomplishments, ex. a linkedin profile.

Relevance:

Student interest and necessary for large scale process and concepts: Understanding an author's background is necessary to navigate the context and bias within that author's work(s).

Success Criteria:

Students will:

- Investigate author's life
- Create a profile for him
- Demonstrate knowledge of his life, skills, and accomplishments

Assessment

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

(They can be listed/linked below)

Formative:

Graphic organizers

Summative:

Professional social media profile for ancient author - linkedin (rubric link)

Activity/Task

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

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

Authentic Latin text - Historical background for the text

Learning Target:

Students can:

Participate in a jigsaw activity in which they investigate ancient land maps, the relation between Rome and the relevant territory prior to expansion, and the local people to orient themselves in the larger context of the ancient world.

Relevance:

Student interest and necessary for large scale process and concepts: Understanding the historical background is necessary to navigate the context of the ancient Latin text.

Success Criteria:

Students will:

- Investigate their part of the jigsaw in collaborative groups
- Share their understandings with their new group
- Reflect on the historical background for the text they are going to read

Assessment

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

(They can be listed/linked below)

Formative:

Reflection

Activity/Task

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

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

Paragraph by paragraph translation - authentic Latin [text](#)

Learning Target:**Students can:**

Read the text and translate into English while offering commentary and discussion about themes, rhetorical devices, historical and cultural contexts, etc.

Relevance:**Real-world connection:**

Students are translating authentic Latin texts; Students are discussing themes, devices, and context within authentic Latin texts

Student interest:

Fulfills the objective of the course

Success Criteria:**Students will:**

- Accurately translate Latin text;
- Identify and/or analyze grammatical structures;
- Identify and analyze and discuss rhetorical devices;
- Explain historical and cultural contexts.

Assessment

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

(They can be listed/linked below)

Formative:

Checking translations

Exit tickets

Verbal analysis

games (vocab blookets, kahoots, etc.)

Summative:

[Skill quests](#) - reading comprehension and translations

Activity/Task

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

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

Unit 1/Quarter 1 History: Early Republic through 1st Punic War

Learning Target:**Students can:**

identify the key players of Roman history
identify pivotal moments in Roman history

Relevance:**Necessary for large scale process and concepts:**

Romans viewed Roman history as contemporary life, so students translating Latin texts from any particular period of Roman history need to understand the events & major players of that time period. They also need to understand where that period of history exists in the larger narrative of Rome.

Success Criteria:**Students will:**

- state the names of the key players of Roman history
- organize pivotal moments in Roman history along a general timeline
- answer reflection/ comprehension questions about the interplay/ relation between pivotal moments

Assessment

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

Formative:

History Peardecks ([Early Republic](#) - [1st Punic War](#))

Summative:

Reflection / Comprehension Questions

Extension/Modification

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

- Author Specific Vocabulary Quizzes: ACC = fill in the blank; ACA = matching/word bank
- Skill Quests:
 - ACC = no grammar charts, quizzed vocabulary must be memorized
 - ACA = use of relevant grammar charts allowed, vocabulary provided

Resources

Any materials and resources related to Stage 3 learning activities.

[Agenda Slides](#)

Unit 1 Overview	
Unit Title:	Contemporary Life Year 4: jobs and the workforce 
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes Cultures: Interact with cultural competence and understanding Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand that...

- strengths and weaknesses can help dictate finding what job is right for you as well as how you work best
- bilingualism improves job marketability
- the job application process reflects a country's values about work
- other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture
- different cultures have different norms about formal communication

Essential Question(s):

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

- Why is it important to know your strengths and weaknesses? How can this help in the workforce?
- How does knowing a second-language impact your job marketability?
- How does the job application process differ in target language countries?
- How do work practices compare in target language countries?
- What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture?
- How does formal communication differ among cultures?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... - the strengths and weaknesses that contribute to a person's identity - the similarities and differences between the workforce in different countries - how to write a resume in the target culture format - how to seek employment in target culture - proper forms of etiquette for job interviewing in the target culture - formal letter writing in the target culture - vocabulary associated with jobs	Students can... - express who they are and what are their strengths and weaknesses - express ideas about what types of jobs interest / don't interest them - interpret authentic articles and videos about the workforce and employment in Chinese speaking countries - discuss the products, practices and perspectives about employment and applying for a job in a Chinese speaking country and the US - use formal communication - speak in present and past tenses. - Speak in simple and complex phrases - maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task. PBA: Presentational Writing and Speaking Mode: Writing Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair. Role: A representative of a company Audience: Applicant (a classmate) Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement. Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA Standards and Criteria for Success: Include: • Job • Description and responsibilities • Why should they work here • Requirements- experience, degree, necessary skills • Hours, salary, benefits • At least three aspects of target culture • Contact information

Resources

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

工作职位  **Copy of 中文四 job post wrtiting**

工作职位例子:

<https://drive.google.com/drive/folders/1zoGB848prUC9HMiQGQtIQJBWHKIHa0z>

Evaluative Criteria

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

 Intermediate Mid

[Intermediate Low](#)

 Copy of 中文四 简历 做笔记.docx

[Communication](#) Rubric

 中文四 resume 简历要求

 中文四 IPA resume

IPA: interpretive(video), speaking (job fair), writing (reflection and letter to the interviewer)

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets

Edpuzzle

Quizlet practice

Language lab activities and conversations

Weekly journal entries

IPA:

Interpretive task: article related to job interviews

Interpersonal task: job fair (in class gallery walk)

Presentational task: acceptance/rejection email

Stage 3: Instructional Design

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

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task 1

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

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

Students use Chinese to explain a familiar term using circumlocution.

Learning Target:

Relevance:

Success Criteria:

Students understand Use prior knowledge to explain a familiar term	Real-world connected: Students will use any familiar words to explain another term that they may need in job interviews. Student interest: Students will be able to describe a word in their life	Students can - Use sentence starters to explain a familiar term. - Use sentences to explain what their jobs are like.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative:  circumlocution  常用语  person B ( person A)		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce		
Learning Target:	Relevance:	Success Criteria:
Students understand their strengths and weaknesses can help dictate finding what job is right for you as well as how you best work	Real-world connected: Students will choose jobs that interest them based on their personality. Student interest: Students will be able to describe why specific jobs are better suited for them based on their results.	Students can - describe their strengths and weaknesses and others - communicate their personality and how it connects with a job they may or may not be interested in - Identify the importance of knowing this information
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Summative:  性格测试 中文四  性格测试写作		

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

Learning Target:	Relevance:	Success Criteria:
Students can • bilingualism improves job marketability • interpret job announcements in the target language • compare work practices and perspectives about work, leisure, and customs • understand the role culture plays on work practices and perspectives	Real-world relevance Students will compare and contrast work practices in their culture to Chinese speaking countries. Students will engage in conversations about bilingualism and how it improves job marketability.	Students can • identify the various parts of an authentic job announcement in a graphic organizer • compare and contrast the similarities and differences of workplace practices • create a job announcement that will be used later in the job fair

Assessment

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

Formative-

 中国和美国的高薪职位

 老板和领导者的区别

 喜欢的工作练习 **discussion.docx**

 中国 工作 有用的 证书.**docx**

 中文四：求职网站 练习

Speaking practice:  中文四：工作需要什么？ **speech**

Activity/Task 4

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

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

Analyzing CVs for interviews

Learning Target:	Relevance:	Success Criteria:
Students can • Interpret the CV examples • Identify key information about a person's experience through their CVs.	Real-world connected Students interpret and use resumes and CV to understand the country's workplace values.	Students can • Find relevant information about a person's interview. • identify what they might need to do / be able to do for a specific job • use vocabulary, present and past tenses.

Assessment

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

Summative:**CV examples :**

<https://drive.google.com/drive/folders/15Ze9c7-YeDeusLs4WRE5CAqqEFlj-2cD?usp=sharing>

CV take notes :  中文四 简历 做笔记.docx

Activity/Task 5

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

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

Create a CV for a job in China

Learning Target:	Relevance:	Success Criteria:
Students can - Present their related job and educational experiences in complete sentences - Communicate in the past tense about their experiences - Communicate with the appropriate vocabulary about job experiences. - Use the culturally appropriate format to create a resume.	Real-world connected Students create a CV that represents workplace values and their own personal strengths.	Students can - create a CV that represents workplace values / practices. - identify what they might need to do / be able to do for a specific job - use vocabulary, present and past tenses to discuss their work experiences.

Assessment

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

Summative:

 中文四 **PBA resume** 简历要求

Activity/Task 6

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

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

IPA - Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	Relevance:	Success Criteria:
Students can Interpret an authentic text about applying for a job in the target culture	Real-world relevance Students will participate in job interviews using tips they learned from their interpretive tasks.	Students Intermediate low/mid rubrics

- Identify a main idea, supporting details, and cultural perspective of the authentic text
- Recognize vocabulary from context from the text and make inferences.
- Ask and answer questions for personal information and related job experiences
- Engage in conversations using the present and past tense to talk about their experiences
- Engage in conversations using formal and informal language correctly as well as other related vocabulary from the unit.
- Present their opinion about the job opportunity based on the conversations.
- Write an email with formal language and related vocabulary from the unit.

Assessment

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

Summative:

IPA interpretive and speaking : [中文四 Unit 1 工作 IPA](#)

IPA video link: <https://www.youtube.com/watch?v=WpDr8XOO5Ag>

Writing: [unit 1 IPA job fair writing](#)

Rubrics:

[Intermediate Mid](#)

[Intermediate Low](#)

[Communication](#) Rubric

Resources

Any materials and resources related to Stage 3 learning activities.

☐ 中文四 9/25 23-24 , ☐ 中文四 9/11 23-24 , ☐ 中文四 9/18 23-24 , ☐ 中文四 10/2 23-24 ,
☐ 中文四 10/9 -10/20 23-24

Unit 1 Overview	
Unit Title:	Contemporary Life Year 4: Jobs and the workforce 
Teacher:	
Grade Level/Course:	Intermediate High and Intermediate Mid Year 4
Length/Dates:	7 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes Cultures: Interact with cultural competence and understanding Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence Communities: Communicate and interact with cultural competence in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring

Understanding(s):

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

Students will understand that...

- strengths and weaknesses can help dictate finding what job is right for you as well as how you work best
- bilingualism improves job marketability
- the job application process reflects a country's values about work
- other countries' work practices reflect their values about work and leisure; work related customs and organizational climate depend on culture
- different cultures have different norms about formal communication

Essential

Question(s):

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

- Why is it important to know your strengths and weaknesses? How can this help in the workforce?
- How does knowing a second-language impact your job marketability?
- How does the job application process differ in target language countries?
- How do work practices compare in target language countries?
- What are our own perspectives about what is important when obtaining and acquiring work? How do they compare to the target language culture?
- How does formal communication differ among cultures?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- the strengths and weaknesses that contribute to a person's identity
- the similarities and differences between the workforce in different countries
- how to write a resume in the target culture format
- how to seek employment in target culture
- proper forms of etiquette for job interviewing in the target culture
- formal letter writing in the target culture
- vocabulary associated with jobs

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

Students can...

- express who they are and what are their strengths and weaknesses
- express ideas about what types of jobs interest / don't interest them
- interpret authentic articles and videos about the workforce and employment in Spanish speaking countries
- discuss the products, practices and perspectives about employment and applying for a job in a Spanish speaking country and the US
- use formal communication
- speak in present and past tenses.
- Speak in simple and complex phrases
- maintain communication in the target language 95% or more of the time.

Stage 2: Evidence of Student Learning Performance Tasks

Assessment Evidence

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

Presentational Writing Mode: Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

Standards and Criteria for Success:

Include:

- Job
- Description and responsibilities
- Why should they work here
- Requirements- experience, degree, necessary skills
- Hours, salary, benefits
- At least three aspects of target culture
- Contact information

Resources

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

 **4ACC Anuncio de trabajo**

 **4ACA Anuncio de trabajo**

Evaluative Criteria

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

 **Intermediate Mid**

[Intermediate Low
Communication](#) Rubric

Comments

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

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz
Exit tickets
Edpuzzle
Quizlet practice
Language lab activities and conversations
Weekly journal entries
IPA:
Interpretive task: article related to job interviews
Interpersonal task: job fair (in class gallery walk)
Presentational task: Personal statement to a company

Stage 3: Instructional Design

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

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Activity/Task 1

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

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

Personality quiz, discussions about strength and weaknesses and defining how it connects to the workforce

Learning Target:	Relevance:	Success Criteria:
Students can understand their strengths and weaknesses can help dictate finding what job is right for you as well as how you best work	Real-world connected: Students will choose jobs that interest them based on their personality. Student interest: Students will be able to describe why specific jobs are better suited for them based on their results.	Students can - describe their strengths and weaknesses and others - communicate their personality and how it connects with a job they may or may not be interested in - Identify the importance of knowing this information

Assessment

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

Formative:

-  Prueba de personalidad - parte de escribir
-  Prueba de personalidad- prep & prueba H
-  Prueba de personalidad - estaciones de escritura
-  Prueba de personalidad

Activity/Task 2

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

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

Investigate workplace practices and job announcements

Learning Target:	Relevance:	Success Criteria:
Students can understand that - understand that bilingualism improves job marketability - interpret job announcements in the target language - compare work practices and perspectives about work, leisure, and customs - understand the role culture plays on work practices and perspectives	Real-world relevance Students will compare and contrast work practices in their culture to Spanish speaking countries. Students will engage in conversations about bilingualism and how it improves job marketability.	Students - identify the various parts of an authentic job announcement in a graphic organizer - compare and contrast the similarities and differences of workplace practices - create a job announcement that will be used later in the job fair
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Formative: 📖 Búsqueda: Puestos de trabajo 📖 Ejemplos de anuncios		

Activity/Task 3

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

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

Create a CV for a job in a Spanish speaking country

Learning Target:	Relevance:	Success Criteria:
Students can - present their related job and educational experiences in complete sentences - communicate in the past tense about their experiences - communicate with the appropriate vocabulary about job experiences - use the culturally appropriate format to create a resume	Real-world connected Students interpret and use resumes and CVs to understand the country's workplace values. Students create a CV that represents workplace values and their own personal strengths.	Students can - create a CV that represents workplace values / practices. - identify what they might need to do / be able to do for a specific job - use vocabulary, present and past tenses.

Assessment

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

Formative:

- Overview CV comparison
- CV ejemplos hispanos
- 4 review of YO form preterite to describe past experiences

Summative:

- Requerimientos - C.V. 4H
- Requerimientos - C.V. 4CCP

Activity/Task 4

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

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

Identify differences between formal and informal communication in the target language.

Learning Target:	Relevance:	Success Criteria:
Students can - Identify when to use the formal 'you' and conjugate correctly when communicating with it. - Use related vocabulary for formal communication - Understand how different cultures have different norms about formal communication	Real-world connected When people communicate across cultures, formal and informal language is used differently in different situations.	Students - Can classify phrases as formal or informal - Identify which interlocutors require formal language and which require informal language

Assessment

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

Summative:

- prueba lenguaje formal

Activity/Task 5

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

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

IPA - Students will participate in a job fair where they will interpret a text about applying for a job, participate in an interpersonal conversation around job experiences, and write a formal acceptance or rejection email responding to the interview.

Learning Target:	Relevance:	Success Criteria:
Students will - Interpret an authentic text about applying for a job in the target culture - Engage in conversations using formal and informal language correctly as well as other related vocabulary from the unit. - Present their opinion about the job opportunity based on the conversations.	Real-world relevance Students will participate in job interviews using tips they learned from their interpretive tasks.	Students can - Identify a main idea, supporting details, and cultural perspective of the authentic text - Recognize vocabulary from context from the text and make inferences. - Ask and answer questions for personal information and related job experiences - Engage in conversations using the present and past tense to talk about their experiences - Write an email with formal language and related vocabulary from the unit.

Assessment

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

(They can be listed/linked below)

Summative:

- 📖 Interpretive task S4 U1 IPA 7 tips
- 📖 4H IPA Unit 1 Feria de empleo
- 📖 Article U1 IPA 7 tips
- 📄 la feria - resultados y evaluación durante.docx
- 📖 S4U1 IPA writing
- 📖 Feria de empleo Prep + checklist

Rubrics:

- 📖 Intermediate Mid
- [Intermediate Low](#)
- [Communication](#) Rubric

Resources

Any materials and resources related to Stage 3 learning activities.

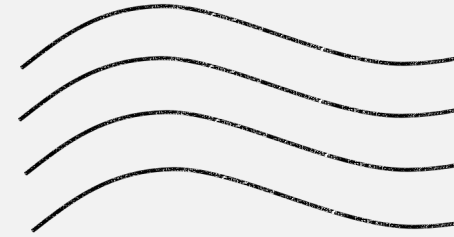
- 📄 Presentación dinero Updated 2020-21
- 📄 Unidad 1 - intro - barómetro humano
- 📖 Copy of Las 10 mejores prestaciones y beneficios laborales
- 📖 4CCP ¿Por qué hay tantos jefes mediocres?
- 📖 4H ¿Por qué hay tantos jefes mediocres?
- 📄 Preguntas - para pensar.docx
- 📖 Sp4 review of YO form preterite to describe past experiences
- 📖 S4 U1 Vocabulario Fill In
- 📖 S4 U1 Vocabulario parte 2

Curriculum

Unit: 1 Years

1-5 All

Languages



World Language

Southington High School

Chinese, French, Italian, Latin, Spanish

World Language Units

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

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



6 Cultural Themes for all years, all levels

Personal & Public
Identities



Science & Technology



Beauty & Aesthetics



Families & Communities



Global Challenges



Contemporary Life



ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

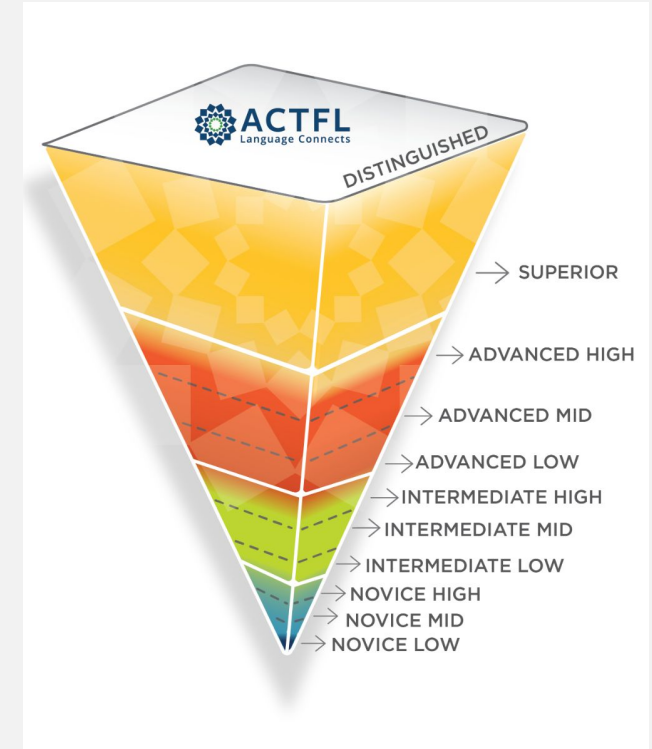
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



ACTFL Proficiency Levels & the workplace

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

Year 1-Unit 1: Personal & Public Identities & Science & Technology

Novice Mid/High Proficiency Level

Students can introduce themselves and describe their school and classes. Students compare and contrast their school experiences with that of their target culture peers.



PBA

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Year 2-Unit 1:

Personal & Public Identities

Novice High or Intermediate Low Proficiency
Level

Students can describe themselves and their daily routines. They compare their daily routines with others in the class and with target culture routines.



PBA

Presentational Speaking Mode:

Goal: Students will create a video about their daily routine (i.e., “A Day in My Life”).

Role: Content creator

Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Year 3-Unit 1: Beauty & Aesthetics

Intermediate Low/Mid Proficiency Level

Students can describe and compare works of art and discuss the themes and styles of diverse artists.



PBA



Presentational Writing and Speaking

Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.



Four horizontal lines for writing, with red and blue decorative shapes on the right side.

Year 4-Unit 1: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.



Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

PBA

Year 5-Unit 1:

Personal & Public Identities

Intermediate high/Advanced low Proficiency Level

Students can discuss each other's interests, likes/dislikes, & diverse perspectives. Students can talk about their identities & the groups they belong to. They can discuss the factors that impact one's identity & how identity changes over time based on experiences.



Presentational Writing and Speaking Mode:

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

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

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

PBA

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024
Decision Requested X Agenda Code 9 h.

AGENDA REPORTING FORM

Agenda Topic: SHS – World Language, Year 5 Unit 1: Personal and Public Identities (French, Latin American Studies, Spanish) – Revised - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – World Language, Year 5 Unit 1: Personal and Public Identities (French, Latin American Studies, Spanish) – Revised.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – World Language, Year 5 Unit 1: Personal and Public Identities (French, Latin American Studies, Spanish) – Revised - as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

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

Stage 1: Desired Results

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

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

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring

Understanding(s):

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

Students will understand...

- that people have a need to belong.
- language and culture play an important role in a person's identity
- that one's identity changes and evolves over time.
- that different aspects of a person's personality are expressed differently in various situations
- that immigrants struggle with alienation and assimilation because as a person learns the rules of their new environment and assimilates to their new surroundings they risk losing their original identity
- that stereotypes form from people's need to organize their world but they can cause divisions and make peaceful, respectful relationships difficult.
- that every group (national/ethnic) has their unique history, memories, and manner in which they see the world and form their worldview, which impacts their decisions and actions.

Essential

Question(s):

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

- How do I achieve a feeling of belonging in school, at home, and on social media?
- What is culture shock and how does it affect people's ability to assimilate?
- How does my identity change in different situations/cultures? How do I express my identity?
- Why do stereotypes exist and how can they be eliminated?
- How does my worldview impact my perspectives, decisions, and actions?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- vocabulary associated with identity.
- People have public and private identities.
- the factors that contribute to a person's identity.
- the factors that contribute to national and ethnic identity.
- what stereotypes are and how they form.
- the effects of culture shock and the factors that contribute to a person's self-esteem.
- present and past tenses.

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

Students can...

- express what they like/dislike, interests, and their experiences.
- express ideas about the qualities they prefer in their friends.
- understand and give descriptions-physical, emotional, personalities, values, etc.
- discuss stereotypes and how they form.
- express their opinions about culture shock and the role self-esteem plays in success.
- speak in present and past tenses.
- maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

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

Presentational Writing and Speaking Mode:

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

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

Audience: Classmates/teacher

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

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

Standards and Criteria for Success:

Your presentation should include:

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

Resources

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

[Unite 1 Vocabulaire](#)

[Activité de Vocabulaire](#)

[Citations pour presentations](#)

[Etudes de l'Oeuvre "L'Amant"](#)

[Marguerite Duras](#)

[Diapositives de l'année dernière](#)

[La Nuit Culturelle](#)

Evaluative Criteria

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

[C Rubrics](#)

[Communication rubric](#)

[Intermediate High rubric](#)

[Advanced Low rubric](#)

[Mon Groupe PBA](#)

[Mon groupe-Enonce a faire](#)

Comments

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

Instructional Strategies

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

Other Evidence

Assessment Evidence

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

Quizlet practice

Weekly journal entries

Interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

Daily conversations - proficiency

[Proficiency checks](#)

[Discussion-correction mutuelle basique](#)

Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

[Mon Sac Identitaire](#)

[IPA INTERPRETIVE AND PRESENTATIONAL WRITING](#)

Stage 3: Instructional Design

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

Activity/Task 1

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

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

Students interpret an authentic text about names.

[Les noms de famille et les traditions](#)

[Signification des noms français](#)

[Les jeunes et les traditions](#)

[Lab Activity-Les Langues et les Noms de Famille](#)

Learning Target:	Relevance:	Success Criteria:
Students can: - Interpret an authentic text about names and how they could be related to traditions; - Discuss the origins of names and their cultural origins	Real-world connected: Names structure is important in all cultures and understanding those dynamics helps people understand others' perspectives.	Students can - Answer comprehension questions; - Share about the history of their firsts and last names
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative: Edpuzzle Comment choisir son nom de famille Histoire des noms de famille en France Summative Analyse sémantiques des noms de famille August 30 - September 08		

Activity/Task 2 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Discussions to get to know each other and engage in self discovery		
Learning Target:	Relevance:	Success Criteria:
Students can - talk about myself and my interests; - listen to my classmates share about themselves; - interpret authentic texts about identity; - discuss how language and culture play an important role in a person's identity; - reflect on how every group (national/ethnic) has their unique history, memories, and a unique manner in which they	Real-world connected - Students get to know each other and develop their own self knowledge.	Students can - engage in conversations and discussions about identity; - identify the main idea and supporting details in authentic texts; - discuss their likes/dislikes in the past and present; Always - use present tense with accuracy; - attempt to use the past tenses;

see the world and forms their worldview; • compare different aspects of a person's personality and how those aspects are expressed in different situations; • present how their identity has developed over time; • present how their identity has developed over time.		• attempt to communicate at the advanced low proficiency level.
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Assessment

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

Vocabulaire- mon Identité

Formative

[Writing about a brief cultural biography](#)

[Mon identité-Qui suis-je?](#)

[La Quête Identitaire](#)

[Amel Bent- Ma Philosophie \(fierte Individuelle\)](#)

[Activité Grammaticale](#)

Summative

[Explications de leurs experiences passees](#)

[Mon Sac Identitaire](#)

September 11 - September 18

Activity/Task 3

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

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

Multicultural self - I belong to many groups and have many identities.

Texte Authentique:

[Le Multiculturalisme au Québec](#)

[Vocabulaire sur le Multiculturalisme](#)

Learning Target:	Relevance:	Success Criteria:
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Students can Couple of lessons • explain how there are many aspects that contribute to a person's identity;	Real-world relevance Students can talk about themselves and their personal and public identities with a visual representation of their interests.	Students can • identify and share the groups they belong to; • explain the activities associated with that particular group;
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- identify the groups that I belong to based on my interests, beliefs, and activities; Gallery walk day - present the many groups they belong to; - discuss their interests and activities inside and outside of school; - compare their groups with those of their classmates; - reflect on their role in the school community; - interpret texts about stereotypes.		- use visuals to represent those groups; - state the main idea and supporting details; - give my opinion and share ideas; - use present tenses and describe and share opinions; - use past tenses to explain past events/experiences.
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Assessment

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

Formative -

Socratic Seminars on each other's identity elements

[La Fleur identitaire](#)

Summative:

[DEVOIR 1](#)

[Mon Groupe PBA](#)

[Mon groupe-Enonce a faire](#)

[Intermediate High rubric](#)

September 19- October 2

Activity/Task 4

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

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

Students read and interpret an authentic text and discuss stereotypes

Learning Target:	Relevance:	Success Criteria:
Students can - Define a stereotype - Identify treatment or words people use when they have a bias - Communicate the consequences of stereotypes	Real-world connected Students engage in conversations about the impact of making generalizations and stereotypes and how to eliminate them.	Students can: - Describe a stereotype that affects them - reflect on the consequence of the stereotype in the target language

Assessment

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

Formative:

Les stéréotypes (infographie) - [Stéréotypes religieux en France](#)

Vidéo sur L'Amant de Marguerite Duras - [Le film au complet](#)
 La Phobie de l'Autre (le nerf des stéréotypes) - [La crainte de la différence](#)

Summative:

[Rédaction sur Les Stéréotypes](#)

October 03-October 09

Discussions about observations and judgements; discussions about belonging; discussions about stereotypes - why they exist, the harm they can cause

Texte Authentique:

[Caractéristiques évolutifs du stéréotype](#)

[Le schema de Manon Britel](#)

See comments section in Stage 2 for the list of instructional strategies. (10/3 or 10/4)

Learning Target:	Relevance:	Success Criteria:
Students can Lesson 1 previewing • use screenshots from the video to anticipate the content and message of the video; • discuss their opinions with classmates; Lesson 2 viewing • watch and interpret a video about asking where someone is from; • interpret authentic texts about identity and belonging; • share my observations and opinions with a classmate; • discuss the impact questions of belonging have; Lesson 3 post viewing • share personal experiences of belonging; • share their opinions and ideas about the authentic text; • reflect on the relationship between the characters in the video.	Real-world connected Students share personal experiences about belonging and how appearance impacts membership of a group.	Students can • make predictions; • ask and answer questions about the text - plot, sequence of events, etc; • support their answers with evidence from the text - author's purpose, message, character development and relationship, etc; • reflect on the message of the authentic text; • share personal experiences and interpretations; • use past and present tenses to discuss the video and personal experiences.

Assessment

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

Formative :

Socratic Seminar on Manon Schema all by giving real life examples and personal experiences

Summative Assessment:

[Devoir sur le Schéma de Manon](#)

October 10 -October 16

Activity/Task 5

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

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

Define stereotypes and my group

Students read and interpret excerpts from an autobiography by Marguerite Duras

They will discuss the main themes such as Social transgression, Social Interpretation and Misinterpretation, The Durassian Character and Stereotypes

[Etudes de l'Oeuvre "L'Amant"](#)

Learning Target:	Relevance:	Success Criteria:
Students can • discuss how their identity develops over time; • understand that language and culture play an important role in a person's identity; • discuss the different aspects of a person's personality and how those aspects are expressed in different situations; • understand that every group (national/ethnic) has their unique history, memories, and manner in which they see the world and forms their worldview;	Real-world connected Students engage in conversations about the impact of making generalizations and stereotypes and how to eliminate them.	Students can • choose a group that they belong to and reflect on how that group is viewed by others; • list 5 stereotypes about the group that they have heard or experienced; • share personal experiences about how those stereotypes impacted them and/or their families; • give information that dispel those stereotypes. • reflect and discuss why stereotypes exist and how to eliminate them; • participate in a Gallery walk - share information about themselves and their groups.

understand that stereotypes form from people's need to organize their world but they can cause divisions and make peaceful, respectful relationships difficult.		
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative: Socratic Seminar on "L'Amant" Summative: QUIZ ON DURAS October 17 - October 23		

Activity/Task 6 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Culture shock experiment Students will work on rotative stations. Each station displays specific and strict cultural rules that may be “weird” for the “visitors” and the hosts clans will find “the visitors” “strange” as well Texte Authentique: Les gitanes font leurs propres lois		
Learning Target:	Relevance:	Success Criteria:
Students can - Participate in a cultural experiment; - present their ideas about culture shock; - discuss their reactions to the game; - compare different aspects of a person’s personality and how those aspects are expressed in different situations;	Real-world connected This is a simulated experience of culture shock - how people make sense of their world when they don’t understand the rules of the dominant culture.	Students can Day 1 - participate in a cultural experiment; - follow the rules of assigned culture; - Interact with other cultural group; Day 2 - identify the cultural rules of the other group; - discuss their emotions/feelings being

reflect on the difference between observations and judgements.		in their home group and being in the other group; reflect on the effects of culture shock and its impact on people entering a new country.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Informative: L'Interprétation de comportements "Bizarres" de certaines "castes" (October 24 October 27)		

Activity/Task 7 What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
World view conversation Students discuss about societal norms and how to avoid “transgressing” the norms Texte Authentique: La vision du monde selon des perspectives différentes		
Learning Target:	Relevance:	Success Criteria:
Students can - participate in an activity that exposes their worldview; - discuss how their worldview impacts their decision about which topics to discuss in certain contexts and with certain people; - acknowledge that people from other cultures have other topics they are willing or not willing to discuss; - discuss the importance of being aware of one's worldview and the worldview to maintain good relations.	Real-world connected Students discuss how culture impacts the taboo topics in diverse cultures. Recognizing that one can't assume that an acceptable topic in one's home culture is acceptable in another culture helps to avoid miscommunications and insults.	Students can - choose 2 of the five questions they are most comfortable discussing with peers; - then choose 2 of the remaining 3 questions that they are most comfortable discussing with peers; - discuss why they left the remaining question; - discuss why the question that was most uncomfortable for them to discuss is the least uncomfortable for people in other cultures; - explain how cultural values and language impact the interpretation of questions.

Assessment

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

Formative:

Worldview questions

[Et vous quel serait votre monde idéal?](#)

Socratic Seminar: Students discuss their ideal world. What should they say or do and what shouldn't they say or do for that to happen?

[L'imparfait de l'indicatif](#)

Summative:

[IPA Interpretive, Presentational Writing And Interpersonal Speaking](#)

(October 24 October 27)

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

[Instructional Slides](#)

Spanish 5 Latin American Studies (UConn Early College Experience)

Unit Overview	
Unit Title:	Personal and Public Identities: indigenous groups of Latin America 
Grade Level/Course:	UConn ECE Latin American Studies Spanish 5
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to indigenous groups in Latin America and how cultural products and practices continue today as part of current national identity.

Stage 1: Desired Results

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

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

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

Critical Thinking Transdisciplinary Goal:

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

Collaboration Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand that today's culture in Latin America is influenced by the indigenous populations that lived there before colonization.

Students will understand the products and practices of these indigenous groups and they will reflect on the cultural perspectives.

Essential Question(s):

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

Who are the indigenous peoples of Latin America?

What are the cultural products of these groups?

What are the cultural practices of indigenous groups?

How is current Latin American identity influenced by the nation's indigenous groups?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Students will know...

- Names of Latin American countries and their capitals
- Names of indigenous groups in Latin America
- Cultural products of indigenous groups related to religion, social structure, food, economy, and daily life
- Cultural practices of indigenous groups related to religion, social structure, food, economy, and daily life
- the factors that contribute to national and ethnic identity.

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

Students will be able to

- Identify elements of current cultural products and practices that are descendent of indigenous groups
- Compare cultural products, practices, and perspectives of indigenous groups to students' own cultural perspectives
- interpret authentic texts and videos regarding Latin American countries and their indigenous groups.
- Engage in conversations around identity and indigenous groups.
- maintain communication in the target language 95% or more of the time.
- Communicate in the 3 modes at the intermediate high level of language.

Stage 2: Evidence of Student Learning Performance Tasks

May, 2024

Assessment Evidence

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

Presentational Speaking Mode:

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

Role: Expert in your host country specialty

Audience: Classmates at Culture Knight

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

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

Standards and Criteria for Success:

Your presentation should include:

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

For example:

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

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

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

Resources

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

 Comunidades indígenas de mi país

Evaluative Criteria

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

 Spanish 5 latin american studies rubric

 Rúbrica: seminario

[C Rubrics](#)

[Communication rubric](#)

Comments

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

Instructional Strategies

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

Assessment Evidence

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

interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

CBAs - duolingo

IPA: Integrated Performance assessment

Interpretive task: Authentic resource about an indigenous celebration

Interpersonal task: Seminar to compare products, practices, and perspectives of indigenous groups of Latin America

Presentational task: Essay comparing a product or practice from an indigenous group to the celebration outlined in the interpretive task.

 U1 IPA national identity/indigenous groups

 REVISED ipa seminar indigenous groups

Stage 3: Instructional Design

Activity/Task

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

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

Students become familiar with the geography of Latin America and share prior knowledge they have about Latin American cultures in a KWL activity.

Learning Target:

Students can:

- Identify the Spanish speaking countries of Latin America on a map.
- Identify the capitals of Spanish speaking Latin American countries.

Relevance:

Global relevance: understanding national identity requires understanding cultural perspectives of ethnic groups.

Success Criteria:

Students can:

- Identify the Spanish speaking countries of Latin America on a map.
- Identify the capitals of Spanish speaking Latin American countries.

Assessment

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

(They can be listed/linked below)

Activity/Task

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

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

Students will interpret texts, engage in conversations, and present information in Spanish about the **Mayans**.

Learning Target:	Relevance:	Success Criteria:
Students can: Cultural targets: - Identify the products and practices of the Mayans and reflect on the cultural perspectives. - Name Mayan gods and what they represented - Name important structures in Mayan ruins and what they were used for. Linguistic targets: - Learn vocabulary to talk about indigenous groups in the target language. - Use the preterite and imperfect tenses to interpret a Mayan myth	Global relevance: understanding national identity requires understanding cultural perspectives of ethnic groups.	Students can: • Interpret a cultural text to identify cultural products of the mayans (for example, they identify “máscara funeraria” as a product) • Identify cultural practices of the mayans (for example, bartering in markets) • Communicate the cultural perspectives of the Mayans based on cultural products and practices (perspectives of death, social hierarchy, organization of the community)

Assessment

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

(They can be listed/linked below)

 **PRUEBA vocabulario**

 **preterite/ imperfect review: el mito de la creación maya**

Edpuzzle video

Activity/Task

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

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

Students will interpret texts, engage in conversations, and present information in Spanish about the **Aztecs**.

Learning Target:	Relevance:	Success Criteria:
Students can: Cultural targets: - identify the products and practices of the Aztecs and reflect on the cultural perspectives. - Make cultural comparisons between the Mayans and the Aztecs - Identify important symbols to Aztec culture Linguistic targets: - Use vocabulary to talk about indigenous groups in the target language. - Interpret when the preterite and imperfect tenses are used in a myth.	Global relevance: understanding national identity requires understanding cultural perspectives of ethnic groups.	• Interpret authentic texts to identify cultural products of the Aztecs (for example, they identify “a sculpture of a warrior” as a product) • Identify cultural practices of the Aztecs (for example, dressing as an eagle for war, offering human sacrifices to their gods) • Communicate the cultural perspectives of the Aztecs based on cultural products and practices (perspectives power and war, protecting the empire and community, religion.) • Identify preterite and imperfect verbs in a myth and justify their grammatical use.

Assessment

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

 La peregrinación de la cultura Azteca

Quiz preterite/imperfect:  La leyenda azteca del ajolote

Activity/Task

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

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

Students will interpret texts, engage in conversations, and present information in Spanish about the **Incas**.

Learning Target:	Relevance:	Success Criteria:
Students can: Cultural targets: - identify the products and practices of the Incas and reflect on the cultural perspectives. - Identify structures of Machu Picchu and their importance - Identify symbols important to the incan religion	Global relevance: understanding national identity requires understanding cultural perspectives of ethnic groups.	• Identify cultural products of the Incas (for example, they identify “el camino Inka” as a product) • Identify cultural practices of the Incas (Inti Raymi holiday of the solstice) • Communicate the cultural perspectives of the Incas based on cultural products and practices (perspectives around engineering and

- Make cultural comparisons between the Incas, Mayans, and the Aztecs Linguistic targets: - Use unit vocabulary to talk about indigenous groups in the target language. - Use the imperfect tense to talk about what life was like before the arrival of the Spanish		sustaining an empire, religion worshipping the sun.) • Compare the cultural products, practices, and perspectives of the Incas to another indigenous group studied in the unit.
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Assessment

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

Reflection of artifacts in the Museo Larco (Lima, Peru)

Virtual tour of important structures of Machu Picchu

IPA - see assessment evidence

 **U1 IPA national identity/indigenous groups**

 **REVISED ipa seminar indigenous groups**

Activity/Task

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

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

How does the indigenous culture of Latin American influence cultural identity today? How much of the current population identifies as indigenous and what products and practices continue currently? Students will use current news sources to understand the influence of indigenous groups in current Latin American societies.

Learning Target:	Relevance:	Success Criteria:
Cultural target: - Students will understand that today's culture in Latin America is influenced by the indigenous populations that lived there before colonization. - Students can investigate a current event in Latin America related to indigenous groups. Linguistic target: - Use vocabulary to talk about indigenous groups in the target language. - interpret authentic texts about indigenous groups in the student's host country specialty) .	Global relevance: understanding national identity requires understanding cultural perspectives of ethnic groups.	• Students identify the elements of national identity (cultural products and practices) that are influenced by the indigenous groups today. • Students identify a current event issue facing an indigenous group in Latin America. • Students communicate differences in cultural lifestyle over time (now versus arrival of the Spanish).

- Use present, preterite and imperfect tenses to communicate how life changed over time for indigenous cultures.		
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Assessment

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

 current event - grupos indígenas

 Copy of CEPAL

PBA - presentation of a current cultural product that has roots in the indigenous culture.

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

 SPAN 5 unit 1 STEVENS

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

Stage 1: Desired Results

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

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Students can • communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes while displaying a sensitivity to culture and context. • interact with cultural competence and understanding in order to participate in multilingual communities

Transfer Goals (Vision of the Graduate)

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

Critical Thinking Transdisciplinary Goal:

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

Communication Transdisciplinary Goal:

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

Enduring Understanding(s):

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

Students will understand...

- that people have a need to belong.
- language and culture play an important role in a person's identity
- that one's identity changes and evolves over time.
- that different aspects of a person's personality are expressed differently in various situations
- that immigrants struggle with alienation and assimilation because as a person learns the rules of their new environment and assimilates to their new surroundings they risk losing their original identity
- that stereotypes form from people's need to organize their world but they can cause divisions and make peaceful, respectful relationships difficult.
- that every group (national/ethnic) has their unique history, memories, and manner in which they see the world and form their worldview, which impacts their decisions and actions.

Essential Question(s):

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

- How do I achieve a feeling of belonging in school, at home, and on social media?
- What is culture shock and how does it affect people's ability to assimilate?
- How does my identity change in different situations/cultures? How do I express my identity?
- Why do stereotypes exist and how can they be eliminated?
- How does my worldview impact my perspectives, decisions, and actions?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
Students will know... • vocabulary associated with identity. • people have public and private identities. • the factors that contribute to a person's identity. • the factors that contribute to national and ethnic identity. • what stereotypes are and how they form. • the effects of culture shock and the factors that contribute to a person's self-esteem. • present and past tenses.	Students can... • express what they like/dislike, interests, and their experiences. • express ideas about the qualities they prefer in their friends. • understand and give descriptions-physical, emotional, personalities, values, etc. • discuss stereotypes and how they form. • express their opinions about culture shock and the role self-esteem plays in success. • speak in present and past tenses. • maintain communication in the target language at the Intermediate High Proficiency level 95% or more of the time.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
What will the student produce? Use the GRASPS model below to design your performance task. <u>Presentational Writing and Speaking Mode:</u> <u>Goal:</u> To create descriptions of yourselves, as you are and as you are perceived based on the stereotypes that accompany a group to which you belong. <u>Role:</u> Yourself, in one of the many groups with which you identify <u>Audience:</u> Classmates/teacher <u>Situation:</u> You want your classmates to get to know you and you want to get to know them. You want to eliminate stereotypes people might associate with your group <u>Product Performance and Purpose:</u> You will write about the stereotypes that are associated with your group, how those stereotypes make you feel, and how we can eliminate stereotypes. You will then present a summary of your essay to your classmates. <u>Standards and Criteria for Success:</u> <i>Your presentation should include:</i> • Choose a group to which you belong: adolescents, blondes, athletes, etc. • A paragraph describing yourself based on stereotypes. • A paragraph describing yourself accurately. • 2 visuals to accompany the paragraphs. • A paragraph relating your personal experience and how these stereotypes affected you personally, • A solution to eliminate stereotypes and prejudices

Resources

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

[Vocabulario unidad 1](#)

Evaluative Criteria

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

[C Rubrics](#)

[Communication rubric](#)

[Intermediate High rubric](#)

[Advanced Low rubric](#)

[Mi grupo PBA](#)

[Mi grupo peer sheet](#)

Comments

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

Instructional Strategies

Nonlinguistic representations of vocabulary - Frayer Model

Graphic organizers (see links in learning target section)

Gaming practice (quizlet, gimkit, blookey, etc)

Conferencing & setting goals - journal entries

Summarizing and notetaking

Identifying similarities & differences

Cooperative/collaborative activities

Other Evidence

Assessment Evidence

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

Interpretive vocab quiz

Exit tickets - formative

Edpuzzle - interpretive tasks for authentic texts (formative & summative)

Language lab activities - interpersonal assessments - see Intermediate rubric - formative & summative)

Daily conversations - proficiency [Proficiency checks](#); [charla page](#)

Weekly journal entries - grammatical (& theme) focused - present tense, adj/noun agreement, subject/verb agreement, preterite tense

CBAs

[Mi bolsa mi bolsa hoja de observar](#)

[IPA para unidad 1 mi identidad](#)

Stage 3: Instructional Design

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

Activity/Task		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Presentation of “what makes me me” “Who am I?” See comments section in Stage 2 for the list of instructional strategies.		
Learning Target:	Relevance:	Success Criteria:
Students can - Present their likes and dislikes; - Present items that represent their identities; - compare their interests and activities with that of their classmates; - interpret their partners' presentations; - attempt to narrate and describe in the past tenses.	Real-world connected - Students get to know each other and develop their own self knowledge.	Students can - choose 5 items that represent themselves and explain why they chose these items; - narrate in the present and past tenses; - describe themselves and others; - talk about likes/dislikes and how they have changed; - identify what my classmates and I have in common.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Summative: Mi bolsa - me bag (9/7 or 9/8) Formative: Ser y estar y hay (September)		

Activity/Task		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Discussions to get to know each other and engage in self discovery. See comments section in Stage 2 for the list of instructional strategies. (9/9-9/22)		
Learning Target:	Relevance:	Success Criteria:
Students can First 7 lessons - talk about myself and my interests; - listen to my classmates share about themselves; Next 8-17 lessons	Real-world connected - Students get to know each other and develop their own self knowledge.	Students can First 7 lessons engage in conversations and discussions about identity; Next 8-17 lessons

• interpret authentic texts about identity; • discuss how language and culture play an important role in a person's identity; • reflect on how every group (national/ethnic) has their unique history, memories, and a unique manner in which they see the world and forms their worldview; • compare different aspects of a person's personality and how those aspects are expressed in different situations; • present how their identity has developed over time; • present how their identity has developed over time.		• identify the main idea and supporting details in authentic texts; • discuss their likes/dislikes in the past and present; Always • use present tense with accuracy; • attempt to use the past tenses; • attempt to communicate at the advanced low proficiency level.
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Assessment

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

(They can be listed/linked below)

Formative:

[Textos - autoconocimiento](#) 9/13

[¿Quién era? ¿Quién soy?](#) 9/19

Con quien ando... 9/21

[Vocabulario unidad 1](#) 9/21

[Introducción](#) 9/25

Preterite tense - forms and uses  El pretérito

(August/September)

Activity/Task

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

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

Create my multicultural self page - reflections on students' many interests and the groups they belong to with visual representation.

See comments section in Stage 2 for the list of instructional strategies.(9/23-9/27)

Learning Target:	Relevance:	Success Criteria:
Students can	Real-world relevance	Students can

Couple of lessons • explain how there are many aspects that contribute to a person's identity; • identify the groups that I belong to based on my interests, beliefs, and activities; Gallery walk day • present the many groups they belong to; • discuss their interests and activities inside and outside of school; • compare their groups with those of their classmates; • reflect on their role in the school community; • interpret texts about stereotypes.	Students can talk about themselves and their personal and public identities with a visual representation of their interests.	• identify and share the groups they belong to; • explain the activities associated with that particular group; • use visuals to represent those groups; • state the main idea and supporting details; • give my opinion and share ideas; • use present tenses and describe and share opinions; • use past tenses to explain past events/experiences.
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Assessment

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

(They can be listed/linked below)

Formative - mi ser multicultural - gallery walk - sharing information about themselves.

[mi ser multicultural](#)

[mi ser multicultural para estudiantes](#) (9/29 or 10/2)

[el contenido de los estereotipos](#)

(September)

Activity/Task

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

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

Communication Style activity

See comments section in Stage 2 for the list of instructional strategies. (10/3 or 10/4)

Learning Target:	Relevance:	Success Criteria:
Students can • attempt to identify the culture represented by the drawing that represents their communication style;	Real-world connected Understanding that different cultures communicate in different ways helps avoid miscommunications and brings to light the limitations of computer generated translation programs.	Students can • guess which drawing represents the communication style from different countries/cultures;

• explain how a culture's communication style is a cultural practice; • understand that there are many ways to communicate and there is no one right way to communicate; • discuss how a culture's communication style develops from their values; • understand how their communication style represents their cultural values.		• explain their reasoning behind the culture they chose for that drawing; • explain their own communication style and how it is a result of cultural values; • explain why different cultures have different communication styles and why they are all valid.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Estilos de comunicación - styles of communication - drawings (10/5 or 10/6)		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Discussions about observations and judgements; discussions about belonging; discussions about stereotypes - why they exist, the harm they can cause See comments section in Stage 2 for the list of instructional strategies. (10/3 or 10/4)		
Learning Target:	Relevance:	Success Criteria:
Students can Lesson 1 previewing • use screenshots from the video to anticipate the content and message of the video; • discuss their opinions with classmates; Lesson 2 viewing • watch and interpret a video about asking where someone is from; • interpret authentic texts about identity and belonging;	Real-world connected Students share personal experiences about belonging and how appearance impacts membership of a group.	Students can • make predictions; • ask and answer questions about the text - plot, sequence of events, etc; • support their answers with evidence from the text - author's purpose, message, character development and relationship, etc; • reflect on the message of the authentic text;

• share my observations and opinions with a classmate; • discuss the impact questions of belonging have; Lesson 3 post viewing • share personal experiences of belonging; • share their opinions and ideas about the authentic text; • reflect on the relationship between the characters in the video.		• share personal experiences and interpretations; • use past and present tenses to discuss the video and personal experiences.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative ¿De donde eres? Video (10/5 or 10/6))		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Interpret an ad and reflect on how appearances impact our interactions with people See comments section in Stage 2 for the list of instructional strategies. (10/11 or 10/12)		
Learning Target:	Relevance:	Success Criteria:
Students can Lesson 1 previewing • interpret screenshots from the video to determine the content, the purpose, and message; • discuss their ideas with classmates; Lesson 2 viewing • watch and interpret a Coca Cola ad; • interpret authentic texts about identity, belonging,	Real-world connected Students engage in conversations about the impact of making generalizations and stereotypes and how to eliminate them.	Students can • make predictions; • answer questions about main idea, characters, emotions, and message; • state opinions and share ideas; • discuss personal experiences about judging or being judged; • discuss how to eliminate or avoid making judgements about others.

and how appearances impact people's; ● share observations and opinions with a classmate ● discuss the impact not belonging have on people; ● answer questions about the content, purpose, main idea, and supporting details; Lesson 3 post viewing ● share personal experiences of belonging; ● share their opinions and ideas about the authentic text; ● reflect on the relationship between the characters in the video; ● explain how our biases influence our decisions and judgements about others; ● explain the importance of getting to know someone before judging their character; ● explain that stereotypes form from people's need to organize their world but they can cause divisions and make peaceful, respectful relationships difficult.		
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative: coca cola video Coca cola actividad (10/11 or 10/12)		

Activity/Task

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

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

Define stereotypes and my group (10/11 or 10/12)

Learning Target:	Relevance:	Success Criteria:
Students can • discuss how their identity develops over time; • understand that language and culture play an important role in a person's identity; • discuss the different aspects of a person's personality and how those aspects are expressed in different situations; • understand that every group (national/ethnic) has their unique history, memories, and manner in which they see the world and forms their worldview; • understand that stereotypes form from people's need to organize their world but they can cause divisions and make peaceful, respectful relationships difficult.	Real-world connected Students engage in conversations about the impact of making generalizations and stereotypes and how to eliminate them.	Students can • choose a group that they belong to and reflect on how that group is viewed by others; • list 5 stereotypes about the group that they have heard or experienced; • share personal experiences about how those stereotypes impacted them and/or their families; • give information that dispel those stereotypes. • reflect and discuss why stereotypes exist and how to eliminate them; • participate in a Gallery walk - share information about themselves and their groups.

Assessment

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

(They can be listed/linked below)

Summative:

[Mi grupo PBA](#)

[Intermediate High rubric](#)

(10/11 or 10/12)

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
Culture shock experiment (playeros y wizardos) See comments section in Stage 2 for the list of instructional strategies. (10/13 or 10/14)		
Learning Target:	Relevance:	Success Criteria:
Students can - Participate in a cultural experiment; - present their ideas about culture shock; - discuss their reactions to the game; - compare different aspects of a person's personality and how those aspects are expressed in different situations; - reflect on the difference between observations and judgements.	Real-world connected This is a simulated experience of culture shock - how people make sense of their world when they don't understand the rules of the dominant culture.	Students can Day 1 - participate in a cultural experiment; - follow the rules of assigned culture; - Interact with other cultural group; Day 2 - identify the cultural rules of the other group; - discuss their emotions/feelings being in their home group and being in the other group; - reflect on the effects of culture shock and its impact on people entering a new country.
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Playeros y wizardos (10/13 or 10/14)		

Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
World view conversation See comments section in Stage 2 for the list of instructional strategies. (10/16 or 10/17)		
Learning Target:	Relevance:	Success Criteria:
Students can - participate in an activity that exposes their worldview; - discuss how their worldview impacts their decision about which	Real-world connected Students discuss how culture impacts the taboo topics in diverse cultures. Recognizing that one can't assume that an acceptable topic in one's home culture is acceptable in another	Students can - choose 2 of the five questions they are most comfortable discussing with peers; - then choose 2 of the remaining 3 questions

topics to discuss in certain contexts and with certain people; • acknowledge that people from other cultures have other topics they are willing or not willing to discuss; • discuss the importance of being aware of one's worldview and the worldview to maintain good relations.	culture helps to avoid miscommunications and insults.	that they are most comfortable discussing with peers; • discuss why the left the remaining question; • discuss why the question that was most uncomfortable for them to discuss is the least uncomfortable for people in other cultures; • explain how cultural values and language impact the interpretation of questions.
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Assessment

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

(They can be listed/linked below)

Formative:

Worldview questions

Students are NOT expected to answer the questions on the page - just to explain which ones they would choose and why.

Imperfect tense - forms and uses  el imperfecto

(10/16 or 10/17)

Activity/Task

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

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

Discussing stereotypes and identity with reference to authentic texts

(10/18 or 10/19)

Learning Target:	Relevance:	Success Criteria:
Students can interpret texts, discuss and/or write about the 3 main themes of the unit with their peers: • Identity • Belonging • Stereotypes Students can Lesson/Assessment 1 • interpret texts about the 3 above mentioned themes; Lesson/Assessment 2	Real-world relevance, global relevance, student interest Students can choose the theme they want to write about (except the one they had in their seminar). Students can enter any seminar via the hot seat.	Students can • read/watch and interpret authentic texts about the 3 themes; • discuss a theme in a socratic seminar - they share ideas and opinions supported by evidence for the IPA texts and the texts we used in class throughout the unit; • write about one of the themes using evidence from the IPA texts and

- engage in a socratic seminar about 1 of the above mentioned themes; Lesson/Assessment 3 - write about 1 of the above mentioned themes (not the one from their seminar).		the texts we used throughout the unit; - use present and past tenses; - use appropriate, specific unit vocabulary; - elaborate and provide details.
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Assessment

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

(They can be listed/linked below)

Summative:

[IPA](#)

[Intermediate High rubric](#)

(10/18 or 10/19)

Extension/Modification

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

Flip grids are possible for presentations instead of live presentations

Resources

Any materials and resources related to Stage 3 learning activities.

[Introducción](#)

[coca cola video](#)

[Coca cola actividad](#)

[¿De donde eres? Video](#)

[Playeros y wizardos](#)

[¿Quién era? ¿Quién soy?](#)

[Textos - autoconocimiento](#)

[Introducción](#)

[Nuestra visión del mundo](#)

[Abriendo Puertas](#) - grammar book - review of grammatical topics they struggle with - focus on preterite tense - speaking in the past

Start to prepare for Noche de cultura:

[Noche de cultura](#)

[Organizador para noche de cultura](#)

[Investigaciones para la noche de cultura](#)

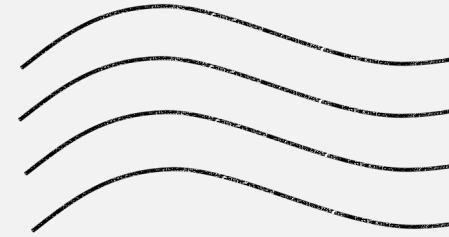
[Riccio slides](#)

Curriculum

Unit: 1 Years

1-5 All

Languages



World Language

Southington High School

Chinese, French, Italian, Latin, Spanish

World Language Units

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

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



6 Cultural Themes for all years, all levels

Personal & Public
Identities



Science & Technology



Beauty & Aesthetics



Families & Communities



Global Challenges



Contemporary Life



ACTFL Proficiency Levels

Novice Mid =
year 1 ACA

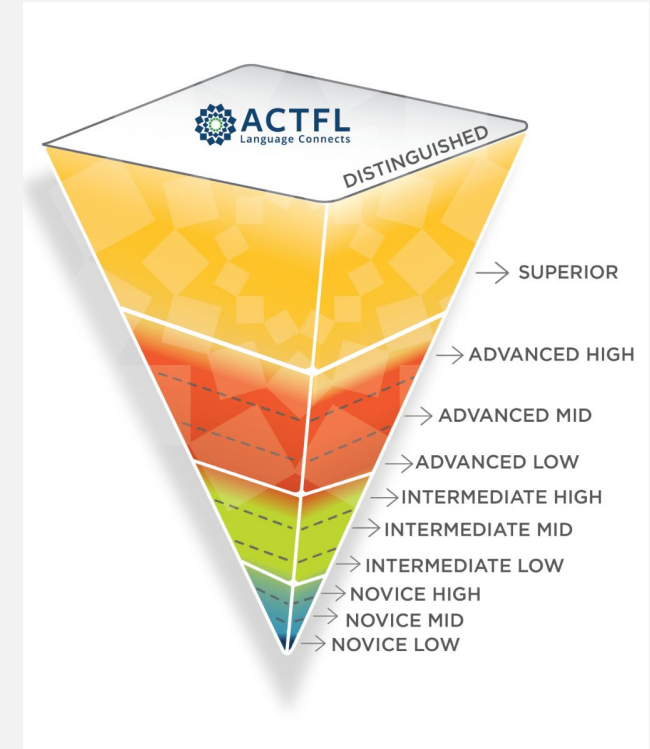
Intermediate Low =
year 2 ACC
Year 3 ACA

Intermediate High =
year 4 ACC
year 5 ACA

Novice High =
year 1 ACC
year 2 ACA

Intermediate Mid =
year 3 ACC
year 4 ACA

Advanced Low =
year 5 ECE



ACTFL Proficiency Levels & the workplace

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

Year 1-Unit 1: Personal & Public Identities & Science & Technology

Novice Mid/High Proficiency Level

Students can introduce themselves and describe their school and classes. Students compare and contrast their school experiences with that of their target culture peers.



PBA

Presentational Speaking Mode:

Goal: Students will be able to compare their school to a school in the target culture.

Role: You are planning to receive an exchange student from the target language. You are sending them a video tour of your school. You must demonstrate ways your school compares to schools you have studied in the target culture.

Audience: A future exchange student from the target culture.

Situation: The students will create an informational video. Students will be required to provide at least 4 comparisons in order to prepare the new student for what school is like here.

Product: A video tour including 4 sentences describing the students' school

Year 2-Unit 1:

Personal & Public Identities

Novice High or Intermediate Low Proficiency
Level

Students can describe themselves and their daily routines. They compare their daily routines with others in the class and with target culture routines.



PBA

Presentational Speaking Mode:

Goal: Students will create a video about their daily routine (i.e., “A Day in My Life”).

Role: Content creator

Audience: Your followers

Situation: You are a content creator looking for more international followers.

Product Performance and Purpose: You will create a “day in my life” video portraying your daily routine of a typical school day.

Year 3-Unit 1: Beauty & Aesthetics

Intermediate Low/Mid Proficiency Level

Students can describe and compare works of art and discuss the themes and styles of diverse artists.



PBA



Presentational Writing and Speaking

Mode:

Goal: To create a selfie that represents your unique identity and personality, present it to the class, and compare your selfie with one of the artist's self portraits.

Role: Yourself

Audience: Classmates/teacher

Situation: Taking inspiration from the artist, you will create a self portrait that represents your life and your unique identity and personality

Product Performance and Purpose: You will share the selfie with your classmates and explain it to them. You will also compare your self portrait to one done by the artist by answering some questions in written format.



Year 4-Unit 1: Contemporary Life

Intermediate Mid/High Proficiency Level

Students can identify different jobs and characteristics that one might have when deciding to go into a specific field. Students discuss, compare and contrast jobs and the job process in the target culture vs their own. Students understand how to apply for a job, create a resume and perform in an interview.



Presentational Writing

Goal: To create a job announcement for a job in the target culture using the workplace norms / practices for the job fair.

Role: A representative of a company

Audience: Applicant (a classmate)

Situation: You are a representative of a company looking for a candidate in the target culture and you will create a job announcement.

Product Performance and Purpose: You create this job announcement based on the field you are interested in, using the style of the target culture announcements, then use it when you participate in the interpersonal part of the IPA

PBA

Year 5-Unit 1:

Personal & Public Identities

Intermediate high/Advanced low Proficiency Level

Students can discuss each other's interests, likes/dislikes, & diverse perspectives. Students can talk about their identities & the groups they belong to. They can discuss the factors that impact one's identity & how identity changes over time based on experiences.



Presentational Writing and Speaking Mode:

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

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

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

PBA

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **Board Meeting Date** October 10, 2024

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

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Southington Education Association (SEA) Contract

Summary of Issue: The Southington Board of Education and the Southington Education Association have been negotiating a contract for a three (3) year agreement beginning July 1, 2025 through June 30, 2028.

Background: _____ N/A

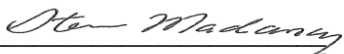
Alternative Strategies: _____ N/A

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

Beginning Date of Program or Project: _____ July 1, 2025

Ending Date of Program or Project: _____ June 30, 2028

Recommendation or Comment: Recommend approving the agreement between the Southington Board of Education and the Southington Education Association (SEA).



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 10 b1.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – FFA Career Development Event Coach – New.

Summary of Issue: Approval of Job Description – FFA Career Development Event Coach – New.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

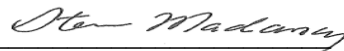
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

FFA Career Development Event Coach - New



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: FFA Career Development Event Coach

QUALIFICATIONS:

1. Current Southington Agriculture Science and Technology Instructor.
2. Is an active FFA Advisor within the Agriscience Program.
3. Is an active member of the Connecticut Association of Agricultural Educators (CAAE) and the National Association of Agricultural Educators (NAAE).
4. Demonstrates experience in working effectively with students.
5. Demonstrates organizational skills.

REPORTS TO: Director of Agriscience Program.

SUPERVISES: Agriculture Science and Technology Students.

JOB GOAL: Tutor and work with students afterschool who are interested in competing in State FFA Career Development Events in preparation for State FFA Contests.

PERFORMANCE RESPONSIBILITIES:

Section 1. Beyond contractual obligation, stay afterschool for an hour at least once a week, over the course of the semester to tutor and help students prepare who are interested in competing at State FFA Career Development Events.

Section 2. Lesson plan for these afterschool tutoring sessions and meetings on own time.

Section 3. Serve as a chaperone the day of the event to help satisfy UConn's 4:1 chaperone ratio and to help run the contest in culminating completion of event for stipend awardance.

Section 4. Provide appropriate supplies as instructional aides in preparation of these contests.

Section 5. The FFA Career Development Event Coach serves as a member of the faculty.

Section 6. Expected to, but not required to, place within the top 1/3 of Agriscience Programs in the State in these contests to elevate program standing, prestige, and confidence of students within the Agriscience Program.

TERMS OF EMPLOYMENT: Dependent upon State Agriculture Science and Technology Education Grant funding.

EVALUATION: Performance evaluated every semester by Director of Agriscience Program.

Associated Stipend via State grant - \$547.00 per semester upon completion of requirements.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2024

Decision Requested X Agenda Code 10 b2.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Speech/Language Pathologist Assistant (SLPA) – New.

Summary of Issue: Approval of Job Description – Speech/Language Pathologist Assistant (SLPA) – New.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

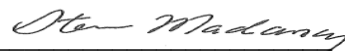
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Speech/Language Pathologist Assistant (SLPA) - New



SOUTHINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: SPEECH/LANGUAGE PATHOLOGIST ASSISTANT (SLPA)

QUALIFICATIONS: Associate degree in speech-language pathology, or post-secondary equivalent coursework and equivalent training and experience.

REPORT TO: SLP Coordinator and Building Administrator

JOB GOAL:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. The frequency and percentage of time of duties may vary based on building assignment or department.

PERFORMANCE RESPONSIBILITIES:

1. Implement the documented treatment/intervention to students based on the treatment plan developed by a licensed Speech/Language Pathologist.
2. Accurately collect and record subjective and objective student data. Record the student's status regarding established objectives as stated in the treatment plan and report data to the Speech/Language Pathologist.
3. Prepare student materials, equipment, and the work area. Maintain clean equipment, adhering to the infection control protocol.
4. Engage in a variety of clerical tasks to support therapy sessions and the classroom(s).
5. Provide services at multiple work sites. Worksites may change during the school year to meet the needs of students across the district.
6. Assist the Speech/Language Pathologist in the assessment of students.
7. Participate in PPT meetings with the Speech/Language Pathologist and provide information to the team regarding current functioning and student goals.
8. Assist the Speech/Language Pathologist in communicating information to parents regarding student progress and follow-up strategies to be implemented at home to increase student progress.
9. Participate in professional development provided by the district or by the building to increase skills in supporting special education students in the classroom.
10. Perform other duties as assigned.

TERMS OF EMPLOYMENT:

- 186 Days
- \$37.00 - \$45.00 Per hour
- 7.25 Hours per day

EVALUATION PERFORMANCE: To be evaluated annually by SLP Coordinator

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date October 10, 2024

Decision Requested _____ Agenda Code 10 c. _____

AGENDA REPORTING FORM

Agenda Topic: Policy 5150 – Non-Discrimination-Students – Revised - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5150 – Non-Discrimination-Students – Revised.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

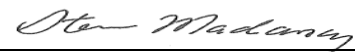
Recommendation or Comment: The Board of Education Policy & Personnel Committee
is bringing the draft Policy 5150 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 5150



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5150

Non-Discrimination-Students – Revised Policy

Draft

Series 5000 Concept and Roles in Student Policies
NON-DISCRIMINATION - STUDENTS

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of ~~race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression~~, subject to the conditions and limitations established by law. **any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law.**

It is the policy of the Board that any form of discrimination or harassment on the basis of **an individual's actual or perceived membership in a Protected Class**, ~~race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, or any other basis prohibited by state or federal law~~ is prohibited, whether by students, Board employees, **Board members** or third parties subject to the control of the Board, **is prohibited in the Southington Public Schools (the "District")**. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. ~~It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.~~

Retaliation Prohibited:

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

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NON-DISCRIMINATION - STUDENTS

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination:

With respect to students, unlawful discrimination occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student's actual or perceived membership in a Protected Class.

B. Harassment:

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board Policy **5145.3**, Policy Regarding Title IX of the Education Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

Frank Pepe, Assistant Superintendent

200 North Main Street, Southington, CT 06489, (860)628-3204

C. Veteran:

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NON-DISCRIMINATION - STUDENTS

A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from, active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

D. Gender identity or expression:

Gender identity or expression refers to a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

E. Sexual Orientation:

Sexual orientation refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

F. Race:

The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

G. Domestic Violence:

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such

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NON-DISCRIMINATION - STUDENTS

family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to

Frank Pepe, Assistant Superintendent

200 North Main Street, Southington, CT 06489, (860) 628-3204

in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which accompany this policy and are available online at <https://www.southingtonschools.org/board-of-education/boe-policies> or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #4118.112, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in Board Policy #6159, Section 504/ADA

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NON-DISCRIMINATION - STUDENTS

(Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents:

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when District employees witness such incidents or when District employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator or to:

Frank Pepe, Assistant Superintendent
 200 North Main Street, Southington, CT 06489, (860)628-3204

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the

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NON-DISCRIMINATION - STUDENTS

types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, “gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy #5150 **Non-Discrimination Students** and are available online at:

<https://www.southingtonschools.org/board-of-education/boe-policies>
 or upon request from the main office of any district school.

NON-DISCRIMINATION - STUDENTS

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies **Non-Discrimination (Staff) 4118.11** and **Sexual Harassment (Staff) 4118.112, Sexual Harassment of Students 5145.3, Objectives of the Instructional Program, Nondiscrimination (Students) 6121, Section 504/ADA Policy 6171.**

Any student and/or parent/guardian also 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
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

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NON-DISCRIMINATION - STUDENTS

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
 450 Columbus Blvd.
 Hartford, CT 06103-1835
 (800-477-5737)

Questions/Requests for Accommodation:

Anyone who:

1. has questions or concerns about this policy or its accompanying regulations;
2. or wishes to request or discuss accommodations for a student based on religion; may contact:
 Frank Pepe, Assistant Superintendent
 200 North Main Street, Southington, CT 06489, (860)628-3204

Anyone who:

1. has questions or concerns about this policy,
2. or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

Frank Pepe, Assistant Superintendent
 200 North Main Street, Southington, CT 06489, (860) 628-3204

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex, gender identity, pregnancy or sexual orientation may contact:

Frank Pepe, Assistant Superintendent
 200 North Main Street, Southington, CT 06489, (860) 628-3204

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability or wishes to request an accommodation for a student based on disability may contact the Board's Section 504/ADA Coordinator:

Dr. Rebecca Cavallaro, Director of Pupil Services
 200 North Main Street
 Southington, CT 06489
 (860) 628-3210

Series 5000 Concept and Roles in Student Policies
NON-DISCRIMINATION - STUDENTS

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
 Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
 Connecticut General Statutes § 10-15c, § 46a-58, and § 46a-81a, et seq.
 Connecticut General Statutes § 1-1n, “Gender Identity or Expression” defined
 Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
 Leaves of Absence for National Guard Members, Application for Certain
 Medicaid Programs, and Disclosure of Certain Records to Federal Military Law
 Enforcement.
 Connecticut General Statutes § 10-15c
 Connecticut General Statutes § 27-103
 Connecticut General Statutes § 46a-51, Definitions
 Connecticut General Statutes § 46a-58, Deprivation of rights
 Connecticut General Statutes § 46b-1, Family relations matters and domestic violence
 defined
 Public Act No. 23-145, “An Act Revising the State’s Antidiscrimination Statutes”

REVISED: November, 2020
 Revised October 2024

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date October 10, 2024

Decision Requested _____ Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Policy 6112.1 – Pledge of Allegiance – Revised - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6112.1 – Pledge of Allegiance – Revised.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

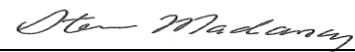
Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 6112.1 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 6112.1



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6112.1
Pledge of Allegiance – Revised Policy

Draft

Series 6000: Instruction**Schedules****School Day****Pledge of Allegiance**

Students will be offered the opportunity to recite the Pledge of Allegiance to the United States flag at least once during each school day. Participation in reciting the Pledge of Allegiance will be voluntary. Students may refuse to participate in reciting the Pledge of Allegiance for any reason including, religious, political, philosophical, or personal reasons. If a student chooses not to participate, he/she may stand or sit in silence. The Superintendent of Schools is delegated the responsibility for ensuring the implementation of this policy.

Legal Reference:

Connecticut General Statute

P.A. 02-119: An Act Concerning Bullying Behavior In Schools And Concerning The Pledge of Allegiance.

Policy adopted: October 2002

Policy Revised: October 2024

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 10, 2024

Decision Requested X

Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Approval of Educational Specifications for SHS Roof-Mounted Solar Photovoltaic Array Project.

Summary of Issue: _____

Background: _____

Alternative Strategies: N/A

Cost (if applicable): _____

Funding Source: TOS Bond Project

Beginning Date of Program or Project: November 2024

Ending Date of Program or Project: September 2025

Recommendation or Comment: Move that the Board of Education approve the Educational Specifications for SHS Roof-Mounted Solar Photovoltaic Array Project as recommended by the Administration.

Titles of Attachments:

1. Educational Specifications for SHS Roof-Mounted Solar Photovoltaic Array Project



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

EDUCATIONAL SPECIFICATIONS
ROOF-MOUNTED SOLAR PHOTOVOLTAIC ARRAY

Southington High School
720 Pleasant St, Southington, CT 06489

September 18, 2024

Educational Specifications Southington, Connecticut

Southington High School Roof-mounted Solar Photovoltaic Project

September 18, 2024

1. PROJECT RATIONALE

The long-range plan for Southington High School ("Site") in Southington, CT, calls for a photovoltaic solar project ("Project") installed on various sections of the roof. The installation of this Project will follow a planned roof replacement. The Town of Southington and Southington Public Schools will realize the project's financial benefits through avoided electricity costs and incentive payments. The City will fund the Project and seek applicable reimbursement through the CT Department of Administrative Services ("DAS") Office of School Construction Grants & Review (OSCG&R).

2. LONG-RANGE PLAN

The long range plan for the Town and Southington Public Schools is to develop solar projects on facilities where the roof conditions allow to reduce operating costs. The Project will have a minimum lifetime of twenty (20) years, but energy production can be expected for up to thirty (30) years.

3. THE PROJECT

Southington proposes the following components for this Project:

- The Project size shall be based on the available roof space of the recently reroofed sections, historical electrical usage, and Non-Residential Renewable Energy Solutions (NRES) project category sizes.
- Project system size of approximately 709 kilowatt-direct current ("kWdc") and 550 kilowatt-alternating current ("kWac")
- Annual production of 836,300 kilowatt-hours ("kWh")
- The Project will consist of two Systems each interconnected into different electrical service equipment. The Systems are sized based on the electrical demand data of the specific electrical services and are sized as follows:
 - System A (West / Main Service)
 - 540 kWdc and 400 kWac
 - System B (East / Freshman Service)
 - 170 kWdc and 150 kWac

- The Project will participate in the NRES solar incentive program and enter a 20-year term tariff agreement with Eversource (the local utility company)
- The Project will secure Permission to Operate from Eversource through the interconnection application process and subsequently, the Town will enter into an interconnection agreement with Eversource.
- A structural analysis shall be performed by a professional engineer licensed in the State of Connecticut. This analysis will quantify the School's available excess structural capacity.
- Tree removal may be required in order to maximize energy production of the Project.
- Project design shall meet industry standards, utility company requirements and applicable building codes.
- The Project will consist of the following major system components:
 - Module (i.e solar panels) manufacturers must be listed on the most recent version of the Bloomberg New Energy Finance ("BNEF") Tier 1 list.
 - Racking, the module mounting structures, shall be designed to resist wind uplift based on an analysis of the Project footprint and existing site conditions.
 - The Racking will utilize both ballasting and mechanical attachments for anchoring purposes.
 - String level inverters shall be roof mounted throughout the array.
 - Rapid shutdown devices and/or direct-current optimizers shall be installed to ensure compliance with the adopted National Electric Code ("NEC").
 - A data acquisition system shall display real-time energy production data in the school lobby.
- The roof warranty shall remain in full effect following installation of the Project. All work shall be performed in accordance with the roofing manufacturer's specifications.
 - The roof has recently been replaced and is within the roofing contractor's workmanship warranty period. Therefore, this contractor will be used to install any mechanical attachments.
- The Project shall be commissioned and tested to confirm that the installation was in accordance with Project specifications and that forecasted production values were achieved.

4. **PARTIES**

The Town has engaged CSW Energy and Klee Sustainability Advisors ("Project Team") who together will provide project management, legal and administrative support. This includes overseeing the development, contracting and construction of the Project. The Project Team will assist the Town in securing DAS funding, issuing a public request for proposals ("RFP"), assisting in the selection of a contractor, and observing the Project design, installation and commissioning activities. The awarded contractor ("Contractor") will be responsible for the design, installation and commissioning of the Project while maintaining the existing roof warranty. In addition, an add-alternate could be included in the RFP for operation and monitoring services ("O&M"). The O&M scope shall include monitoring the Project's energy production, performing annual preventative maintenance, and conducting reactive maintenance visits as a response to energy production shortfalls. The O&M contract removes the burden of monitoring and maintaining the Project from Southington Public Schools and helps ensure the projected benefits are realized for the life of the project.

5. **ATTACHMENTS**

The following conceptual layout and production report are included in the Educational Specifications to supplement, clarify, and augment the above information.

	Size (kWdc)
System A (Main)	540
System B (Freshman)	169
Total	709

Solar Production (kWh)	836,259.10
On-Site Usage (kWh)	2,516,784
Solar Offset	33.23%

