

# Southington Board of Education Meeting

Thursday, April 10, 2025 6:30 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. Executive Session
  - a. Real Estate Matter
  - b. Superintendent's Mid-Year Evaluation
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence - Oratorical Contest Winner - David Chmura
6. Approval of Minutes
  - a. March 20, 2025
  - b. April 1, 2025
7. Public Communications
  - a. Communications from Student Board Representatives
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Public - Agenda Items Only
8. Committee Reports
  - a. Finance Committee Meeting - April 7, 2025
    1. YMCA Before and After Care Program Rates 2025 - 2026
9. Superintendent's Report
  - a. Personnel Report
10. Old Business
  - a. Town Government Communications
  - b. SHS - Food and Nutrition - Revised Curriculum - Second Reading
  - c. SHS - Foundations of Art 1 - Revised Curriculum - Second Reading
  - d. SHS - Foundations of Art 2 - Revised Curriculum - Second Reading
  - e. SHS - World Religions - Revised Curriculum - Second Reading
  - f. SHS - Advanced Outdoor Recreation - New Course Proposal - Second Reading
11. New Business
  - a. Leonard & Gladys Joll Scholarship Recipient
  - b. Strategic Plan Presentation
12. Public Communications
  - a. Public
13. Adjournment

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

**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT  
Regular Meeting**

**Committee of the Whole – Operations**

March 20, 2025, at 6:30 PM

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

**1. CALL TO ORDER**

Mrs. Clark, Board Chairperson, called the meeting to order at 6:49 p.m.

Board Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams, Mr. Cecil Whitehead

Board Members Absent: Mr. Joseph Baczewski, Mr. Robert Brown, Mr. Sean Carson

**2. Executive Session**

**MOTION made by Mr. Derynoski and seconded by Mr. Zaya, “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and upon conclusion reconvene to public session.” Motion carried 6-0.**

Mr. Pepe was invited to attend the Meeting.

Mr. Carson joined the meeting at 6:55 p.m.

a. Student Matters

**3. Reconvene Meeting - Regular Session 7:00 p.m.**

Mrs. Clark called the regular meeting to order at 7:05 p.m.

Board Members Present: Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams, Mr. Cecil Whitehead.

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

Cabinet Members Present: Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services.

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

**4. Pledge of Allegiance**

Mrs. Clark asked for a moment of silence in honor of Edward Nardi. Mr. Nardi passed away on February 23, 2025. He taught at DePaolo Middle School and retired from Southington Public Schools in 1995. He was also a basketball coach; first at DePaolo and then at Southington High School for 12 years. He was inducted into the Southington Sports Hall of Fame in 2011.

## 5. Celebration of Excellence

- a. 2024 Connecticut Fire Prevention Poster Recognition Program Winners for Southington and Hartford County - Alana Armack (4th Grade) and Ashlyn Kasica (5th Grade)

Mr. Pepe introduced Marilyn Kahl, Principal at Kelley Elementary School, to speak about the recipients.

Mrs. Kahl spoke about the Fire Prevention Poster Contest. It is supported by our local Fire Department, as well as the Connecticut Fair Plan. Southington Fire Fighter, Rick Muller was in attendance to show his support along with Art Teacher, Ms. Mackenzie Cook. Alana Armack, 4<sup>th</sup> grader, and Ashlyn Kasica, 5<sup>th</sup> grader, both at Kelley School, won the Fire Prevention Poster contest for not only the Town of Southington, but also for Hartford County.

Mrs. Kahl went on to suggest some genetic, artistic history for both girls. Ashlyn won this award for Hartford County last year as a 4<sup>th</sup> grader and her sister won for the State of CT several years ago; Alana's aunt won for the Town of Southington many years ago. Mrs. Kahl and Ms. Cook are beyond proud of both Alana and Ashlyn. They are excited to join the girls, their families, members of the Southington Fire Department, members of the CT Fair Plan, and other winners at a luncheon on April 11, 2025, where the winners of the CT State Poster Contest will be announced. Mrs. Kahl called Alana and Ashlyn up to the podium to receive their awards.

Mrs. Clark spoke about how impressed she is with the girls' artistic talent. She presented both girls with a Certificate of Excellence. Mrs. Clark called for a brief recess at 7:13 p.m. so the Board Members could congratulate Alana and Ashlyn.

The meeting was called back to order at 7:18 p.m.

**MOTION made by Mr. Oshana and seconded by Mr. Williams, "Move the Out of State/Overnight Field Trips 11.a.1. and 11.a.2. to 7.e.1. and 7.e.2." Motion carried 7-0.**

## 6. Approval of Minutes - February 27, 2025

**MOTION made by Mr. Derynoski and seconded by Mr. Oshana, "Move to approve the regular BOE Meeting Minutes of February 27, 2025." Motion carried 7-0. Attachment (1)**

## 7. Public Communications

- a. Communications from Student Board Representatives

Ms. Mellitt gave the School Report:

- The Spring Fling is happening at Southington High School on Friday, March 21, 2025. offering freshmen and sophomores a chance to enjoy a school dance with a DJ, food, and entertainment.

- Junior Prom will be April 5, 2025, at La Bella Vista in Waterbury; this year's theme, "Enchanted Garden,"
- The production of Cinderella was a tremendous success, raising lots of attention from students and the community. The dedication of the cast and crew was evident in the high-quality performances, outstanding singing, and impressive set design. Their hard work showcased the strength of our school's performing arts program.
- Last week, the state conducted a review of our Agriculture Science program, and the feedback was overwhelmingly positive. The review highlighted the program's strong structure and recognized the dedication of both students and staff. This achievement reflects the commitment to excellence within our academic programs.
- Parking availability remains a concern at the High School. While a limited number of parking passes are distributed at the start of the year, the demand increases as more students obtain their licenses. This has led to unauthorized parking, congestion, and a shortage of spots for staff. To address these challenges, we propose implementing a numbered parking system. Assigned spaces would improve organization, reduce confusion, and ensure students and staff have designated spots. This structured approach would enhance safety and efficiency in the school parking lot.

Mr. Hoffman gave the Sports Report:

- The winter sports season wrapped up last weekend; 7 of the sports programs at the High School won their conference regular season and/or post-season tournament championships.
- The Blue Knights Girls' Basketball Team won the CCC Conference Tournament Championship at the University of Hartford and then finished as the CIAC Class LL State runner-up playing Sacred Heart Academy March 15, 2025, in the State Championship Game at the Mohegan Sun Arena. Senior, Lily Cooper became the all-time leading scorer in the school's basketball history (girls or boys) with 1,344 career points.
- The Wrestling Team won the CCC West Division title with an undefeated regular season. Senior, Andrew Mikosz was the Class LL State Champion in his weight class and finished third at the State Open.
- The Boys' Basketball Team won the CCC South Divisional Champion with an undefeated record.
- The Girls' and Boys' Indoor Track Teams were the regular season, CCC South Divisional Champs.
- The Gymnastics Team won the CCC Championship with an undefeated regular season and finished 2<sup>nd</sup> in the Class LL Championship Meet with individuals qualifying for the State Open and New England Championships.
- The Girls' Ice Hockey Team advanced to the semifinals of the State Championship.
- Spring sports will kick off this Saturday, March 22, 2025.

Ms. Win gave the District Report:

- Oshana held our annual FOXATHON, where 4<sup>th</sup> and 5<sup>th</sup> grade students dance with invited UCONN students in support of UCONN Husky-THON. The 5<sup>th</sup> graders planned fundraisers and raised over \$5,000 in support of CT Children's Hospital.
- Oshana's Drama Club production of Frozen Jr. will be held on April 4, 2025, and April 5, 2025, at Derynoski's Auditorium.
- JFK's weekly Flannel Fridays fundraiser raised over \$1000 was in support of local Southington charities.
- On March 20, 2025, the National Junior Honor Society (NJHS) sponsored an intergenerational dance for our local senior citizens. Members of the NJHS shared dance moves and laughs while creating happy memories for all who attended.
- DePaolo 8th grade students had a presentation on March 20, 2025, from InnerAct Theatre where they learned about self-confidence, public speaking, and working together as a team.
- The Kennedy and DePaolo Middle School Drama Club will present their yearly production, The Addams Family, on April 3, 4, 5, 10, & 11, 2025. All the performances are at 7:00 p.m. at Kennedy. The tickets are \$5.00 for students and \$9.00 for adults. Tickets will be sold at the door, or you can get your tickets early by purchasing them in the Main Office at either school. There are over 120 middle school students involved in the cast and crew this year.
- On Wednesday, March 12, 2025, the Student Board of Ed Representatives had the opportunity along with Mr. Madancy and Mrs. Clark to attend the CABA "Day on the Hill" at the State Capitol in Hartford. They had the opportunity to learn a lot about Education Policies and Bills currently active in the general assembly. They also had a chance to protest about funding public education. They learned about Bills regarding funding for Special Education and how resources are allocated, standardized testing, phones in schools and more. They also got a chance to talk with Representative Christopher Poulus gaining insight into his day as a Representative. Ms. Win stated one of the most impactful moments was speaking with Mr. Poulus and the environment. Being surrounded by so much passion and dedication among people who are truly committed to improving education was so inspiring to see.

Mr. Oshana asked what type of proposal the students were making about parking. Ms. Mellitt replied they would propose assigning a number to each parking space by painting them on the ground, excluding the visitors' spots. When a student receives a parking pass, they would also receive a designated parking spot number.

Mr. Derynoski asked who would pay for the numbering of the spots. Mrs. Mellitt stated it was not a formal proposal or a permanent solution, but it was something they could bring to the Board Members' attention for further discussion. The Board Members agreed it was a good idea and proposed the idea of getting volunteers to paint the numbers in the spots. The topic will be kept in mind for the Board to revisit at a later date.

b. Communications from Board of Education

Mrs. Clark spoke about March 11, 2025, when Mr. Brown, Mr. Madancy, and herself had the privilege of presenting diplomas to 2 members of the class of 1967 who are now residents of the Veterans Home in Rocky Hill. Both men enlisted in the Marines, 10 days apart, both went to Southington High School and did not know each other. She wanted to thank Mr. Steve Pintarich and Mr. Steve McCarty of the American Legion along with their fellow Legion members and the Veterans Home for having such a wonderful celebration.

Mrs. Clark spoke about traveling to Capitol Hill to protest and how proud she is of the Student Board Representatives. They were articulate, answered questions, asked good questions, and did a great job representing Southington, the High School, and their community.

Mrs. Clark also publicly thanked the Southington Education Foundation (SEF) for sponsoring their annual Triva Night. She acknowledged the wonderful work they do for the staff and the students; she stated they are a wonderful organization.

Mrs. Clark highlighted the Southington High School Girls Basketball Team. Mrs. Clark attended the game at Mohegan Sun. She described how the first person to stand up to congratulate Lily Cooper on her record basket was Val DePaolo followed by the rest of the crowd; it was a wonderful night.

c. Communications from Administration

Mr. Pepe spoke about how Southington High School's DECA hosted the 73<sup>rd</sup> Annual State Career Development Conference at the Aqua Turf on March 3, 2025. A record breaking 1,300 students attended. SHS DECA Club was recognized for being the largest chapter in the state with 220 members. SHS took home a variety of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place finishes and, as usual, some of Southington's students will move forward to compete in the National Conference in April.

Connecticut Education Association (CEA) is working with Southington Magazine to highlight teachers throughout the year. The features highlight the dedication of staff both in and out of the classroom. Eric Glaviano, a 4<sup>th</sup> grade teacher at Flanders was the first to be featured. The article talked a lot about what he does in the classroom but also how excited the kids are when they see him at their events on the weekends.

The Tech Ed Advisory Committee met on March 13, 2025. Special thanks to Vinny Bartoletti for reviving the worthwhile gathering of educators, Board of Ed members, and local businesses. Additional thanks to Teresa Brooks for presenting the concept of work-based learning opportunities. The next meeting is scheduled for 7:45 p.m. in the Corner Café on April 24, 2025.

The Strategic Planning Committee met on March 12, 2025, and continued to synthesize the priorities as quantified by over 3,000 survey responses; comprised of employees, parents, residents, students, community leaders and former students. The

goal is to bring forward to the Board of Education the first draft iteration at the April 10, 2025, meeting, synthesize their feedback and then return it to the Board of Education in May.

The second session of One Book, One Community occurred on March 12, 2025. The shift from real-world to online interactions and the impact of social media on self-esteem and mental health was explored. The 3<sup>rd</sup> and final evening will take place on March 24, 2025.

The Board of Finance meeting will be held at 7:00 p.m. on March 26, 2025, in the Council Chambers.

The Michael Casale Basketball Game will take place March 26, 2025, at 3:30 p.m. at Derynoski.

Mr. Pepe reflected on the Agriculture Science Review and indicated the resounding feedback theme was the feeling of family.

Ms. Mellit was called up to give a presentation on the Cyber Knights, Team 195. They competed at the Western New England District Qualifier over the past weekend. She shared a slide show that displayed the design of their robot. Team 195 had a 16-2 winning record; this is a testament to the hard work of the students and the mentors. Team 195 also won the Engineering Inspiration Award. They then present for the Impact Award; it was determined Team 195 would serve as a good role model for other teams in their robot organization and their community outreach. By the end of the weekend Team 195 had won the whole competition. Team 195 will be going to the Hartford District Qualifier and qualified to compete for the Engineering Inspiration Award at the District Championship in April.

Mr. Williams spoke about being able to visit the Cyber Knights, Team 195 shop. Ms. Mellit extended the invitation for others to tour the shop or attend any of their competitions.

Mr. Carson gave a shout out to the presentation Ms. Mellit created.

#### **Attachment (1)**

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

- e. Approval of Out of State/Overnight Field Trips
1. SHS - Grade 9-12 French Students - Rouen, France  
**MOTION made by Mr. Oshana and seconded by Mrs. Carmody, “Move that the Board of Education approve the field trip request as presented by the Administration to Rouen, France.” Motion carried 7-0.**  
**Attachment (1)**
  
  2. SHS - Chinese Program - Hangzhou, Shanghai and Guilin, China  
**MOTION made by Mr. Oshana and seconded by Mrs. Carmody, “Move that the Board of Education approve the field trip request as presented by the Administration to Hangzhou, Shanghai and Guilin, China.” Motion Carried 7-0.**  
Mr. Williams and Mr. Derynoski inquired about what steps are in place in the event there is a security concern. Mrs. Riccio responded with any trip students need to purchase travel insurance. Mrs. Riccio also gave examples of the past demonstrating options for the future. The plan may change but the safety of the students is always in mind.  
**Attachment (1)**

## 8. Committee Reports

- a. Curriculum & Instruction Committee Meeting - March 14, 2025  
Mr. Williams reviewed the Minutes for the C&I meeting.  
He presented the following curriculum and described each course in detail:
- SHS - Food and Nutrition - Revised Curriculum - First Reading
  - SHS -Foundations of Art 1 - Revised Curriculum - First Reading
  - SHS - Foundations of Art 2 - Revised Curriculum - First Reading
  - SHS - World Religions - Revised Curriculum - First Reading
  - SHS - Advanced Outdoor Recreation - New Course Proposal - First Reading
- Attachment (1)**
- Mrs. Clark commented it is always great to see the enthusiasm of the teachers when presenting the curriculum.
- b. Finance Committee Meeting - March 17, 2025  
Mr. Carson reviewed the Minutes for the Finance Committee Meeting.  
**Attachment (1)**
1. Bid 2025-08 - SHS Room W284 Dark Room Removal:  
**MOTION made by Mr. Carson and seconded by Mr. Williams, “Move to award BID 2025-08, Southington High School Room W284 Darkroom Removal to Acorn Builders Inc. from Vernon, CT in the amount of \$43,600.” Motion carried 7-0.**  
**Attachment (1)**

2. RFP 2025-006 Award - Agriculture Science Barn Facility:  
**MOTION made by Mr. Carson and seconded by Mr. Williams, “Move to award RFP 2025-006, Agriculture Science Barn Facility, Design Specs and Material Cost to Barn Pros Nationwide Inc. from Monroe, WA in the amount of \$180,645.” Motion carried 7-0.**  
**Attachment (1)**

Mrs. Mellit pointed out this project will be fully funded using the Agriculture Science Technology Education (ASTE) grant funds; it is not part of the operating budget.

3. Approval of STELLAR Lease Proposal:  
**MOTION made by Mr. Carson and seconded by Mr. Williams, “Move to approve rental for the STELLAR program at 48 North Main Street in the amount of \$34,800 annually plus utilities for a term up to five years with an option to renew.” Motion carried 7-0.**

Mr. Derynoski asked about the cost for the enhancement of the space. Mrs. Mellit indicated that Mr. Romano, Mrs. Aresco and Mrs. Cahill met an engineer at the sight. They did a walkthrough and are going to put a plan together. Once the plan is received, it will be reported back to the Board before moving forward. Right now the current lease for STELLAR is month to month so there will not be any overlap.

**Attachment (1)**

4. BOE Financial Update FY 2024-25:  
The actions by the state legislative surrounding special education excess cost reimbursement funds will increase the reimbursement to the district from January’s published rate of 62% to a higher rate of 75.8%. The funds may be sent out in late June instead of April.

## **9. Superintendent's Report**

- a. Personnel Report

**MOTION made by Mrs. Carmody and seconded by Mr. Derynoski, “Recommend that the Board of Education approve the Personnel Report as submitted by the Human Resource Department.” Motion carried 7-0.**

Mr. Derynoski acknowledged Mr. Risser’s retirement and mentioned what great job he has done as the Athletic Director.

**Attachment (1)**

## **10. Old Business**

- a. Town Government Communications

Mrs. Clark mentioned there will be a Facilities Meeting on April 1, 2025, at 7 p.m.

- b. Policy 1312 - Public Complaints - Revised - Second Reading  
**MOTION** made by Mr. Williams and seconded by Mr. Derynoski, “Move that the Board of Education approve Policy 1312 – Public Complaints as presented by the Policy & Personnel Committee.” Motion carried 7-0.  
Attachment (1)
- c. Policy 1316 - Relations Between Public and School Personnel - Revised - Second Reading  
**MOTION** made by Mr. Williams and seconded by Mr. Derynoski, “Move that the Board of Education approve Policy 1316 – Relations Between Public and School Personnel as presented by the Policy & Personnel Committee.” Motion carried 7-0.  
Attachment (1)
- d. Policy 6144 - Controversial Issues - Revised - Second Reading  
**MOTION** made by Mr. Williams and seconded by Mr. Derynoski, “Move that the Board of Education approve Policy 6144 – Controversial Issues as presented by the Policy & Personnel Committee.” Motion carried 7-0.  
Attachment (1)
- e. Policy 6146 - Graduation Requirements - Revised - Second Reading  
**MOTION** made by Mr. Williams and seconded by Mr. Derynoski, “Move that the Board of Education approve Policy 6146 – Graduation Requirements as presented by the Policy & Personnel Committee.” Motion carried 7-0  
Attachment (1)

## 11. New Business

- a. Appointment of AFSCME (Custodial/Maintenance) Negotiating Committee  
The following Board Members volunteered to be on the committee:
- Mrs. Carmody
  - Mrs. Clark
  - Mr. Derynoski
  - Mr. Williams
- b. Appointment of UPSEU (Paraeducators/ABA's/ML Tutors) Negotiating Committee  
The following Board Members volunteered to be on the committee:
- Mrs. Carmody
  - Mrs. Clark
  - Mr. Derynoski
  - Mr. Oshana
  - Mr. Williams

- c. 2025-2026 Healthy Food Certification  
**MOTION** made by Mr. Oshana and seconded by Mr. Williams, “Pursuant to Connecticut General Statute, Section 10-215f, the Southington Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, are not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutritional Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately with reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.” Motion carried 7-0.  
Attachment (1)
- d. 2025-2026 Food and Beverage Exemption  
**MOTION** made by Mr. Oshana and seconded by Mr. Derynoski, “The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.” Motion carried 7-0.  
Attachment (1)
- e. SHS - Food and Nutrition - Revised Curriculum - First Reading  
Attachment (1)
- f. SHS - Foundations of Art 1 - Revised Curriculum - First Reading  
Attachment (1)
- g. SHS - Foundations of Art 2 - Revised Curriculum - First Reading  
Attachment (1)
- h. SHS - World Religions - Revised Curriculum - First Reading  
Attachment (1)

i. SHS - Advanced Outdoor Recreation - New Course Proposal - First Reading Attachment (1)

Mrs. Carmody encourages everyone to read the curriculum. They are all so wonderful, and the teachers do a great job.

Mr. Derynoski, Mr. Oshana, and Mrs. Clark wanted to clarify there is more to the curriculum than just their titles; all have great depth and relate to the work force. They also encouraged everyone to read the full curriculum.

**12. Public Communications**

a. Public

No public comment.

**13. Adjournment**

**MOTION made by Mr. Derynoski and seconded by Mr. Oshana, "Move to Adjourn." Motion carried 7-0.**

Meeting adjourned at 8:16 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jackie Hudson".

Recording Secretary

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

**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT  
Special Meeting**

April 1, 2025, at 7:00 PM

J. A. DePaolo Middle School Auditorium  
385 Pleasant Street, Southington, CT 06489

**1. CALL TO ORDER**

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark (Chairperson), Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams  
Cabinet Members Present: Mr. Steven Madancy, Superintendent of Schools; Mr. Peter Romano, Director of Operations

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

**2. Pledge of Allegiance**

**3. Presentation of Elementary Facilities Construction Scenarios and Capacity Study**

Mrs. Clark thanked the Districtwide Facilities Committee. Mr. Madancy provided opening remarks and then introduced Pat Gallagher from MP Planning Group. Other presenters included Pamela Babuca from Studio Jaed and Chuck Warrington from Colliers.

Chairwoman Mrs. Clark opened the floor for discussion among the BOE members.

**4. Public Comment**

Chairwoman Mrs. Clark opened the floor for discussion. The following town residents spoke at the meeting.

1. Rob Lalla – 40 Spring Glen Road, Plantsville
2. Steven Croix – East Street, Southington
3. Joanne Kelleher – 861 Savage Street, Southington

4. Ryan Dumond, 89 Hitching Post Drive, Southington
5. Tom Spooner, 58 Skipper Lane, Southington
6. Lauren Markure, 67 Sunnyslope Drive, Southington
7. Seth Korn, 8 Yorktown Road, Southington
8. Paul Chaplinsky, 63 Macintosh Way, Southington

**5. Adjournment**

**MOTION made at 9:01 p.m. by Mr. Derynoski, seconded by Mr. Oshana, "Move to Adjourn." Motion carried unanimously 9-0.**

Board of Education

Administrative Report

April 10, 2025



1. Fund for Teachers fellowship grant
2. CT Lightning Softball - \$3,000 gift to SPS for ABA rooms in HES/SES Pre-K
3. HS Robotics Impact Award



# SOUTHINGTON

## Public Schools

**Steven G. Madancy**  
Superintendent of Schools

**Frank M. Pepe**  
Assistant Superintendent  
of Schools

**Jennifer S. Mellitt**  
Director of Business &  
Finance

**Peter J. Romano, Jr.**  
Director of Operations

**Rebecca J. Cavallaro, EdD**  
Director of Pupil Services

**Michelle Passamano**  
Human Resource Manager

**Kyle R. Fickel**  
Accounting Manager

200 North Main St.  
Southington, CT 06489

[www.southingtonschools.org](http://www.southingtonschools.org)

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**HUMAN RESOURCE FAX**  
(860) 628-3211

**GENERAL FAX**  
(860) 628-8056

**FINANCE COMMITTEE MEETING**  
**Conference Room #2 Municipal Center**  
Monday, April 7, 2025, 6:00 p.m.

**Board Members Present:** Sean Carson, Chair, David Derynoski and Zaya Oshana

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

The Finance Committee meeting was called to order at 6:00 p.m.

**1. YMCA Before and After Care Program Rates 2025-2026:**

Mrs. Mellitt presented the proposed rates for the YMCA aftercare program for the 2025-26 school year. The rates will reimburse the board for custodial overtime and benefits along with an estimated cost for electricity and supplies. The committee agreed to bring the rates to the full Board for approval.

**2. Food Service Financials:**

Mr. Fickel noted student meal debt balances of \$17,464 as of April 3<sup>rd</sup>. The district continues to utilize ParentSquare for text messaging and emails. The Food Service Director has also been calling parents with high debt to discuss payments.

Mr. Fickel presented the Food Service meal counts and financials through the end of February. The income statement shows income of \$5,448 through February 28th.

Two sources of grant revenue will be paid to food service operators this spring including the child nutrition state matching grant of \$21,178 (received April 2<sup>nd</sup>) and the healthy food certification funding in May.

**3. BOE Financial Update FY 2024-25:**

Mrs. Mellitt reviewed the BOE current and projected expenditures, along with anticipated grant funding for the remainder of FY 24-25. Mrs. Mellitt discussed that the state reimbursement rate for our special education excess costs has been reduced to 59.98%. The reduction was due to higher than expected claims entered during the March 1<sup>st</sup> reporting for all districts statewide.

The published reimbursement rate does not include the additional \$40 million in excess funding approved by the state earlier this year. At this time, no estimated payments have been reported to the districts and the funds are anticipated to be disbursed in June. The district will continue to monitor spending until final reimbursement revenues have been communicated to the district from the state.

**4. Miscellaneous:**

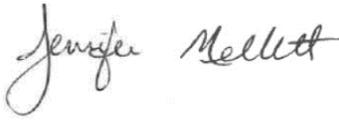
The committee discussed improving accessibility at the high school. There is support for improving accessibility; however, any proposed projects must consider cost and budget.

Depending on potential projects identified, funds from either capital improvement or major projects and equipment portions of the annual operating budget will need to be considered.

District leadership will meet with the high school administration to review and discuss.

The meeting adjourned at 6:50 p.m.

Respectfully submitted,



Jennifer Mellitt  
Director of Business & Finance



## MEMO

**TO:** Board of Education Finance Committee  
**DATE:** April 7, 2025  
**RE:** YMCA RATES 2025-26

Annually, the Finance Committee recommends reimbursement rates for the use of our buildings by the YMCA for their School-Age Childcare Program. The rates reflect estimated contractual wage increases for our custodial staff at 2.5% (contract under negotiations) along with the updated MERS pension contributions of 16.8%.

The YMCA is currently providing childcare programs at Flanders, Derynoski, Strong, Thalberg, Hatton, Kelley and Oshana.

## YMCA Proposed Rate Calculations 2025-2026

	FLANDERS 1 hour	DERYNOSKI 1.5 hours	STRONG 1.25 hours	THALBERG 1.25 hours	HATTON 1.25 hours	KELLEY 1 hour	Oshana 1 hour	DERYNOSKI AM .5 hours	KELLEY AM .5 hours	
TOTAL BILLABLE WAGES AT TIME AND A HALF	45.70	69.37	56.83	55.62	54.67	44.70	44.26	23.12	21.76	
SCHOOL DAYS	181.00	181.00	181.00	181.00	181.00	181.00	181.00	181.00	181.00	
PAYROLL	8,272.10	12,556.33	10,285.51	10,067.05	9,895.21	8,089.82	8,011.90	4,185.44	3,937.77	
SOCIAL SEC/MEDICARE	632.82	960.56	786.84	770.13	756.98	618.87	612.91	320.19	301.24	
MERF 16.80%	1,389.71	2,109.46	1,727.97	1,691.26	1,662.39	1,359.09	1,346.00	703.15	661.55	
<b>TOTAL MONTHLY (10)</b>	<b>10,294.62</b>	<b>15,626.36</b>	<b>12,800.31</b>	<b>12,528.44</b>	<b>12,314.59</b>	<b>10,067.78</b>	<b>9,970.81</b>	<b>5,208.79</b>	<b>4,900.55</b>	
Monthly Custodial reimbursement	1,029	1,563	1,280	1,253	1,231	1,007	997	521	490	
Wear & Tear	80	80	80	80	80	80	80	70	70	
Electricity (incr by 5%)	150	155	405	405	405	416	405	155	155	
Supplies (incr by 7%)	44	45	44	44	44	42	45	45	45	
<b>PER YMCA AGREEMENT</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>			
<b>monthly rate as calculated</b>	<b>1,423</b>	<b>1,963</b>	<b>1,928</b>	<b>1,901</b>	<b>1,880</b>	<b>1,665</b>	<b>1,646</b>	<b>791</b>	<b>760</b>	
<b>Proposed Rates 25-26</b>	<b>Payable Monthly (10 months)</b>	<b>1,425</b>	<b>1,960</b>	<b>1,930</b>	<b>1,900</b>	<b>1,880</b>	<b>1,665</b>	<b>1,645</b>	<b>790</b>	<b>760</b>
2024-25		1,390	1,915	1,875	1,850	1,830	1,620	1,600	770	740
2023-2024 revised rates		1,350	1,860	1,820	1,820	1,820	1,590	1,585	745	725
2022-2023		1,330	1,835	1,800	1,790	1,790	1,560	1,550	730	710
2021-2022		1,295	1,780	1,745	1,730	1,730	1,515	1,385	705	690
2020-2021		1,265	1,745	1,710	1,700	1,700	1,485	1,360	685	675
2019-2020		1,230	1,690	1,655	1,645	1,645	1,440	1,310	670	655

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date April 2025  
Decision Requested X Agenda Code 9 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

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

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

**Alternative Strategies:** \_\_\_\_\_

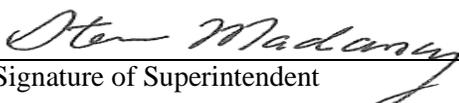
**Cost (if applicable):** N/A **Funding Source:** Board of Education

**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 – April 2025

**Personnel Report**

**March 2025**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Armintrout, Kurt	Open Choice Tutor	SHS	0.5	3-17-2025	N/A	\$41.24
CERT	Capossela, Andrew	School Psychologist	SES	1.0	8-25-2025	6 <sup>th</sup>	\$60,660
CLASS	Evans, Trineaja	ABA Therapist	SES	1.0	3-31-2025	N/A	\$18.86
CLASS	Makhoul, Christine	Open Choice Tutor	SHS	0.5	3-19-2025	N/A	\$41.24
CLASS	Testa, Nicholas	Custodian	JFK	0.49	3-24-2025	N/A	\$16.83

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CLASS	Angelillo, Diane	Administrative Assistant	SHS	4-12-2025	19	RETIRE
CLASS	Angelo, Elizabeth	Clerk, PT	SES	3-29-2025	6 mo.	RESIGN
CLASS	Garcia Rosas, Alberto	Custodian, PT	DES	3-18-2025	7 mo.	RESIGN
CLASS	Krivca, Afrdita	Administrative Assistant	CO	3-22-2025	3	RESIGN
CERT	Lennon, Emily	Grade 3 Teacher	SES	6-30-2025	2	RESIGN
CERT	Nichols, Kelly	Assistant Principal	DES/HES	6-30-2025	20	RETIRE
CLASS	Perretta, Barbara	Paraeducator	SES	6-30-2025	21	RETIRE
CERT	Radziwon, Keagan	Science Teacher	SHS	4-11-2025	9	RESIGN
CLASS	Rossi, Gayle	Administrative Assistant	CO	4-19-2025	11	RETIRE
CLASS	Torres, Jennifer	Paraeducator	SEES	4-11-2025	1	RESIGN
CERT	Waldron, Steven	Business Teacher	SHS	6-30-2025	1	RESIGN
CLASS	Yourison, Jacob	Custodian, PT	SHS	3-26-2025	6 mo.	RESIGN

*\*Gina Calandra – Rescinded Retirement, reported on 2/27/25 Personnel Report*

**ASSIGNMENT CHANGE**

	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
LaRose, Sherri	Admin Asst/9 <sup>th</sup> Grade Acad.	1.0		Admin Asst/Asst Principal	1.0	3-31-2025

**TRANSFERS**

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

*None to report*

**STIPENDS**

**COACHING**

***Resignations/Non-Renewals***

Bushi, Kaltrina	Assistant Cheerleading Coach	SHS	RESIGN
Taheri, Amin	Freshman Boys Soccer Coach	SHS	RESIGN

***Appointments***

McDowell, Shawn	Freshman Boys Lacrosse Coach	SHS	STIPEND
Totonis, Anthony	Assistant Boys Lacrosse Coach	SHS	STIPEND

**OTHER**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

*None to report*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date April 10, 2025  
Decision Requested X Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Food and Nutrition – Revised Curriculum - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Food and Nutrition – Revised 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 Food and Nutrition – Revised 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

**May be taken for Science Credit**

Students will learn about basic nutritional needs and how to best meet the needs. Basic food selection will emphasize meal planning and snacks for optimal health. Health maintenance will be addressed. Students will apply food safety and personal safety standards as they prepare foods in collaborative groups using recipes focused on nutrition and health. Strong collaboration and reading skills are needed.

<b>Unit Overview</b>	
<b>Unit Title:</b>	<b>Unit 1: Introduction to Food &amp; Nutrition</b>
<b>Grade Level/Course:</b>	9-12 Semester Course
<b>Length/Dates:</b>	3-4 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Fundamentals of safety and sanitation, food handling, equipment handling and knife skills, and careers relating to health, nutrition, and wellness.

**Stage 1: Desired Results**

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement technique</p> <p>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</p> <p>9.2.1 Analyze factors that contribute to food borne illness.</p> <p>9.2.2 Analyze food service management safety and sanitation programs.</p> <p>9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.</p> <p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>9.2.6 Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.</p> <p>9.2.7 Classify cleaning and sanitizing materials and their correct use.</p> <p><i>FCS Standards 3.0 (NASAFACS 2018) Area of Study 8 Food Production and Services, June 9, 2017, page 3 of 5</i></p> <p><i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i></p>

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> 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).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p><b>Citizenship Transdisciplinary Goal</b></p>

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

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Enduring Understanding(s):  Students will understand... <ul style="list-style-type: none"> <li>● Proper safety and sanitation practices</li> <li>● Accurate measuring of dry and liquid ingredients</li> <li>● Safe and effective knife skills</li> <li>● A variety cooking methods</li> <li>● Professional conduct and effective collaboration</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Essential Question(s): <ul style="list-style-type: none"> <li>● Why is food safety and sanitation important?</li> <li>● How can I handle equipment and utensils safely?</li> <li>● What are the proper techniques for measuring, using a knife, cleaning the lab stations and handling foods?</li> <li>● How do I accurately read and analyze a recipe?</li> <li>● What are the hallmarks of professionalism and collaboration in the culinary and hospitality industry?</li> </ul>
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<b>What will students know...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students be able to do...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Terminology and methods of measuring dry and liquid ingredients</li> <li>● Terminology and methods related to knife skills</li> <li>● Terminology and methods for cooking methods</li> <li>● Terminology and skills required for professional conduct and effective collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Accurately measure dry and liquid ingredients</li> <li>● Accurately and safely use a knife and identify the parts of a knife</li> <li>● Demonstrate effective cooking methods and proper use of equipment</li> <li>● Demonstrate professional conduct and effective collaboration throughout the course in lab activities</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
Demonstrate during lab activities: Personal Safety in the Kitchen Food Handling Safety Practices Maintaining Sanitary Food Preparation <a href="#">Unit 1 Safety and Sanitation Quiz - Google Forms.pdf</a> <a href="#">Kitchen Lab Rubric - 4Cs</a> <a href="#">Elliott Measuring Practice Lab -1</a>

## Resources

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

[Measuring Instructional Video](#)

 What not to do in the kitchen/health and safety - Jamie Oliver's Home Cooking Skills

*Nutrition & Wellness for Life* fifth edition by Dorothy F. West

Supplementary text: *Guide to Good Food* by Largen Bence

[What Not To Do in the Kitchen Video](#) - Students will take notes during the video and discuss with group unsafe/unsanitary practices and how they would do things correctly.

[Safety and Sanitation Slideshow](#) - Students will complete guided notes.

**Evaluative Criteria**

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

Food & Nutrition [4c Rubric](#)

[Lab Reflection](#)

**Stage 3: Instructional Design**

Learning Target:	Success Criteria:
<p><b>LINK TO COURSE LEARNING TARGETS:</b> <a href="#">COURSE LEARNING TARGETS</a></p> <ul style="list-style-type: none"><li>• I will understand that following the principles of safety and sanitation in the kitchen are the basic building blocks for a successful experience with food.</li><li>• I will be able to identify various pieces of small equipment in the kitchen.</li><li>• I will understand measurements, abbreviations, and equivalents.</li><li>• I will know the proper way to measure various ingredients.</li><li>• I will demonstrate the various ways to measure ingredients.</li></ul>	<p>Meeting a level of proficiency or greater on a rubric that represents the unit standards.</p>
<b>Learning Activities</b>	
<p>What is the actual instructional task that supports student learning in this lesson?</p>	
<p>Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><a href="#">Equipment Scavenger Hunt</a> - Students will identify various pieces of small equipment in the kitchen.</p>	
<p><a href="#">Read Article - Simple Safety Rules For Working In the Kitchen</a> - Students will read the article and answer questions regarding: mise en place, safety tips when prepping and working with meat and eggs.</p>	
<p><a href="#">Know Your Equipment</a> - Homework assignment - Students will read Chapter 10 from <i>Guide to Good Food</i> by Largen Bence, which includes additional information on equipment and answer the review questions.</p>	
<b>Assessment</b>	
<p>List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>	
<p><b>Unit 1 quiz assessing measurement, equipment, and safety.</b>  <b>Unit 1 Safety and Sanitation Quiz - Google Forms.pdf</b></p>	

- ☰ Kitchen Lab Rubric - 4Cs
- ☰ Elliott Measuring Practice Lab -1
- [Nutrition & Wellness Test: Chap. 1 & 2](#)

Unit Overview	
<b>Unit Title:</b>	<b>Unit 2: Wellness Lifestyle</b>
<b>Grade Level/Course:</b>	9-12 Semester Course
<b>Length/Dates:</b>	3-5 blocks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Fundamentals of the relationship of nutrition and wellness in our personal lives and across the globe. Fundamentals of evaluating food and nutrition information, including reading food labels to understand food's impact of health and wellness.

### Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in menus.</p> <p>9.3.4 Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>9.3.5 Analyze recipe/formula proportions and modifications for food production.</p> <p><i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i></p>

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> 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).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p><b>Citizenship Transdisciplinary Goal</b></p>

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

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Enduring Understanding(s):  Students will understand that... <ul style="list-style-type: none"> <li>● Recipes can be modified according to the needs of individuals.</li> <li>● Nutrition, fitness, and lifestyle influence wellness</li> <li>● Food, sleep and fitness are all important elements to good health</li> <li>● Nutrition and lifestyle choices affect disease prevention</li> <li>● Available resources have an impact on food selection and cultural significance</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Essential Question(s): <ul style="list-style-type: none"> <li>● What does it mean to make healthy food choices?</li> <li>● In what way do resources determine food choices?</li> <li>● What are the most important lifestyle choices that we make to maintain health?</li> <li>● How could the media affect food choices? Do food choices affect lifestyle?</li> </ul>
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<b>What will students <u>know</u>...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u>...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● The components of wellness</li> <li>● The correlation between good nutrition and wellness</li> <li>● The correlation between personal sleep habits and holistic wellness</li> <li>● Lifestyle choices that will enhance health and wellness</li> <li>● The relationship between culture and food</li> <li>● How to create recipes with substitutions to reduce fat, sodium, and sugar content</li> </ul>	<ul style="list-style-type: none"> <li>● Define holistic wellness and identify the components of wellness</li> <li>● Identify and explain 3 medical health risks related to nutrition and fitness.</li> <li>● Explain how food choice is a reflection of culture, social influences, technology, economics, and politics</li> <li>● Create recipes with substitutions to reduce fat, sodium, and sugar content.</li> </ul>

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

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<div style="display: flex; gap: 10px;"> <div style="display: flex; align-items: center; gap: 5px;"> <span>Nutrition Facts Activity.pdf</span> </div> <div style="display: flex; align-items: center; gap: 5px;"> <span>Quest Story: The Journey to Health</span> </div> </div>

**Resources**

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

[Processed Foods](#)

**Evaluative Criteria**

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

[Food & Nutrition 4c Rubric](#)

[Lab Reflection](#)

**Stage 3: Instructional Design**

Learning Target:	Success Criteria:
<a href="#">COURSE LEARNING TARGETS</a>	
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson?	
Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ul style="list-style-type: none"> <li><a href="#">Fruit Salsa with Cinnamon Chips</a></li> <li>French Toast with homemade bread</li> <li><a href="#">Homemade Cheese Crackers</a></li>   <li><a href="#">Broccoli and Mixed Vegetable Stir Fry</a></li> <li><a href="#">Homemade Pasta</a></li> <li><a href="#">Rice Pilaf</a></li> <li><a href="#">HomeFriedPotatoes_FCS_Lab_Recipe</a></li> <li><a href="#">Basic Loaf Bread Recipe</a></li> </ul>	
<b>Assessment</b> -List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
<p><b>Labs will also be utilized to assess student understanding.</b></p> <p><a href="#">Food &amp; Nutrition 4c Rubric</a></p> <p><a href="#">Lab Reflection</a></p>	

<b>Unit Overview</b>	
<b>Unit Title:</b>	<b>Unit 3: Macronutrients, Micronutrients, and non-caloric nutrients</b>
<b>Grade Level/Course:</b>	9-12 Semester Course
<b>Length/Dates:</b>	3-5 blocks

**Unit Summary:**  
2-4 sentences describing the main ideas, content and skills of the unit.

Students will learn what macronutrients, micronutrients, and non-caloric nutrients are, how they support our bodies' functions, and how our personal choices contribute to health and wellness.

## Stage 1: Desired Results

### Grade Level/Subject Standard(s)

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

9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.4.1 Analyze nutritional needs of individuals.

*FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4*

### 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?

Enduring Understanding(s):

Students will...

- Identify and describe the three macronutrients: carbohydrates, proteins, and fats.
- Explain the functions and sources of essential micronutrients.
- Understand non-caloric nutrients and their roles in the body.
- Analyze personal dietary choices and their impact on overall health and wellness.
- Develop a balanced meal plan incorporating knowledge of nutrients.

### Essential Question(s):

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

Essential Question(s):

- What are the three main macronutrients, and what are their primary functions in the body?
- How do micronutrients differ from macronutrients, and why are they essential for our health?
- What are non-caloric nutrients, and what roles do they play in our bodies?
- How do the macronutrients, micronutrients, and non-caloric nutrients contribute to overall health and wellness?

- What are the consequences of consuming too much or too little of a particular nutrient?
- How can dietary choices impact our energy levels, mood, and overall well-being?

<b>What will students know...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students be able to do...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>• <b>Types of Nutrients:</b> Students will be able to identify and describe the three main macronutrients (carbohydrates, proteins, and fats) and their functions. They will also understand the importance of micronutrients (vitamins and minerals) and non-caloric nutrients (water and fiber).</li> <li>• <b>Nutrient Functions:</b> Students will be able to explain how macronutrients, micronutrients, and non-caloric nutrients contribute to various bodily functions, including energy production, tissue repair, and immune system health.</li> <li>• <b>Dietary Guidelines:</b> Students will be able to understand and apply dietary guidelines, such as the recommended daily intake for different nutrients and the importance of balanced meals.</li> <li>• <b>Food Labels:</b> Students will be able to read and interpret food labels, understanding the nutritional content of different foods and making informed choices.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nutritional Analysis:</b> Students will be able to analyze the nutritional content of various foods and meals, assessing their overall nutritional value.</li> <li>• <b>Meal Planning:</b> Students will be able to plan balanced meals that meet their individual nutritional needs and health goals.</li> <li>• <b>Healthy Eating Habits:</b> Students will be able to develop and maintain healthy eating habits, including making mindful food choices and practicing portion control.</li> <li>• <b>Critical Thinking:</b> Students will be able to critically evaluate information about nutrition and make evidence-based decisions about their dietary choices.</li> <li>• </li> </ul>

## 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.

[Nutrient Sources & Functions Quiz](#)

#### Resources

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

 [Team-Based Activity: Nutrient Exploration Project](#)

[Mock Study](#)

 [C.E.R.](#)

[Nutrient Sources](#)

[Sports Nutrition](#)

**Evaluative Criteria**

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

[Food & Nutrition 4c Rubric](#)

[Lab Reflection](#)

**Stage 3: Instructional Design**

<b>Learning Target:</b>	<b>Success Criteria:</b>
<b>LINK TO COURSE LEARNING TARGETS:</b> <a href="#">COURSE LEARNING TARGETS</a>	
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ul style="list-style-type: none"> <li><a href="#">Instant Pancake MIX Alton Brown</a></li> <li><a href="#">INSTANT PANcakes Alton Brown</a></li> </ul>	

<b>Unit Overview</b>	
<b>Unit Title:</b>	<b>Unit 4: Nutrition for Specific Needs or Lifestyles</b>
<b>Grade Level/Course:</b>	9-12 Semester Course
<b>Length/Dates:</b>	3-5 blocks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Fundamentals of nutrition choices relating to specific needs, lifestyle stages and activity levels.

**Stage 1: Desired Results**

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.4.1 Analyze nutritional needs of individuals.
<i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i>

<b>Transfer Goals (Vision of the Graduate)</b>
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?

Enduring Understanding(s):

**Infancy and childhood:** Growing children have specific nutritional needs for proper development.

**Pregnancy and breastfeeding:** Pregnant and breastfeeding women require increased intake of certain nutrients to support both their health and their baby's growth.

**Aging:** As people age, their nutritional needs may change to address issues like bone health and muscle loss.

**Athletes:** Athletes need a diet that provides sufficient energy, protein, and carbohydrates to support their performance.

**Allergies or intolerances:** People with food allergies or intolerances need to avoid certain foods and find suitable alternatives.

<p><b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.</p>	<p>Essential Question(s):</p> <p><b>Infancy and Childhood</b></p> <ul style="list-style-type: none"> <li>● How do a child's nutritional needs change as they grow and develop?</li> <li>● What are the essential nutrients for a child's brain development?</li> </ul> <p><b>Pregnancy and Breastfeeding</b></p> <ul style="list-style-type: none"> <li>● Why is it important for pregnant women to eat a balanced diet?</li> <li>● What are the key nutrients that pregnant women need to consume?</li> </ul> <p><b>Aging</b></p> <ul style="list-style-type: none"> <li>● How do nutritional needs change as people age?</li> <li>● What are the risks of malnutrition in older adults?</li> <li>● What role does nutrition play in preventing chronic diseases in older adults?</li> </ul> <p><b>Athletes</b></p> <ul style="list-style-type: none"> <li>● What are the unique nutritional needs of athletes?</li> <li>● How does an athlete's diet impact their performance?</li> </ul> <p><b>Allergies and Intolerances</b></p> <ul style="list-style-type: none"> <li>● How do food allergies and intolerances affect a person's diet?</li> <li>● What are the common allergens and intolerances?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p><b>Nutritional needs:</b> They will identify the specific nutritional requirements for various life stages and activities, including infancy, childhood, pregnancy, breastfeeding, aging, and athletic performance.</p> <p><b>Dietary guidelines:</b> Students will be familiar with general dietary guidelines and recommendations for healthy eating.</p> <p><b>Food allergies and intolerances:</b> They will understand the basics of food allergies and intolerances, and be able to identify common allergens.</p>	<p><b>Food analysis:</b> Students will be able to analyze food labels to determine nutritional content and make informed choices.</p> <p><b>Meal planning:</b> They will be able to plan balanced meals that meet specific nutritional needs.</p> <p><b>Dietary adjustments:</b> Students will be able to make dietary adjustments to accommodate allergies, intolerances, or specific health conditions.</p> <p><b>Critical thinking:</b> They will be able to evaluate nutritional information from various sources and make evidence-based decisions.</p>

## 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.

 Allergies & Intolerances.docx [Food Allergy Project.docx](#)

#### Resources

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

 Overview: Nutrition Across Life Stages

 Learning Stations Activity: Nutritional Needs Across Life Stages

 Quest Story: Nutritional Odyssey

 Copy of Food-Allergies-keep-you-guest-safe-restaurant-poster-eng.pdf

#### Evaluative Criteria

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

**Labs will also be utilized to assess student understanding.**

[FFH 4c Rubric](#)

[Lab Reflection](#)

## Stage 3: Instructional Design

Learning Target:		Success Criteria:	
<b>LINK TO COURSE LEARNING TARGETS:</b> <a href="#">COURSE LEARNING TARGETS</a>			
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.			
<b>Students will work collaboratively to plan, prepare and assess a variety of recipes that they have researched and are nutritionally sound.</b>			
 <b>Homemade Pasta &amp; Meatballs Meal 2 days</b>			
Assessment-List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>			
<b>Unit 4 test</b>			

<b>Unit Overview</b>	
<b>Unit Title:</b>	<b>Unit 5: Nutrition and Wellness Management</b>
<b>Grade Level/Course:</b>	9-12 Semester Course
<b>Length/Dates:</b>	3-5 blocks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Understanding how to make nutrition and wellness choices that will contribute to a happy, healthy life.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.4.1 Analyze nutritional needs of individuals.
<i>FCS National Standards 3.0 (NASAFACS 2018) Area of Study 9 Food Science, Dietetics, and Nutrition, June 9, 2017, page 2 of 4</i>

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> 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).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Collaboration Transdisciplinary Goal:</b> Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p><b>Citizenship Transdisciplinary Goal:</b> Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> <li>• Nutrition, fitness and lifestyle choices shape attitudes of holistic wellness</li> <li>• Food, Sleep and Fitness are all important elements to Good Health</li> <li>• Nutrition and lifestyle choices affect disease prevention</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How do the nutrition and wellness choices we make each day contribute to our overall health?</li> </ul>
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<b>What will students know...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students be able to do...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>• How to create a wellness plan for themselves and/or a given case study.</li> <li>• Their personalize risk factors for potential health problems (controllable and uncontrollable Avenues to manage stress and improve time management</li> <li>• The connection that family and friends have on the choices we make</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a wellness plan</li> <li>• Analyze personal lifestyle choices for promotion of health and wellness</li> <li>• Analyze personal sleep habits as they relate to health and wellness</li> </ul>

## 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.

Final exam? : [W Elliott Nutritional Diseases Project.docx](#)

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

**Labs will also be utilized to assess student understanding.**  
[FFH 4c Rubric](#)  
[Lab Reflection](#)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<b>LINK TO COURSE LEARNING TARGETS:</b> <a href="#">COURSE LEARNING TARGETS</a>	
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Reading and Analysis Assignment <a href="#">Nutrition and Wellness Comp Lv1</a> <a href="#">Nutrition and Wellness Comp Lv2</a> <a href="#">The Secret to a Happy Life - Dr. Robert Waldinger</a> Watch Video and Complete <a href="#">ORID</a> Organizer Analyze personal lifestyle choices for promotion of health and wellness: <a href="#">Teen Compass Wellness Activity.pdf</a> Step by step directions to create a wellness plan <a href="#">tangiblemovement.org-Creating a Personal Wellness Plan.pdf</a> Organizer for plan	
<b>Assessment</b>	
<a href="#">W Elliott Nutritional Diseases Project.docx</a> Summative: Students will research topics and create a health and wellness plan after reflecting on their own personal areas of improvement or one of the <a href="#">given case studies</a> .	

# Food & Nutrition

(Formerly Food for Fitness & Health)



# Grades 10-12

Academic

Half year

Can be taken for Science credit



# Students learn:

- Basic nutritional needs
- How to meet the needs with
  - Whole food selections
  - Meal planning
  - Food preparation in cooperative lab groups



# Unit 1



## Skills for food preparation labs:

- Personal safety in the kitchen
- Food safety and sanitation practices to prevent foodborne illness
- Equipment and knife skills
- Accurate measuring of ingredients
- Healthy food preparation methods
- Professional conduct and effective collaboration

# Unit 1



- Performance tasks
  - During cooperative food preparation labs, students will demonstrate:
    - Appropriate personal safety skills
    - Appropriate food safety procedures
    - Appropriate and safe use of knives
    - Accurate measuring of ingredients
    - Professional conduct and effective collaboration

# Unit 1

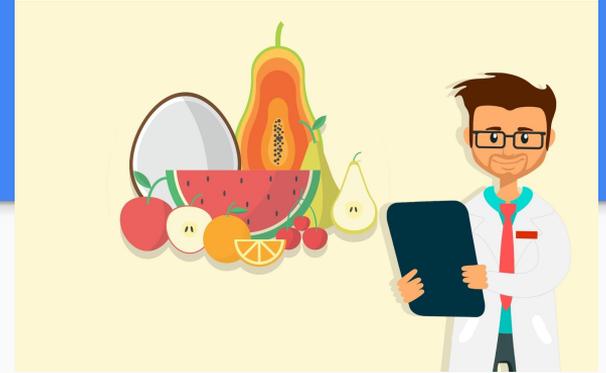
- Performance tasks
  - Safety & Sanitation Assessment
  - Food preparation labs
  - Reflection on lab performance
  - Assessment on accurate measuring



# Unit 2

## Wellness Lifestyle

- Role of nutritious foods in health
  - Essential nutrients
  - Whole food sources
- Role of healthy choices
  - Activity
  - Sleep and rest
  - Food selections



# Unit 2

## Performance tasks:

[Fruit Salsa with Cinnamon Chips](#)

[Broccoli and Mixed Vegetable Stir Fry](#)

[Homemade Pasta](#)

[Rice Pilaf](#)

[HomeFriedPotatoes](#)

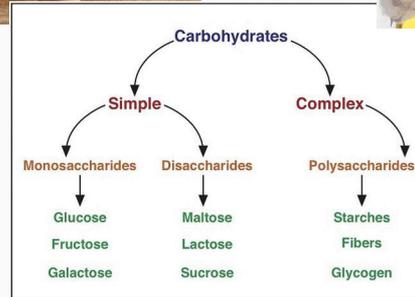
[Basic Loaf Bread Recipe](#)



# Unit 3

## Macronutrients: Sources and Roles in Wellness

- Protein
- Carbohydrates
- Fats
- Water



# Unit 3

- Performance Tasks:

[Pumpkin Chocolate Chip Muffins](#)

[Instant Pancake MIX Alton Brown](#)

[INSTANT PANcakes Alton Brown](#)

[Mixed Berry Compote FCS Lab Recipe Template](#)

[Belgian Waffles](#)

[Western Omelet recipe](#)

[Perfect Omelet](#)

[Chili con Carne](#)

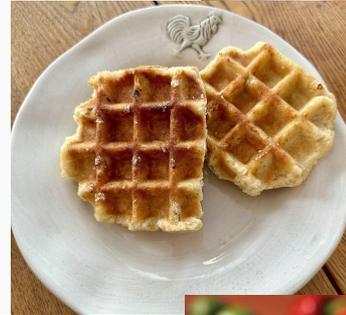
[Chicken Burrito Recipe](#)

[Pasta Fagioli](#)

[Kitchen Lab Rubric - 4Cs](#)

[Six Major Nutrients worksheet](#)

[Six Essentials Nutrients Quiz](#)



# Unit 4



Micronutrients: food sources and roles for maintaining wellness

- Vitamins
- Minerals

# Unit 4



## Performance Tasks:

- Students will work collaboratively to plan, prepare, and assess a variety of meals that they have researched and are nutritionally sound.
- [Quiz - Vitamin & Mineral Sources and Functions](#)

Students list each micronutrient, name the food source, and explain the role in health maintenance.

# Thank you

Southington High School

Family & Consumer Sciences

Mary-Lynne Osborn

Department Leader

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date April 10, 2025  
Decision Requested X Agenda Code 10 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Foundations of Art 1 – Revised Curriculum - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Foundations of Art 1– Revised 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 Foundations of Art 1– Revised 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

## FOUNDATIONS OF ART 1 - UNIT PLANNING

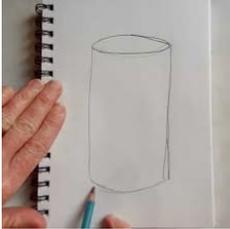
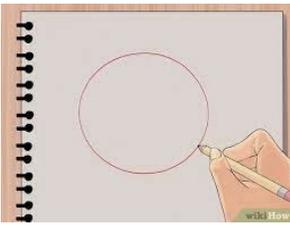
<b>Unit: FOA 1 #1 - Creativity/Artistic Level Pre-Test</b>		
<b>Number of Weeks: 2 Weeks</b>		<b>Class Periods: 4 Blocks</b>
<b>Unit Summary: Students will create a name design from their own personal story. Starting from generating a list of ideas, revising that list, choosing a theme and designing the composition. A finished version will be created and shaded with markers and or colored pencils.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> To establish a baseline level of creative and technical ability in art.</p> <p><b><u>Standards:</u></b>            VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.            VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.            VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.            VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.            VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.            VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> Oak tag, sketchbook, graphite, ruler, compass, eraser, sharpener, ultra fine sharpie, colored sharpie, colored pencils, image references</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <p>1. I can create a name design through research and idea generation.</p>	<ul style="list-style-type: none"> <li>● Class presentation and discussion on unit learning targets and expectations</li> <li>● Review Content Vocabulary: Basic Art Elements technical accuracy, space, appropriate subject matter, art periods, realism, abstraction</li> <li>● View student sample work</li> <li>● Research fonts</li> <li>● Create a list of 10 themes that represent one's interests and/or personality</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning activity:</b></p> <p>1. List of 10 Themes</p> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>

<p><b>Block 2</b></p> <p>1. I can create a name design drawing plan.</p> 	<ul style="list-style-type: none"> <li>● Create 2-4 thumbnail sketches of name letter design and coordinating but also contrasting backgrounds that follow a chosen theme</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning activity:</b></p> <ol style="list-style-type: none"> <li>1. 2-4 Thumbnail Sketches</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● Peer Collaboration - Class Critique, Turn &amp; Talk, etc.</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 3</b></p> <p>1. I can complete my name design line drawing through careful measurements and mapping.</p>	<ul style="list-style-type: none"> <li>● Precisely map out the spacing of both lettering and theme components utilizing drawing tools such as a ruler or compass so they equally fit across the paper</li> <li>● Complete a line drawing from the chosen thumbnail sketch</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Performance Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Name Design Line Drawing</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 4</b></p> <p>1. I can shade in my name design with color, value, texture and detail.</p> 	<ul style="list-style-type: none"> <li>● Utilizing either colored pencils, sharpie markers or both, shade in the name design and coordinating background with a focus on color mixing, value, texture and detail</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Performance Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Name Design Shaded</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● Peer Collaboration - Class Critique, Turn &amp; Talk, etc.</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Rubric</li> <li>● <a href="#">Art Pre-Test Rubric</a></li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>



## FOUNDATIONS OF ART 1 - UNIT PLANNING

<b>Unit: FOA 1 #2 - Observational Perspective - Basic Shapes of Life - Line, Shape, Value &amp; Form</b>		
<b>Number of Weeks:</b>	<b>2 Weeks</b>	<b>Class Periods: 4 Blocks</b>
<p><b>Unit Summary:</b> Students will learn the four basic shapes of life and how they fit within every real life object and within our environment. They will practice disciplined drawing habits and basic perspective strategies through drawing the basic shapes and then making them 3 dimensional by adding observed value.</p>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<i>Overarching Goals (What you want students to learn/be able to do by the end of the unit)</i>		
<p><b>Unit Goal:</b>            Students will make the connection between the 4 basic shapes of life and how they relate to all real world objects            Students will recognize that successfully rendering basic forms of life are essential for drawing anything else            Students will render the basic forms of life using the art elements of line, shape, value and form</p>		
<p><b>Standards:</b>            VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.            VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.            VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.            VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.            VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b>Unit Materials:</b>            Sketchbook paper, graphite pencil, eraser, sharpener, spheres, cylinders, cones and cubes</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <ol style="list-style-type: none"> <li>I will learn observational perspective through the basic shapes of life (sphere, cylinder).</li> <li>I will draw accurately &amp; realistically.</li> </ol> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>Class presentation &amp; discussion on the 4 basic shapes of life and how they relate to real world objects</li> <li>Review Content Vocabulary: Basic shapes, line, shape, space(pos &amp; neg), light source, value, value scale, form, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows</li> <li>Practice Rules/strategies</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>Line Drawing Sphere</li> <li>Line Drawing Cylinder</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>Self Assessments - Self Reflection Prompts</li> <li>1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>Online Grading</li> </ul>



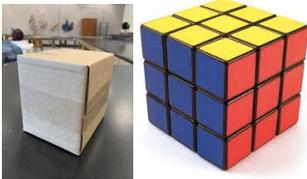
for checking sizes, spaces and angles

- Practice strategies for drawing a life size sphere free-hand and accurate (how to curve one's wrist when drawing, erasing & fixing)
- Practice strategies for drawing a life size cylinder free-hand and accurate (how to draw an ellipse, straight walls, and a curved bottom)

- Opportunity for Revision

### Block 2

1. I will learn observational perspective through the basic shapes of life (**cone**, **cube**).
2. I will draw accurately & realistically.



- Practice strategies for drawing a life size cone free-hand and accurate (drawing an ellipse, using a pencil to check angled walls, curved bottom)
- Practice strategies for drawing a life size cube free-hand and accurate (front edge, using a pencil to check angled walls, using the edge of the paper to check vertical walls)
- Evaluating, revising and editing all 4 basic shape line drawings for final review

How will you evaluate this task?

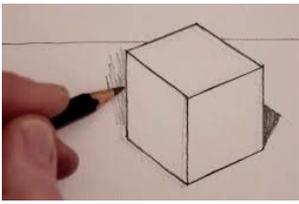
Teacher observation

#### Learning Activity:

1. Line Drawing Cone
2. Line Drawing Cube

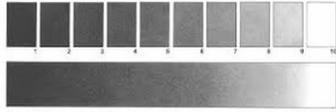
How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision



**Block 3**

1. I will be able to create value and tonal quality of an object.



- Create a value scale ranging from 1-10 using graphite pencil

How will you evaluate this task?  
Teacher observation

**Learning Activity:**

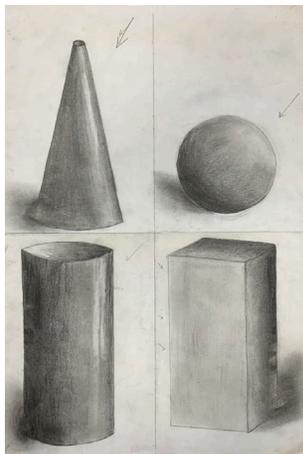
1. Tonal Value Scale

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

**Block 4**

1. I will learn the value and tonal quality of an object through shading of the objects.
2. I will evaluate light sources, highlights and shadows based on how they change the tonal quality of an object.



- Establishing a light source
- Marking highlights
- Understanding cast shadows
- Shading of sphere, cylinder, cone, & cube (into the already complete line drawings)
- Evaluating, revising and editing all 4 basic shape shaded drawings for final review

How will you evaluate this task?  
Teacher observation

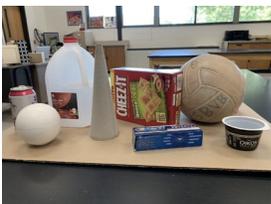
**Performance Assessment:**

1. 4 Basic Shapes Shaded

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [OP - Basic Shapes Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 1 - UNIT PLANNING

<b>Unit: FOA 1 #3 - Observational Perspective - Still Life</b>		
<b>Number of Weeks: 3.5 Weeks</b>		<b>Class Periods: 8 Blocks</b>
<b>Unit Summary: Students will practice learned observational drawing strategies from prior knowledge. They will create a still life drawing from a classroom set-up that encompasses objects that fulfill the four basic shapes of life. The line drawing will then be shaded in to create depth.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> Students will render three dimensionality on a two dimensional surface using the elements of value, space and the design principles of scale, proportion using a still life set-up.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> 12X18" white drawing paper, sketchbook, graphite pencil, eraser, sharpener, basic shapes still life</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b> 1. I will learn still life drawing by evaluating compositions.</p> 	<ul style="list-style-type: none"> <li>● Review Content Vocabulary: Composition, still life, line, shape, space(pos &amp; neg), light source, value, value scale, form, thumbnail sketch, viewfinder, size relationships, space relationships, checking angles, shading, highlights, shadows, cast shadows</li> <li>● Identifying compositional rules</li> <li>● Evaluate a still life</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b> 1. 2 Thumbnail Drawings</p> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>



utilizing compositional rules

- 2 thumbnail sketches

**Block 2 - 4**

1. I will create an accurate still life line drawing.

- Establish an order of objects to draw
  1. Locate a large central object that is up front. Figure out where it goes on your drawing paper and how big. Draw that object first. Line drawing only.
  2. Get it checked.
  3. Choose an object that is next to or overlapping the first object. Make comparisons in size and location.
  4. Continue adding Objects based on proximity
- Create a line drawing of a grouping of objects
- Mapping out the placement and space objects take up
- Practice drawing strategies to check sizes, spaces & angles
- Compare positive & negative shapes & space
- Edit and revise scale and proportion

How will you evaluate this task?  
Teacher observation

**Performance Task:**

1. Still Life Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [OP - Still Life Rubric](#)
- Online Grading
- Opportunity for Revision

**Block 5**

1. I will refine the still life drawing by adding defining detail.

- Add major graphics, lettering and defining lines to line drawing

How will you evaluate this task?  
Teacher observation

**Learning Activity:**

1. Still Life Drawing with Defining Detail

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 6-8

1. I will shade the still life drawing by adding tonal quality with a range from 1-10.



- Identify and evaluate light sources and their impact on a still life
- Map out highlights & cast shadows
- Shade in still life drawing using a range of value from 1-10
- Refine drawing

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

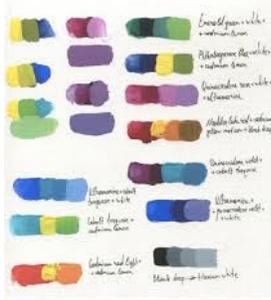
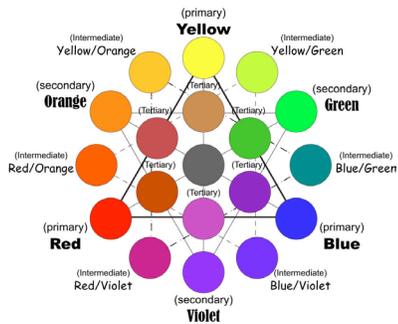
1. Still Life Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [OP - Still Life Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 1 - UNIT PLANNING

<b>Unit: FOA 1 #4 - Color Theory/Color Wheel - Color Mixing &amp; Layering</b>		
<b>Number of Weeks:</b> <b>3.5 Weeks</b>	<b>Class Periods: 8 Blocks</b>	
<b>Unit Summary: Students will learn basic color theory by understanding how to use a color wheel. Color mixing and layering will be stressed to increase the artistic color palette. From this, students will design their own creative color wheel through personal idea generation.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> To understand the basics of color theory and how to interpret and utilize a color wheel; how colors are made, mixed and matched to create real color and color value to resemble real objects and environments.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> 12X12" white paper, sketchbook, graphite pencil, eraser, sharpener, rulers, compasses, colored pencil, image references</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <ol style="list-style-type: none"> <li>1. I will learn basic color theory by evaluating the color wheel and how to use it.</li> <li>2. I will learn basic color theory by experimenting with color mixing.</li> </ol>	<ul style="list-style-type: none"> <li>● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous</li> <li>● Discuss the difference between color and the absence of color</li> </ul>	<p>How will you evaluate this task? Teacher Observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Color Interact experiment</li> <li>2. Color Mixing - Variety of Media</li> <li>3. Create Tints , Tones, Shades of a Color</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson</li> </ul>



- Experiment with how colors interact with each other
- Practice mixing colors using a variety of media
- Create tints, tones and shades of a color

- Task in Progress and Final Product
- Online Grading
  - Opportunity for Revision

### Block 2

1. I will create a color mixing chart that reinforces color mixing through color layering.
2. I will experiment with creating value with color.



- Create a color mixing chart  
A warm and cool row for each primary and secondary color going from light to dark (except yellow which is difficult to layer and mix with)
- Colored pencils should be sharp, 45 degree angle, hand held further back on the pencil, with light pressure
- Change direction of layering or small circular motion

How will you evaluate this task?  
Teacher Observation

#### Learning Activity:

1. Color Mixing Chart

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 3

1. I will practice shading through using the color overlay process.

WRONG



- From a simple ordinary object, create a line drawing
- Shade in the object by mixing and matching colors to emulate the real object and its environment
- Colored pencils should be sharp, 45 degree angle, hand held further back on the pencil, with light pressure
- Change direction of layering or small circular motion

How will you evaluate this task?  
Teacher Observation

#### Learning Activity:

1. Sample Object - Color Shading Practice

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

Use layering or underlying colors to mix new colors and values.

**CORRECT**



### Block 4 & 5

1. I will create a themed color wheel through research and a drawing plan.

- Brainstorm and research themes that are both unique and varied
- Based on the theme, find and save references for each of the 12 colors
- In sketchbook draw/map out how your color objects/environments will transition around the color wheel
- Make sure objects flow and interact with each other
- Consider the background or environments around the objects

How will you evaluate this task?  
Teacher Observation

#### Learning Activity:

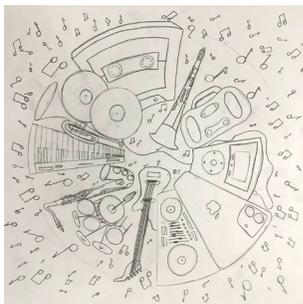
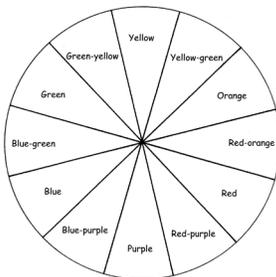
1. Research and Theme List of 10
2. Image References
3. TCW Drawing Plan

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 6

1. I can create a themed color wheel line drawing that is derived from research and planning.



- On 12X12" white drawing paper, using a compass and a ruler, create an underlying 12 wedge map to use for equal spacing
- Using the drawing plan, transfer the idea(s) to the good paper is a very precise line drawing only

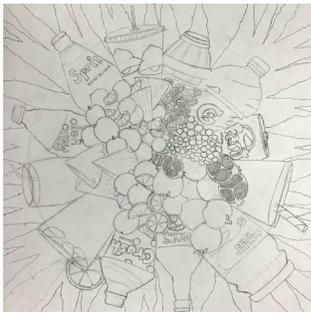
How will you evaluate this task?  
Teacher Observation

#### Performance Assessment:

1. Themed Color Wheel Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric  
[CT - Color Wheel Rubric](#)
- Online Grading
- Opportunity for Revision



### Block 7 & 8

1. I can shade the themed color wheel through color mixing and layering.



- Shade in Themed Color Wheel line drawing using Prismacolor colored pencils
- Layering to make colors and values using multiple colored pencils
- Colored pencils should be sharp, 45 degree angle, hand held further back on the pencil, with light pressure
- Change direction of layering or small circular motion
- Refine and detail shading

How will you evaluate this task?  
Teacher Observation

#### Performance Assessment:

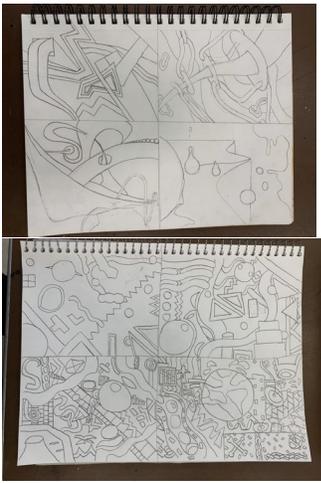
1. Themed Color Wheel Shaded

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [CT - Color Wheel Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 1 - UNIT PLANNING

<b>Unit: FOA 1 #5 - Color Theory Schemes</b>		
<b>Number of Weeks: 3 Weeks</b>		<b>Class Periods: 7 Blocks</b>
<b>Unit Summary: Students will continue to understand basic color theory through exploring color schemes. Students will apply these schemes to associated abstract non-objective designs, their compositional elements and the vibe they portray.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> To be able to identify different color schemes, the intent or reason behind the use of a particular scheme and to incorporate a scheme into a work of art to convey a mood or tone.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> 12X18" gray drawing paper, sketchbook, graphite pencil, eraser, sharpener, colored pencils, oil pastels, blending stumps, newspaper</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <ol style="list-style-type: none"> <li>1. I will learn the 9 different color schemes that are used in art and design.</li> <li>2. I can identify abstract non-objective designs.</li> <li>3. I can create 2-4 Abstract Non-Objective designs that follow the unit criteria.</li> </ol>	<ul style="list-style-type: none"> <li>● Review Content Vocabulary: hue, color wheel, value, intensity, tint, tone, shade, color temperature, primary colors, secondary colors, intermediate colors, neutral colors, monochromatic, complementary color pairs, analogous</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Abstract Non-Objective Thumbnail Drawings 2-4</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> </ul>



- Discuss and analyze Abstract Non-Objective designs/art
- Research Abstract Non-Objective designs
- In sketchbook create 2-4 distinctly different Abstract Non-Objective designs using lines, shapes, textures and patterns
- Elements should create movement or interact with each other. They should overlap, wrap around, poke through, go up and over, sneak behind, etc. etc.
- There should be an obvious foreground, middle ground and background
- Use the elements of art to show motion
- Elements should vary in size from small and medium to large

- Online Grading
- Opportunity for Revision

### Block 2

1. I can create a color map of the abstract non-objective design using a particular scheme.



- Using our scheme reference guide, choose a different scheme for each thumbnail design that matches the look or vibe of the design
- Shade in the thumbnail sketches using colored pencils. Use every form of each color in the scheme that you can create using the color overlay mixing process
- Add highlights and shadows to the elements of the design to create a 3 dimensional effect

How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. Abstract Non-Objective Color Maps

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 3

1. I can create an abstract non-objective line drawing following the thumbnail plan.



- Transfer line drawing from sketchbook to good paper focusing on accuracy and precise, clean lines

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. Abstract Non-Objective Line drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric  
[CT - Schemes Rubric](#)
- Online Grading
- Opportunity for Revision

#### Block 4

1. I will learn control of the medium through experimenting with color mixing, color blending, and color value.



- Practice creating mixed variation of colors for each color within chosen scheme with oil pastels
- Practice creating value scales for each color within chosen scheme with oil pastels
- Practice blending from one color to another using a blending stump and oil pastels
- Practice creating hard crisp edges with a blending stump and oil pastels

How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. Practice Color Mixing with the Media
2. Color Value Scales
3. Color Blending Samples
4. Media Edge Samples

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

#### Blocks 5-7

1. I can shade the abstract non-objective design through color mixing, color blending, color value and control of the medium.



- Shade in the Abstract Non-Objective line drawing utilizing prior knowledge of color mixing and layering and control of the medium
- Focus on range of color within scheme, value, edges, color mixing and layering, and color blending

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. Abstract Non-Objective Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric  
[CT - Schemes Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 1 - UNIT PLANNING

<b>Unit: FOA 1 #6 - Texture - Surface Quality of Forms &amp; Environments - Qualities of Line</b>		
<b>Number of Weeks:</b> 4 Weeks	<b>Class Periods:</b> 9 Blocks	
<b>Unit Summary:</b> Students will practice basic line shading techniques that exemplify surface qualities and textures. They will use these techniques in a work of art to replicate real world textures, objects and environments.		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<b>Unit Goal:</b> Students will understand and identify texture within one's own society or world. They will emulate a variety of textures using the line shading techniques so that the perceived textures are easily identifiable. They will also match values and detail using the line shading techniques so that they match the highlights and shadows within their artwork. Students will be able to do this with a variety of media.		
<b>Standards:</b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.		
<b>Unit Materials:</b> 11X14" white tagboard, sketchbook, graphite pencil, eraser, sharpener, ultrafine Sharpies, colored pencil, image references		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<b>Block 1</b> <ol style="list-style-type: none"> <li>1. I will learn the texture or surface quality of objects and/or environments in the real world.</li> <li>2. I will be able to differentiate between perceived and real textures.</li> <li>3. I will learn how you can emulate textures through line shading techniques or mark making.</li> <li>4. I will learn how you can</li> </ol>	<b>Tasks:</b> <ul style="list-style-type: none"> <li>● Review Content Vocabulary: Actual texture, perceived texture, qualities of line, stipple, dashes, hatching, cross-hatching, light to dark, thick to thin, broken lines, irregular lines, circular/curved lines, pattern, angular lines, scribbling</li> </ul>	How will you evaluate this task? Teacher observation <b>Learning Activity:</b> <ol style="list-style-type: none"> <li>1. Animal Idiom List of 10</li> </ol> How will you provide feedback to students? <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● Peer Collaboration - Class Critique, Turn &amp; Talk, etc.</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson</li> </ul>

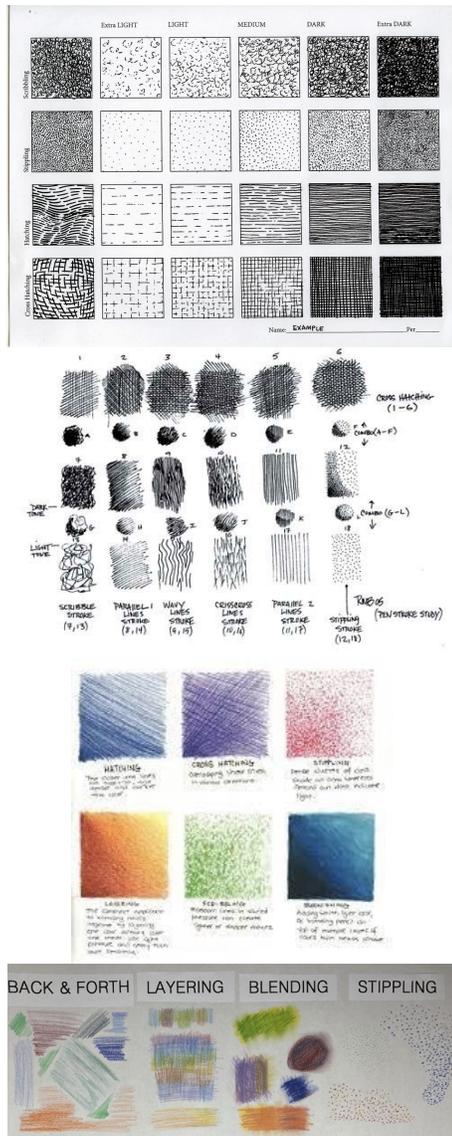
<p>use alternative methods of idea generation by utilizing idioms.</p>	<ul style="list-style-type: none"> <li>● Resolve how texture defines an object, how texture differentiates one object or surface from another and how you create smooth, shiny and rough textures?</li> <li>● Discuss and define idioms, view student samples and identify techniques to emulate textures</li> <li>● Research idioms that include an animal</li> <li>● Create a list of 10 unique idioms with animals  #1 – The elephant in the room  #2 – One-trick pony  #3 – The lion's share.  #4 – Hold your horses!  Etc. etc.</li> </ul>	<p>Task in Progress and Final Product</p> <ul style="list-style-type: none"> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 2 &amp; 3</b></p> <ol style="list-style-type: none"> <li>1. I will learn idea generation through idioms.</li> <li>2. I will create a composition design utilizing an idiom.</li> </ol>	<ul style="list-style-type: none"> <li>● Narrow idiom list to best 2 ideas</li> <li>● Research and find image references to draw from</li> <li>● In sketchbook design the 2 compositions using reference materials so that the parts of the composition are realistic and not cartoonish while also depicting the idiom</li> </ul>	<p>How will you evaluate this task?  Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Reference Images</li> <li>2. Animal Idiom 2 Compositions</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 4</b></p> <ol style="list-style-type: none"> <li>1. I will create an animal idiom line drawing using a planned idea.</li> </ol>	<ul style="list-style-type: none"> <li>● Evaluate the 2 thumbnail compositions and transfer the best one to 11X14" white tagboard.</li> <li>● Drawing should be carefully sized to fit the whole board and precisely and accurately drawn</li> </ul>	<p>How will you evaluate this task?  Teacher observation</p> <p><b>Performance Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Animal Idiom Line Drawing</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● Peer Collaboration - Class Critique, Turn &amp; Talk, etc.</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Rubric</li> </ul>

[Texture Rubric](#)

- Online Grading
- Opportunity for Revision

**Block 5**

1. I will learn line shading techniques through value scales.
2. I will learn line shading techniques by creating various perceived textures using a variety of media.



- Practice line shading/texture techniques through value scales highlighting the change from light to dark
- Practice line shading techniques using ultrafine Sharpie, colored pencil and watercolor pencil

How will you evaluate this task?

Teacher observation

**Learning Activity:**

1. Line Shading Technique Value Scales

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

**Block 6**

1. Create various perceived textures that are relevant to the surface of a particular object or environment

- In sketchbook, test out techniques while shading objects and environments within one's chosen composition using ultrafine Sharpie, colored pencil and watercolor pencil

How will you evaluate this task?

Teacher observation

**Learning Activity:**

1. Practice Object - Shading with Line Shading Techniques

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

**Block 7&8**

1. Utilize media and line shading techniques to complete a work of art (animal idiom composition)



- Shade in animal idiom composition using line shading techniques to emulate real surface textures or objects and environments
- Shade work of art that showcases at least four textures

How will you evaluate this task?  
Teacher observation

**Performance Assessment:**

1. Idiom Drawing Shaded with Line Shading Techniques

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric

[Texture Rubric](#)

- Online Grading
- Opportunity for Revision

**Block 9**

1. Use color and technique to direct the viewer to the focus of the idiom



- Use color, colored pencil or watercolor pencil to add additional value and texture/mark making to the animal idiom composition
- Use color to direct the viewer to areas of importance
- Fine tune artwork with finishing details

How will you evaluate this task?  
Teacher observation

**Performance Assessment:**

1. Idiom Shaded Drawing with Targeted Color

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
  - Peer Collaboration - Class Critique, Turn & Talk, etc.
  - 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
  - Rubric
- [Texture Rubric](#)
- Online Grading
  - Opportunity for Revision

## Foundations of Art 1 - Curriculum Mapping

[Link to Standards](#)

Units (Unit Number, Unit Title, Number of Weeks)	Standards/Skills (Paste in from Framework including standard numbers)	Assessments (Performance tasks, summative assessments)
<p><b>1. Creativity/Artistic Level Pre-Test</b></p> <p><b>(4 Blocks) / 2 Weeks</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b></p> <p><b>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b></p> <p><b>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</b></p> <p><b>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</b></p> <p><b>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</b></p> <p><b>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Content Vocabulary: Basic Art Elements technical accuracy, space, appropriate subject matter, art periods, realism, abstraction</li> <li>● Think, plan, sketch and color/shade in their own design</li> <li>● Research plan of action</li> <li>● Drawing plan/thumbnailed sketches</li> <li>● Line drawing</li> <li>● Shaded drawing</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">Art Pre-Test Rubric</a></li> </ul>
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<p><b>3. Observational Perspective - Still Life</b></p> <p><b>(8 Blocks) / 3.5 Weeks</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b>  <b>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b>  <b>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Content Vocabulary: Composition, still life, line, shape, space(pos &amp; neg), light source,</li> </ul>

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- Evaluate a still life utilizing compositional rules
- 2-4 thumbnail sketches
- Establish an order of objects to draw
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- Mapping out the placement and space objects take up
- Practice drawing strategies to check sizes, spaces & angles
- Compare positive & negative shapes & space
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- Identify and evaluate light sources and their impact on a still life
- Map out highlights & cast shadows
- Shade in still life drawing using a range of value from 1-10
- Refine drawing

**Summative Assessment:**

- Teacher observation

		<ul style="list-style-type: none"> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">OP - Still Life Rubric</a></li> </ul>
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**VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.**

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thick to thin, broken lines, irregular lines, circular/curved lines, pattern, angular lines, scribbling

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**Summative Assessment:**

- Teacher observation
- Completed Learning Task
- Completed Artwork
- Class Critique
- [Texture Rubric](#)

## Foundations of Art 1 - Curriculum Mapping

[Link to Standards](#)

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- Teacher observation

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**VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.**

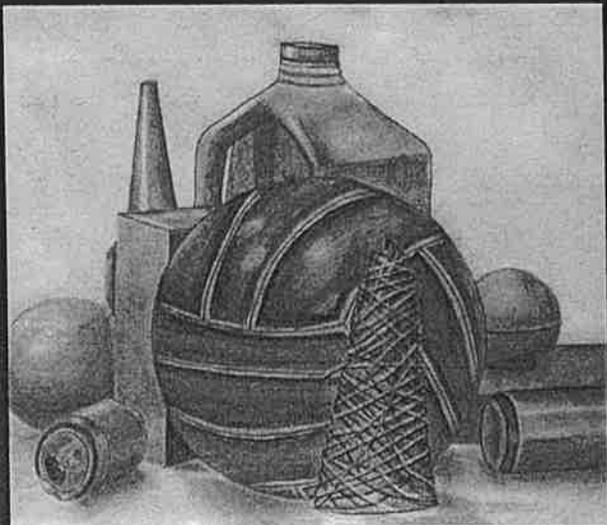
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**Summative Assessment:**

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- Completed Learning Task
- Completed Artwork
- Class Critique
- [Texture Rubric](#)



SHS Art Department

# Foundations of Art 1



**Unit: FOA 1 #1 - Creativity/Artistic Level Pre-Test**

**Number of Weeks: 2 Weeks**

**Class Periods: 4 Blocks**

**Unit Summary: Students will create a name design from their own personal story. Starting from generating a list of ideas, revising that list, choosing a theme and designing the composition. A finished version will be created and shaded with markers and or colored pencils.**

**Unit Goal: To establish a baseline level of creative and technical ability in art.**

## **Unit: FOA 1 #2 - Observational Perspective - Basic Shapes of Life - Line, Shape, Value & Form**

**Number of Weeks: 2 Weeks**

**Class Periods: 4 Blocks**

**Unit Summary: Students will learn the four basic shapes of life and how they fit within every real life object and within our environment. They will practice disciplined drawing habits and basic perspective strategies through drawing the basic shapes and then making them 3 dimensional by adding observed value.**

### **Unit Goal:**

**Students will make the connection between the 4 basic shapes of life and how they relate to all real world objects**

**Students will recognize that successfully rendering basic forms of life are essential for drawing anything else**

**Students will render the basic forms of life using the art elements of line, shape, value and form**

**Unit: FOA 1 #3 - Observational Perspective - Still Life**

**Number of Weeks: 3.5 Weeks**

**Class Periods: 8 Blocks**

**Unit Summary:** Students will practice learned observational drawing strategies from prior knowledge. They will create a still life drawing from a classroom set-up that encompasses objects that fulfill the four basic shapes of life. The line drawing will then be shaded in to create depth.

**Unit Goal:** Students will render three dimensionality on a two dimensional surface using the elements of value, space and the design principles of scale, proportion using a still life set-up.

**Unit: FOA 1 #4 - Color Theory/Color Wheel - Color Mixing & Layering**

**Number of Weeks: 3.5 Weeks**

**Class Periods: 8 Blocks**

**Unit Summary:** Students will learn basic color theory by understanding how to use a color wheel. Color mixing and layering will be stressed to increase the artistic color palette. From this, students will design their own creative color wheel through personal idea generation.

**Unit Goal:** To understand the basics of color theory and how to interpret and utilize a color wheel; how colors are made, mixed and matched to create real color and color value to resemble real objects and environments.

## **Unit: FOA 1 #5 - Color Theory Schemes**

**Number of Weeks: 3 Weeks**

**Class Periods: 7 Blocks**

**Unit Summary: Students will continue to understand basic color theory through exploring color schemes. Students will apply these schemes to associated abstract non-objective designs, their compositional elements and the vibe they portray.**

**Unit Goal: To be able to identify different color schemes, the intent or reason behind the use of a particular scheme and to incorporate a scheme into a work of art to convey a mood or tone.**

**Unit: FOA 1 #6 - Texture - Surface Quality of Forms & Environments - Qualities of Line**

**Number of Weeks: 4 Weeks**

**Class Periods: 9 Blocks**

**Unit Summary: Students will practice basic line shading techniques that exemplify surface qualities and textures. They will use these techniques in a work of art to replicate real world textures, objects and environments.**

**Unit Goal: Students will understand and identify texture within one's own society or world. They will emulate a variety of textures using the line shading techniques so that the perceived textures are easily identifiable. They will also match values and detail using the line shading techniques so that they match the highlights and shadows within their artwork. Students will be able to complete this with a variety of media.**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date April 10, 2025  
Decision Requested X Agenda Code 10 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Foundations of Art 2 – Revised Curriculum - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Foundations of Art 2 – Revised 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 Foundations of Art 2 – Revised Curriculum – as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



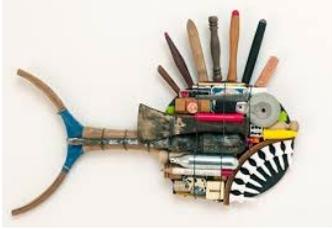
\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

## FOUNDATIONS OF ART 2 - UNIT PLANNING

<b>Unit: FOA 2 #1A - 3D Design - Found Object</b>		
<b>Number of Weeks: 4 Weeks</b>		<b>Class Periods: 10 Blocks</b>
<b>Unit Summary: Students will build a sculpture using recycled materials they personally gather. They will choose from four possible themes: animal, architecture, musical instrument or vehicle.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> To create a solid, well constructed, free standing and "interesting in the round" sculpture that is both unique in its building assemblage and artistic statement. To rethink what constitutes art materials, supplies and how art can be created through alternative materials.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p><b><u>Unit Materials:</u></b> Newspaper, cardboard, egg cartons, containers, plastic bottles, soda cans, tagboard, tape, wire, tacky glue, glue guns &amp; glue, variety of found objects ( puzzle pieces, old jewelry, trinkets, old toys, game pieces, silverware, food boxes and wrappers, etc. etc.)</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <ol style="list-style-type: none"> <li>1. I will learn what a found object is within sculpture.</li> <li>2. I will learn the four options for building.</li> <li>3. I will research and plan ideas for building.</li> </ol> <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> <li>● Review Content Vocabulary: Sculpture, 3-dimensional, found object, manufactured, natural, form, repurposed, transformed, freestanding vs. attached, in the round, armature, positive space, negative space, solid construction, additive</li> <li>● Discuss and analyze found object sculpture</li> <li>● Research, view and</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Research Notes for Found Object Sculpture</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> </ul>

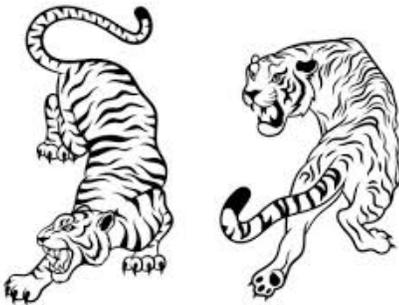


analyze recycled sculptures and artists

- Online Grading
- Opportunity for Revision

### Block 2

1. I can research and plan ideas for building.



- Research found object ideas and create a multi-view building plan with notes on attachments and materials
- Create a file of picture references (front, side, top & bottom)
- Plan for size within 12"x12"x12"
- Research found object materials and make a list of needed supplies



How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. Reference Images for Found object Sculpture
2. Found Object Sculpture Drawing Plan
3. Found Object Sculpture Supply List

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 3 - 5

1. I can build an armature by understanding the framework within a sculpture.

- Make the armature of the found object sculpture.
  1. Acquire the materials
  2. Make the wire/foil cuts
  3. Wrap the body or

How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. Found Object Sculpture Armature

How will you provide feedback to



- core
4. Sealing the core with paper mache or paris craft

students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

**Blocks 6-8**

1. I can assemble found object materials.



- Consider adding a base acrylic color to the solid armature
- Build the shape, form, texture, and colors using gathered found objects
- Make solid/sound connections by using the appropriate adhesive for the job

How will you evaluate this task?  
Teacher observation

**Performance Assessment:**

1. Found Object Sculpture Form

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

**Blocks 9&10**

1. I can embellish a found object sculpture through refining and decorating.

- Refine or add materials that add detail or defining definition to the found object sculpture
- Clean up connections or add more for stability

How will you evaluate this task?  
Teacher observation

**Performance Assessment:**

1. Found Object Sculpture - Surface Quality Embellishments,



- Evaluate the piece “in the round” for interests and make adjustments

Refinements and detailing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric  
[3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 2 - UNIT PLANNING

<b>Unit: FOA 2 #1B - 3D Design - Mask Making</b>		
<b>Number of Weeks:</b>	<b>4 Weeks</b>	<b>Class Periods: 10 Blocks</b>
<b>Unit Summary: Students will research and create a life size wearable mask using pariscraft and other decorative materials. They will choose from themes of animals, theater, or cultural significance.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> To explore the evolution of mask making and its cultural significance, its purpose and function as a transformer of personality, a preserver of personality and as a protective device. (disguise, entertainment, storytelling and spirituality)</p> <p>To create a well constructed wearable life size mask that exemplifies a particular genre of mask making and personal artistic expression.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> Cardboard, masking tape, tag board, wire, newspaper, paper mache, acrylic paint, tacky glue, glue gun and glue sticks, decorative materials like feathers, faux fur, fabrics, colored tissue, moldable hardening clay, beads, stones, etc. etc.</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <ol style="list-style-type: none"> <li>1. I will learn the purpose of a mask.</li> <li>2. I will learn historical strategies of mask making.</li> </ol>	<ul style="list-style-type: none"> <li>● Review Vocabulary Content: Mask, design, 3-dimensional, sculpture, modeling, armature, paper mache, helmet mask, face mask, headdress, ritual/theatrical, low relief</li> <li>● Research &amp; Discuss</li> </ul>	<p>How will you evaluate this task? Teacher observation <b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Strategies of Mask Making Notes</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> </ul>



masks of many cultures,  
their roles and functions

- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 2 & 3

1. I can design an animal mask by creating thumbnail drawings.



- Evaluate mask making through thumbnail sketches of animal masks using reference materials

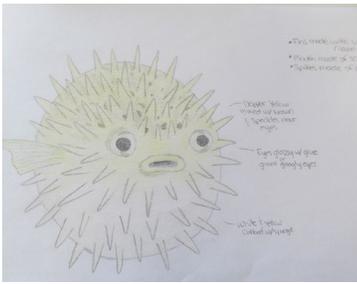
How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. Animal Masks - Drawing Plans 2

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision



**Block 4 & 5**

1. I can build a mask armature.



- Build an armature using cardboard, oak tag, newspaper, hot glue, masking tape, etc. to build a basic form of a mask.
- Establish strong connections and a solid form

How will you evaluate this task?  
Teacher observation  
**Learning Activity:**

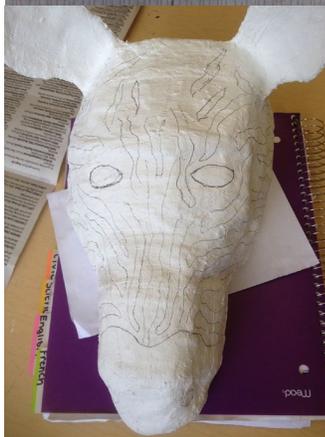
1. Animal Mask - Armature

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

**Blocks 6 & 7**

1. I can reinforce a mask armature using connecting material.



- Solidify the shape of the mask using paper mache/paris craft over finished armature
- Creating a mask surface to decorate on

How will you evaluate this task?  
Teacher observation  
**Performance Assessment:**

1. Animal Mask Completed Form

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

## Block 8-10

1. I can embellish/detail an animal mask through refinement and added materials.



- Add defining details such as paint and materials to add textures.
- Using all kinds of unique found materials to embellish the surface

How will you evaluate this task?  
Teacher observation

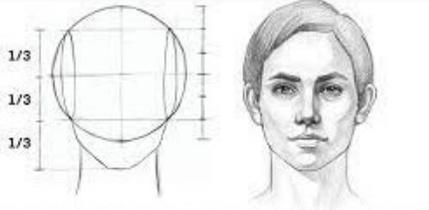
### Performance Assessment:

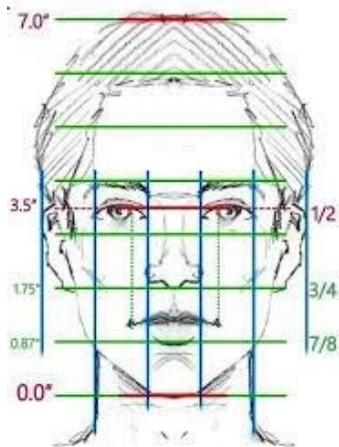
1. Animal Mask - Defining Detail, Embellishments and Decoration

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [3D Design Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 2 - UNIT PLANNING

<b>Unit: FOA 2 #2 - Observational Perspective - Self-Portrait</b>		
<b>Number of Weeks:</b>	<b>3.5 Weeks</b>	<b>Class Periods: 8 Blocks</b>
<b>Unit Summary: Students will create a life size realistic self-portrait that exemplifies their own unique traits and personality. An emphasis on telling their own personal story through this portrait will be encouraged.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> Students will be able to use observation to understand the proportions and features of the human face and then draw accurately using the elements of line, shape, value, form and texture. Drawing a self-portrait will also allow the student to decide how they want to be seen by others.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> Sketchbook, mirrors, graphite pencils, sharpeners, erasers, value scales, 12X18" white paper, blending stumps, rulers</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b> 1. I will learn the placement of human facial features.</p> 	<ul style="list-style-type: none"> <li>● Content Vocabulary: Self-portrait, portraiture, facial expression, profile, full face/frontal, ¾ view, facial features, gestures, posture</li> <li>● Review rules for observational perspective - checking size relationships, space relationships and angles</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b> 1. Portrait Drawing Notes</p> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> </ul>



Every face is 5 units (eye-widths) wide, 7 tall. Each feature placement is based on this.

- Review rules for measuring facial features and their placement
- Study human portraits, facial features, expressions and poses
- Study own face while looking into a mirror

- Online Grading
- Opportunity for Revision

### Block 2 & 3

1. I will learn how to create human facial features through drawing.



- Practice drawing individual facial features
1. Draw the human eye both front and side following the 10 sequential steps. Add value when finished.
  2. Draw the human nose both front & side following the sequential steps and then add value.
  3. Draw the human mouth both front and side following the six sequential steps and then add value.
  4. Draw the human ear following the three sequential steps shown and then add value.

How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. Human Facial Feature Studies

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 4 & 5

1. I can create a realistic self-portrait line drawing.



- Draw your entire face and shoulders focusing on proportion, main features and detail

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. Self-Portrait Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.



- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [Self-Portrait Rubric](#)
- Online Grading
- Opportunity for Revision

### Block 6 & 7

1. I will learn how to shade a self-portrait drawing by adding tonal quality with a range from 1-10.



- Render form/create depth by paying attention to highlights and shadows

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. Self-Portrait Drawing Shaded

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [Self-Portrait Rubric](#)
- Online Grading
- Opportunity for Revision

### Block 8

1. I will learn how to refine and detail a self portrait drawing.

- Accentuate details in the eyes, nose, mouth, ears and hair
- Bolden highlights and shadows
- Crisp edges
- Clean up positive and negative space

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. Self-Portrait - Refinement and Defining Details

How will you provide feedback to students?

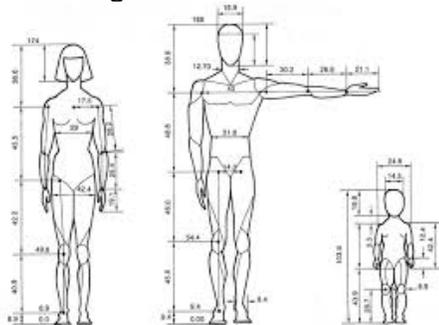
- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher



Conferencing of Lesson  
Task in Progress and Final  
Product

- Rubric
- [Self-Portrait Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 2 - UNIT PLANNING

<b>Unit: FOA 2 #3 - Observational Perspective - Figures</b>		
<b>Number of Weeks: 3.5 Weeks</b>		<b>Class Periods: 8 Blocks</b>
<b>Unit Summary: Students will learn the basics of figure drawing by examining a real life model. Methods of gesture drawing, contour drawing, shapes and postures will be explored.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> Students will apply basic foundation drawing skills to principles of gesture, anatomy and the creative interpretation of the human figure.</p> <p><b><u>Standards:</u></b>            VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.            VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.            VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.            VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.            VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.            VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b>            18X24" white paper, 12X18" mid-tone gray paper, graphite pencil, charcoal pencil, conte crayon, water based colored marker, water cups, brushes, erasers, sharpeners, blending stumps</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <p>1. I will learn the proportions of the human figure.</p> 	<ul style="list-style-type: none"> <li>● Review Vocabulary Content: Figure drawing, anatomy, proportion, model/figure, gesture drawing, contour drawing, expressive line, line of action, action, posture, foreshortening, form</li> <li>● Study images of the human body - apply measurements</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Figure Drawing Research &amp; Notes</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> </ul>

		<ul style="list-style-type: none"> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 2</b></p> <p>1. I will learn proportion through figure contour line drawing.</p> 	<ul style="list-style-type: none"> <li>● Create figure contour line drawings using pen or marker on white drawing paper</li> <li>● Capture proportion</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Figure - Contour Line Studies</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● Peer Collaboration - Class Critique, Turn &amp; Talk, etc.</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Rubric</li> <li>● <a href="#">Figure Drawing Rubric</a></li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 3</b></p> <p>1. I will learn figure movement through gesture drawing.</p> 	<ul style="list-style-type: none"> <li>● Create figure gesture drawings using colored marker and watercolor on white drawing paper</li> <li>● Capture motion</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Figure - Gesture Drawing Studies</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● Peer Collaboration - Class Critique, Turn &amp; Talk, etc.</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Rubric</li> <li>● <a href="#">Figure Drawing Rubric</a></li> <li>● Online Grading</li> <li>● Opportunity for Revision</li> </ul>
<p><b>Block 4</b></p> <p>1. I will learn realistic figure drawing through practice thumbnail studies.</p>	<ul style="list-style-type: none"> <li>● Draw figure studies of a classmate/model using correct proportions, depicting movement if applicable on gray mid-tone drawing paper</li> <li>● Experiment with graphite, charcoal and conte crayon</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. Figure Drawing Studies from Posed Model</li> <li>2. Figure Drawing Value Studies</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self</li> </ul>



- Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
  - 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
  - Rubric
  - [Figure Drawing Rubric](#)
  - Online Grading
  - Opportunity for Revision

**Block 5 & 6**

1. I can create a realistic figure line drawing.



- Choose a final dynamic pose and create an accurate line drawing on 12X18" paper chosen based on media choice

How will you evaluate this task?  
Teacher observation

**Performance Task:**

1. Figure Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [Figure Drawing Rubric](#)
- Online Grading
- Opportunity for Revision

**Block 7 & 8**

1. I can shade a figure drawing with a tonal quality range from 1-10.



- Shade in figure drawing using one of the media used throughout the figure drawing learning process.
- Use marks, lines, brushstrokes, etc, that match the vibe and motion of the figure
- Refine and detail the figure drawing

How will you evaluate this task?  
Teacher observation

**Performance Task:**

1. Figure Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric



[Figure Drawing Rubric](#)

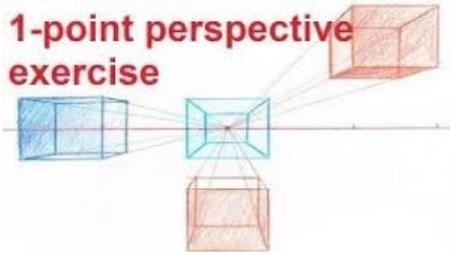
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 2 - UNIT PLANNING

<b>Unit: FOA 2 #4 Linear Perspective - 1 Point</b>		
<b>Number of Weeks: 2.5 Weeks</b>		<b>Class Periods: 6 Blocks</b>
<b>Unit Summary: Students will use one-point perspective to create a city or exterior space. There will be a strong emphasis on making the environment appear to be realistic, lively and in motion.</b>		
<b>UNIT LEVEL (Overarching-Big Picture)</b>		
<b>Overarching Goals</b> <i>(What you want students to learn/be able to do by the end of the unit)</i>		
<p><b><u>Unit Goal:</u></b> Students will use one-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a city or exterior space.</p> <p><b><u>Standards:</u></b> VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		
<p><b><u>Unit Materials:</u></b> Sketchbook, graphite pencil, sharpeners, erasers, 12X18" white paper, ultra fine Sharpie marker, colored pencil, picture references</p>		
<b>Lesson Level (Progression of Learning that Leads to Unit Goal)</b>		
<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <p>1. I will learn how to create a scene with a one-point perspective.</p> <p>"One-point perspective" is a drawing technique that creates the illusion of depth on a flat surface by using a single "vanishing point" on the horizon line, where all receding parallel lines in the drawing appear to converge, giving the impression</p>	<ul style="list-style-type: none"> <li>● Review Vocabulary Content: Horizon line, vanishing point, one-point perspective, linear perspective, atmospheric perspective, foreshortening, birds eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background</li> <li>● Create a basic composition with horizon line, vanishing</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>1. One Point Perspective Basic composition</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>● Self Assessments - Self Reflection Prompts</li> <li>● 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>● Online Grading</li> </ul>

of objects shrinking as they move further away from the viewer

### 1-point perspective exercise



point and geometric shapes using 1 point perspective

- Opportunity for Revision

### Block 2

1. I can create a cityscape composition through research and idea planning.



- Researching cityscapes images that fit 1 point perspective
- Marking the images with the point and vanishing lines in red



- Decide whether to tackle a historical, modern or futuristic composition
- Creating a list of all the parts, elements and particulars of the things in this type of city
- Create a folder of reference images to work from

How will you evaluate this task?  
Teacher observation

#### Learning Activity:

1. One Point Perspective - Red Marked Images
2. Cityscape - List of Elements
3. Reference Images

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Online Grading
- Opportunity for Revision

### Block 3 & 4

1. I can design and draw a cityscape/exterior space line drawing.



- Design a cityscape/exterior space line drawing utilizing 1 point perspective on 12x18" white paper
- Use mechanical lines, appropriately placed to create linear perspective

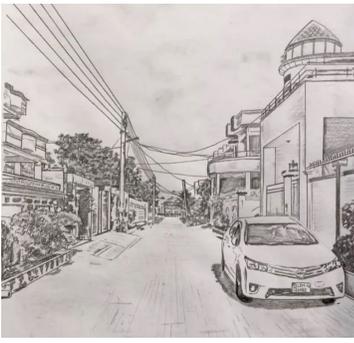
How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. One Point Perspective - Cityscape Line Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final



- Product
- Rubric
- [1 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

### Block 5 & 6

1. I can shade a cityscape/ exterior space drawing.



- Create atmospheric perspective through clarity of line and intensity of value using colored markers and colored pencils
- Use colors and values that enhance the vibe/age of the cityscape, the time of day and the season.
- Color mixing, color blending and color value should be used to add design and form to the space
- Add refinement and detail

How will you evaluate this task?  
Teacher observation

#### Performance Assessment:

1. One Point Perspective - Cityscape Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [1 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

## FOUNDATIONS OF ART 2 - UNIT PLANNING

**Unit: FOA 2 #5 - Linear Perspective - 2 Point**

**Number of Weeks: 3.5 Weeks**

**Class Periods: 8 Blocks**

**Unit Summary: Students will use two-point perspective to create a room or interior space. There will be a strong emphasis on making the environment appear to be a realistic, lived in space.**

### **UNIT LEVEL (Overarching-Big Picture)**

**Overarching Goals** *(What you want students to learn/be able to do by the end of the unit)*

**Unit Goal:**

Students will use two-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a room design or interior space.

**Standards:**

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

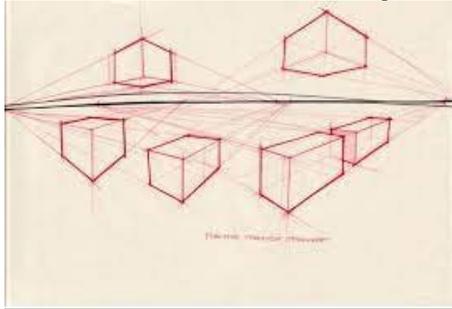
**Unit Materials:**

Sketchbook, graphite pencil, sharpeners, erasers, 12X18" white paper, ultra fine Sharpie marker, colored pencil, picture references

### **Lesson Level (Progression of Learning that Leads to Unit Goal)**

<b>Learning Target:</b> <i>(For each class)</i>	<b>Learning Activities/Task:</b> <i>(What student are doing)</i>	<b>Assessment:</b> <i>(Formal and Informal)</i>
<p><b>Block 1</b></p> <ol style="list-style-type: none"> <li>I can learn how to create a 2 point perspective composition.</li> <li>I can learn how to create an interior space or room design using 2 point perspective.</li> </ol> <p>"Two-point perspective" is a drawing technique where parallel lines converge towards two separate vanishing points on the horizon line, creating the illusion of depth and three-</p>	<ul style="list-style-type: none"> <li>Review Vocabulary Content: Horizon line, vanishing point, two-point perspective, linear perspective, atmospheric perspective, foreshortening, birds eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background</li> <li>Comparing and contrasting 1 point perspective vs. 2 point perspective</li> </ul>	<p>How will you evaluate this task? Teacher observation</p> <p><b>Learning Activity:</b></p> <ol style="list-style-type: none"> <li>Perspective Notes - 1pt vs. 2pt Google Presentation</li> </ol> <p>How will you provide feedback to students?</p> <ul style="list-style-type: none"> <li>Self Assessments - Self Reflection Prompts</li> <li>1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product</li> <li>Online Grading</li> <li>Opportunity for Revision</li> </ul>

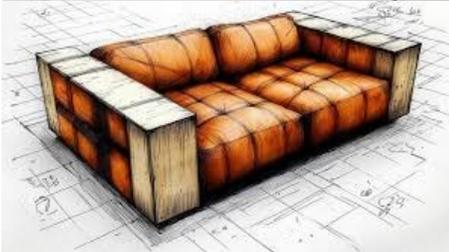
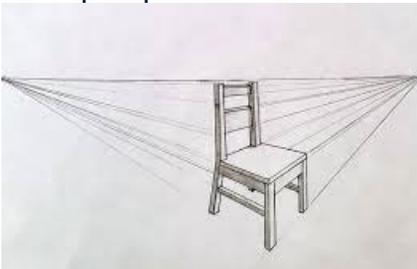
dimensional space on a flat surface, typically used when viewing an object at an angle, like the corner of a building, where each side recedes towards its own vanishing point; essentially, it's a way to depict a scene where you can see two sides of an object receding into the distance simultaneously.



- Research images and artwork of 2 point perspective interior spaces

## Block 2

1. I can design furniture using 2 point perspective.



- Find reference images of a variety of furniture types
- Analyze how the parts of the furniture go back to the 2 points
- Create 4 thumbnail size 2 point perspective drawings of furniture

How will you evaluate this task?  
Teacher observation

### Learning Activity:

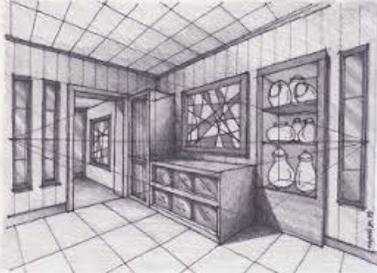
1. Furniture Reference Images
2. Two Point Furniture Drawings - Four in Total

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric
- [2 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

### Blocks 3-5

1. I can design and create an interior space line drawing.



- Create a an interior space composition using 2 point perspective
- Start by making a list of the most unique and interesting interior spaces
- Make an expanded list of all the furniture and objects within a chosen interior space
- Use mechanical lines, appropriately placed to create linear 2 point perspective
- Create a line drawing of that space
- Discuss what makes that interior space appear lived in
- Revise and edit the space to make it more inhabited

Alternative: Introduce the “outside in”

Alternative: Take a more surreal approach

How will you evaluate this task?

Teacher observation

#### Learning Activity:

1. Interior Space Room List
2. Interior Space Furniture and object List

#### Performance Assessment:

1. Interior Space Line Drawing
2. Interior Space Revisions, Animations and detail

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [2 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

### Blocks 6-8

1. I can shade an interior space drawing.



- Create atmospheric perspective through clarity of line and intensity of value
- Use a variety of color media to shade in the interior space
- Use color media value to show depth and form
- Consider mark making and detail to define the texture of the furniture and objects within the space
- Refine and edit to make parts more pronounced

How will you evaluate this task?

Teacher observation

#### Performance Assessment:

1. Interior Space Shaded Drawing

How will you provide feedback to students?

- Self Assessments - Self Reflection Prompts
- Peer Collaboration - Class Critique, Turn & Talk, etc.
- 1 to 1 Daily Teacher Conferencing of Lesson Task in Progress and Final Product
- Rubric [2 Point Perspective Rubric](#)
- Online Grading
- Opportunity for Revision

## Foundations of Art 2 - Curriculum Mapping

[Link to Standards](#)

Units (Unit Number, Unit Title, Number of Weeks)	Standards/Skills (Paste in from Framework including standard numbers)	Assessments (Performance tasks, summative assessments)
<p><b>1. 3D Design - Found Object</b></p> <p><b>(10 Blocks) / 4 Weeks</b></p> <p><b>OR</b></p> <p><b>See Mask Making Below</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b></p> <p><b>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b></p> <p><b>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</b></p> <p><b>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</b></p> <p><b>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</b></p> <p><b>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary Content: sculpture, 3-dimensional, found object, manufactured, natural, form, repurposed, transformed, freestanding vs. attached, in the round, armature, positive space, negative space, solid construction, additive</li> <li>● Research, view and analyze recycled sculptures and artists</li> <li>● Create a multi-view building plan of subject and materials needed</li> <li>● Build an armature using found objects, cardboard, oak tag, newspaper, hot glue, masking tape, etc.</li> <li>● Add a plethora of found objects that both define the subject but also finetunes and details the form</li> </ul>

		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">3D Design Rubric</a></li> </ul>
<p><b>1. 3D Design - Mask Making</b></p> <p><b>(10 Blocks) / 4 Weeks</b></p> <p><b>OR</b></p> <p><b>See 3D-Design - Found Object Above</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b></p> <p><b>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b></p> <p><b>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</b></p> <p><b>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</b></p> <p><b>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</b></p> <p><b>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary Content: Mask, design, 3-dimensional, sculpture, modeling, armature, paper mache, helmet mask, face mask, headdress, ritual/theatrical, low relief</li> <li>● Research &amp; discuss masks of many cultures, their roles and functions</li> <li>● Evaluate mask making through thumbnail sketches of masks using reference materials.</li> <li>● Build an armature using cardboard, oak tag, newspaper, hot glue, masking tape, etc. to build a basic form of a mask.</li> <li>● Solidify the shape of the mask using paper mache over finished armature</li> <li>● Add defining details such as paint and materials to add textures.</li> </ul> <p><b>Summative Assessment:</b></p>

		<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">3D Design Rubric</a></li> </ul>
<p><b>2. Observational Perspective - Self-Portrait</b></p> <p><b>(8 Blocks) / 3.5 Weeks</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b></p> <p><b>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b></p> <p><b>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</b></p> <p><b>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</b></p> <p><b>VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.</b></p> <p><b>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary Content: Self-portrait, portraiture, facial expression, profile, full face/frontal, ¾ view, facial features, gestures, posture</li> <li>● Study human portraits, facial features, expressions and poses</li> <li>● Study own face while looking into a mirror</li> <li>● Practice drawing individual features</li> <li>● Draw entire face and shoulders focusing on proportion, main features and detail</li> <li>● Render form/create depth by paying attention to highlights and shadows</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">Self-Portrait Rubric</a></li> </ul>
<p><b>3. Observational Perspective -</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary</li> </ul>

<p><b>Figures</b> <b>(8 Blocks) / 3.5 Weeks</b></p>	<p><b>VA:Cr1.2.1a</b> Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.  <b>VA:Cr3.1.1a</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.  <b>VA:Re.7.1.1a</b> Hypothesize ways in which art influences perception and understanding of human experiences.  <b>VA:Re.7.2.1a</b> Analyze how one’s understanding of the world is affected by experiencing visual imagery.  <b>VA:Cr2.2.1a</b> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Content: Figure drawing, anatomy, proportion, model/figure, gesture drawing, contour drawing, expressive line, line of action, action, posture, foreshortening, form</p> <ul style="list-style-type: none"> <li>● Study images of the human body - apply measurements</li> <li>● Create figure contour line drawings</li> <li>● Create figure gesture drawings</li> <li>● Draw studies of a classmate/model using correct proportions, depicting movement if applicable</li> <li>● Create a finished shaded figure drawing</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">Figure Drawing Rubric</a></li> </ul>
<p><b>4. Linear Perspective - 1 Point</b> <b>(6 Blocks) / 2.5 Weeks</b></p>	<p><b>VA:Cr1.1.1a</b> Use multiple approaches to begin creative endeavors.  <b>VA:Cr1.2.1a</b> Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.  <b>VA:Cr3.1.1a</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.  <b>VA:Re.7.1.1a</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary Content: Horizon line, vanishing point, one-point perspective, linear perspective, atmospheric perspective, foreshortening, birds</li> </ul>

**VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.**

**VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.**

eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background

- Create a basic composition with horizon line, vanishing point and geometric shapes using 1 point perspective
- Researching cityscapes images and make note of the 1 point components
- Decide whether to tackle a historical, modern or futuristic composition
- Plan out a cityscape/exterior space
- Design a cityscape/exterior space line drawing utilizing 1 point perspective on 12x18" white paper
- Use mechanical lines, appropriately placed to create linear perspective
- Create atmospheric perspective through clarity of line and intensity of value using colored markers and colored pencils

**Summative Assessment:**

		<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Completed Learning Task</li> <li>● Completed Artwork</li> <li>● Class Critique</li> <li>● <a href="#">1 Point Perspective Rubric</a></li> </ul>
<p><b>5. Linear Perspective - 2 Point</b></p> <p><b>(8 Blocks) / 3.5 Weeks</b></p>	<p><b>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</b></p> <p><b>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b></p> <p><b>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</b></p> <p><b>VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</b></p> <p><b>VA:Re.7.2.1a Analyze how one’s understanding of the world is affected by experiencing visual imagery.</b></p> <p><b>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</b></p>	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary Content: Horizon line, vanishing point, two-point perspective, linear perspective, atmospheric perspective, foreshortening, birds eye view, worms eye view, parallel lines, eye level, linear perspective, atmospheric perspective, foreground, middle ground, background</li> <li>● Comparing and contrasting 1 point perspective vs. 2 point perspective</li> <li>● Research images and artwork of 2 point perspective interior spaces</li> <li>● Create a an interior space composition using 2 point perspective</li> <li>● Start by making a list of the most unique and interesting interior spaces</li> <li>● Use mechanical lines, appropriately placed to create linear 2 point perspective</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>● Create a line drawing of that space</li><li>● Discuss what makes that interior space appear lived in</li><li>● Revise and edit the space to make it more inhabited</li><li>● Create atmospheric perspective through clarity of line and intensity of value</li></ul> |
|--|--|--|

**Summative Assessment:**

- Teacher observation
- Completed Learning Task
- Completed Artwork
- Class Critique
- [2 Point Perspective Rubric](#)

SHS Art Department

# Foundations of Art 2



**Unit: FOA 2 #1A - 3D Design - Found Object**

**Number of Weeks: 4 Weeks**

**Class Periods: 10 Blocks**

**Unit Summary: Students will build a sculpture using recycled materials they personally gather. They will choose from four possible themes: animal, architecture, musical instrument or vehicle.**

**Unit Goal:**

**To create a solid, well constructed, free standing and "interesting in the round" sculpture that is both unique in its building assemblage and artistic statement.**

**To rethink what constitutes art materials, supplies and how art can be created through alternative materials.**

## **Unit: FIA 2 #1B - 3D Design - Mask Making**

**Number of Weeks: 4 Weeks**

**Class Periods: 10 Blocks**

**Unit Summary: Students will research and create a life size wearable mask using pariscraft and other decorative materials. They will choose from themes of animals, theater, or cultural significance.**

### **Unit Goal:**

**To explore the evolution of mask making and its cultural significance, its purpose and function as a transformer of personality, a preserver of personality and as a protective device. (disguise, entertainment, storytelling and spirituality)**

**To create a well constructed wearable life size mask that exemplifies a particular genre of mask making and personal artistic expression.**

## **Unit: FOA 2 #2 - Observational Perspective - Self-Portrait**

**Number of Weeks: 3.5 Weeks**

**Class Periods: 8 Blocks**

**Unit Summary: Students will create a life size realistic self-portrait that exemplifies their own unique traits and personality. An emphasis on telling their own personal story through this portrait will be encouraged.**

**Unit Goal: Students will be able to use observation to understand the proportions and features of the human face and then draw accurately using the elements of line, shape, value, form and texture. Drawing a self-portrait will also allow the student to decide how they want to be seen by others.**

**Unit: FOA 2 #3 - Observational Perspective - Figures**

**Number of Weeks: 3.5 Weeks**

**Class Periods: 8 Blocks**

**Unit Summary: Students will learn the basics of figure drawing by examining a real life model. Methods of gesture drawing, contour drawing, shapes and postures will be explored.**

**Unit Goal: Students will apply basic foundation drawing skills to principles of gesture, anatomy and the creative interpretation of the human figure.**

## **Unit: FIA 2 #4 Linear Perspective - 1 Point**

**Number of Weeks: 2.5 Weeks**

**Class Periods: 6 Blocks**

**Unit Summary: Students will use one-point perspective to create a city or exterior space. There will be a strong emphasis on making the environment appear to be realistic, lively and in motion.**

### **Unit Goal:**

**Students will use one-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a city or exterior space.**

**Unit: FIA 2 #5 - Linear Perspective - 2 Point**

**Number of Weeks: 3.5 Weeks**

**Class Periods: 8 Blocks**

**Unit Summary: Students will use two-point perspective to create a room or interior space. There will be a strong emphasis on making the environment appear to be a realistic, lived in space.**

**Unit Goal: Students will use two-point perspective as a device to create the illusion of three-dimensional space on a flat surface. Students will exercise their creative thinking in imagining a room design or interior space.**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date April 10, 2025

Decision Requested X Agenda Code 10 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – World Religions – Revised Curriculum - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – World Religions – Revised 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 World Religions – Revised 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

<b>Unit Overview</b>	
<b>Unit Title:</b>	Introduction To World Religions- The Why  Unit 1: Definition of religion, origins of religion, the "why" (why we study it, why humans have it)- 2 Weeks
<b>Teacher:</b>	Stacy Ferrett
<b>Grade Level/Course:</b>	9-12th World Religion
<b>Length/Dates:</b>	2 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	The first unit will act as an introduction to the course, the classroom, and the guide we will use to analyze the five major world religions. During the first two weeks, students will get to know their peers, the teacher, and the course expectations. They will also learn the Definition of religion, the origins of religion, the "why" we study it, why humans have a definition of religion, the major theories regarding how religions were created, and why it is important to study religion. The unit will wrap up with an introductory project using the five elements of religion that will be used throughout the course.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li> <li>2. CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>3. HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>4. Geo 9-12.1 Use Maps and other geographic representations to analyze the relationships, between the location of places and their political, cultural, and economic history.</li> <li>5. INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weakness of the explanation given purposes.</li> </ol>
NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> <li>1. 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)</li> </ol>

<b>Transfer Goals (Vision of the Graduate)</b>
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.

**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?

1. Religion can be defined as “a way of life organized around experiences and convictions concerning ultimate power”
2. A “World Religion” is one in which experience and convictions succeed in organizing a way of life beyond the local, ethnic, or national boundaries.
3. We can universally compare religions equitably using the same analysis guide for each topic.

**Essential Question(s):**

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

1. What is religion and how is it defined?
2. Why study world religions?
3. What roles and functions do religions fulfill in society?
4. How can we universally compare and analyze different religions?
5. How should Religions be taught in a public school system?

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
<p><b>Content Vocabulary:</b>            Religion            World Religion            Theories on the Origin of Religion:</p> <ul style="list-style-type: none"> <li>- Animalistic Theory</li> <li>- The Nature Worship Theory</li> <li>- The Magic Theory</li> <li>- Theories of Religion as Projections of Human Needs</li> </ul> <p>The following key terms:</p> <ul style="list-style-type: none"> <li>- Beliefs</li> <li>- Texts</li> <li>- Rituals</li> <li>- Religious Experience</li> <li>- Ethics/ Moral Conduct</li> </ul> <p>Monotheism vs. Polytheism</p> <p><b>Content Knowledge:</b>            It is important to discuss religion so that students have a global awareness of the world's diverse population.            It is legal to discuss religion in a public school setting under certain specifications.            There are several theories for how religions have formed and they can be applied to the six major world religions.</p> <ul style="list-style-type: none"> <li>- The 6 major world religions all have unique concepts of the human condition and these concepts have a profound effect on how each religion treats life and the afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborate with peers in the classroom.</li> <li>- Identify and compare different theories.</li> <li>- Utilize the Religion Analysis Guide</li> <li>- Use the theories of the origins of religion to create their own unique religions.</li> <li>- Analyze timelines and maps to compare and comprehend how time and place impacted the formation of different religions.</li> <li>- Articulate a general definition of religion and enumerate elements shared by all religions through active listening</li> <li>- Define common religious terms and classify major world religions</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Task

#### Assessment Evidence

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

**Goal:** Students will use one of the theories of the Origin of Religion and the 5 fundamental aspects of world religions, that we discussed in class, to “create a religion” using the Analysis Guide. They will then compare their religion with one of their peers and discuss how their religions are similar/different as well as how they might interact with each other due to the similarities and differences.

**Role:** The students will take on the role of creating a unique religion and subsequently that of a historian who is classifying/analyzing/comparing that religion to others.

**Audience:** Their peers, who have developed their religion.

**Situation:** Students are religious historical researchers, searching to compare their religions of study with that of their peers.

**Product/Performance/Purpose:** A thorough analysis of the religion (completed guide) they developed and a completed reflection (written paragraph) regarding how their religion of study compares to that of their peers.

**Standards and Criteria for Success:** Students will be successful if they have shown that they can comprehensively utilize the religion analysis guide to record the appropriate information. Students will also be successful if they have collaborated with their peers to compare their thought processes and predict how their religions would interact appropriately and academically.

[Performance Task](#)  
[Creation Story](#)

### Resources

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

- Religion Analysis Guide:
- Database Resources
- Online Resources

### Evaluative Criteria

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

- The following Rubric will be used to grade students:
  - Critical Thinking
  - Creativity
  - Collaboration

<p><b>Interpretation and Analysis</b></p> 	<p><b>Expertly and appropriately selects, categorizes, and classifies</b> a wide variety of information related to the topic.</p>	<p><b>Compares, organizes, and evaluates</b> source information related to the topic.</p>	<p>Is <b>beginning to compare and classify</b> information; makes limited comparisons that are meaningful.</p>	<p>Makes <b>significant errors</b> in identifying similarities, differences, and categorization of items.</p>
<p><b>Creative Production &amp; Innovation</b></p> 	<p><b>Effectively</b> shapes original, creative ideas into a product which includes evidence of flexibility, originality, or elaboration.</p>	<p><b>Effectively</b> shapes original ideas into a product in an effort to meet specifications.</p>	<p><b>Somewhat effectively</b> shapes original ideas into a product in an effort to meet specifications.</p>	<p>Proposes a product that has a <b>vague or incomplete</b> connection to the task.</p>
<p><b>Leadership and Initiative</b></p> 	<p>Plays a passive role; and tends to be an observer rather than taking initiative.</p>	<p>Fulfills roles and responsibilities with regular prompting and coaching.</p>	<p>Fulfills roles and responsibilities with little prompting or coaching.</p>	<p>Shows a willingness to challenge the mission and vision for the team's work; diplomatically</p>

				y demonstrate s a critical stance.
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**Comments**  
 Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

The purpose of this assessment is to gather data on how well students understand the Analysis Guide, the Theories on the Origin of Religions, as well as their collaborative abilities. The rubric works as a measurement tool for the teacher to determine which aspects of the Analysis Guide students are mastering as well as areas in which they need support.

**Other Evidence**

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

- Do Now/Exit Tickets
- End of unit Vocabulary Quiz

**Stage 3: Instructional Design**

**Lesson #1:**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>- I will know a little about my teacher, the expectations of the class, and I will participate in 6 mini-learning activities.</li> <li>- I can define world religion</li> <li>- I can evaluate why we should study religion in schools.</li> </ul>	<ul style="list-style-type: none"> <li>- I will take notes on the definition of world religion and use it later in the class.</li> <li>- I will participate in discussions with my peers and the teacher (either on paper or verbally).</li> <li>- I will use what we learned in class to answer exit ticket questions.</li> </ul>
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson?	
<ol style="list-style-type: none"> <li>1. Students will engage in Icebreaker activities with their peers.</li> <li>2. The teacher will guide a discussion about the course, the expectations, the syllabus, and the outline. (variety of ways to complete this- stations, etc) <a href="#">Classroom Expectations/Syllabus</a></li> <li>3. As students enter the room they will be asked to find their seats and prove that “religion is everywhere” <a href="#">Religion is Everywhere</a></li> <li>4. The teacher will show the definition of World Religion to the students and ask them to compare it with their peers.</li> <li>5. Students will work together to complete a symbols scavenger hunt. Symbols Go Over</li> <li>6. The teacher will ask students to think about the legality of teaching religion in school.</li> </ol>	

- a. Students will discuss with their neighbors
  - b. The teacher will show the First Amendment on the board and ask students to think about their answers and reconsider them based on the Amendment
  - c. The teacher will ask students to think about how a teacher may teach a class legally.
7. Exit Ticket:
- a. Students will be asked to think of why it is important to study world religions.
  - b. Students will be asked to think about what questions they still have about the course.
  - c. Students will be asked to revisit their definition of religion and reword it.

### Assessment

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

- Do Now
- Class Participation
- [Symbol Scavenger Hunt](#)
- Exit Ticket

### Lesson #2:

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>- I can identify how to have academic conversations about religion</li> <li>- I can identify and compare the theories of the origin of religion.</li> <li>- I can analyze the term God and how different religions approach the term.</li> <li>- I can define the 5 fundamental aspects of religion.</li> </ul>	<ul style="list-style-type: none"> <li>- I will take complete notes on the rules for a proper academic conversation.</li> <li>- I will participate in a gallery walk on the origins of theories and complete a Venn diagram</li> <li>- I will differentiate between monotheism, polytheism, and nontheism in written format.</li> <li>- I will note the 5 fundamental aspects of religion and reflect on my understanding of them by completing the exit ticket.</li> </ul>

### Learning Activities

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

1. Do Now:
  - a. Why should we study Religion?
  - b. How do Religions emerge?
  - c. What was your definition of Religion?
2. The teacher will discuss the [Do Now](#) with the class.
3. The teacher will discuss the rules and expectations for how to discuss religion in class.
4. The students will engage in a gallery walk that discusses the 5 different theories of the origins of religion.
  - a. Students will complete a Venn diagram while participating in the gallery walk.
  - b. Students will discuss the merits of theories and compare them to each other with their peers and then with the teacher.
5. Students will participate in a quick write on the following prompt.
  - a. How would you describe the term to someone else?
  - b. Students will discuss this with their neighbors.
  - c. Students will discuss this with the class.
6. The teacher will discuss polytheism vs. monotheism
  - a. Students will participate in a jigsaw activity where students will work in groups of two or four with each reading a different article. The articles will either discuss polytheism, monotheism.

- b. Students will then answer the questions provided to them and compare their answers to their peers.
  - c. Together they will fill out a [Venn diagram](#) comparing the two.
7. Discuss fundamental aspects of religion
    - a. The teacher will ask students to define the 5 fundamental aspects of religion based on their prior knowledge and thoughts.
    - b. The teacher will discuss the definition of the 5 fundamental aspects of religion.
    - c. The teacher will pass out the Religion Analysis guide and will show students how to use it.
  8. The teacher will talk to students about their first project and have them start thinking about their theories.
  9. Exit Ticket
    - a. Which theory makes sense to you?
    - b. Which aspect makes the most sense to you?
    - c. Which aspect is the most confusing to you?

### Assessment

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

- Do Now
- Class Participation
- [Theories of the origin of religion gallery walk Venn diagram](#)
- Monotheism vs. polytheism Venn diagram & articles
- Exit Ticket

### Lesson #3:

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>- I can analyze a timeline of the six major world religions</li> <li>- I can analyze how the geography of the major world religions has changed over time.</li> <li>- I can define the term human condition</li> <li>- I can compare how the 6 major world religions interact with human consciousness</li> <li>- I can use the Religion Analysis Guide to create a world religion.</li> <li>- I can compare the religion I developed with my peers' religions.</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of a new world religion</li> <li>- Collaborating with peers</li> <li>- Communicate the the similarities and differences of the 6 major religions</li> <li>- Reflection of classmate's religions</li> </ul>

### Learning Activities

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

1. Do Now: As students walk in, the teacher will ask them to answer the following questions:
  - a. What do you think the human condition is?
  - b. Which religion do YOU think came first? (Judaism, Christianity, Islam, Hinduism, Buddhism, or Sikhism)
  - c. What were the 5 fundamental aspects of religion?
  - d. What were the 5 theories of origin?
2. The Teacher will discuss the Do Now questions.
3. Timeline
  - a. The teacher will have students look at a timeline of when religions were created. acted in the modern day.
  - b. The students will answer the [following questions](#).

- c. Students will share their answers with the class.
4. Human Condition
  - a. The teacher will guide students on a lesson regarding the theory of the Human Condition.
5. Compare the human condition
  - a. The teacher will provide students with a list of major world religions and their related thoughts on human conditions.
  - b. Students will be asked to compare the human condition for similarities and differences and answer several reflection questions.
6. Compare religions with theories
  - a. The teacher will ask students to think about the human condition and the theories of the [origin of religion](#) and try to identify which theories connect to the origin of the six major religions.
  - b. Students will share their answers with the class.
7. Unit 1 Performance Task Work Time
  - a. The students will be provided time to work on finalizing their Performance Tasks.
  - b. The teacher will check in with students, paying close attention to students who might require more support.
8. Unit 1 Performance Task discussion
  - a. The teacher will pair students up to compare their religions and ask them to answer questions based on each other's religions.
  - b. The students will then discuss how their religions might interact with each other. The teacher will ask students to think about the similarities in their religions, proposed regions, economics, and beliefs.
  - c. The teacher will ask students to share their thoughts with the class.
9. Students will be given the rest of the day to finish their Performance Task or start working on their reflection.
10. Exit Ticket: Students will complete a 3-2-1

### Assessment

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

- Do Now
- Class discussions
- Human Condition Worksheet.
- Performance Task
- Exit Ticket

### Resources

Any materials and resources related to Stage 3 learning activities.

Textbook  
SHS Databases  
Newsela

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2: Abrahamic Religions- Judaism, Christianity, Islam
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	9-12
<b>Length/Dates:</b>	5 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit aims to provide students with a foundational understanding of the Abrahamic religions, enabling them to recognize the commonalities and differences among Judaism, Christianity, and Islam and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

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

## 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. **Impact of Belief Systems:** Understanding how beliefs and religious teachings shape societies, cultures, and individuals over time and across different geographical locations. This includes recognizing the influence of religious values on laws, ethics, art, literature, and social norms globally.
2. **Interfaith Dialogue and Cooperation:** Developing respectful dialogue and collaboration skills across religious boundaries. Students learn to appreciate similarities and differences among religions, fostering mutual understanding and promoting peaceful coexistence in diverse communities.
3. **Universal Ethical Principles:** Recognizing and applying universal ethical principles such as compassion, justice, and moral responsibility emphasized in Judaism, Christianity, and Islam.
4. **Historical and Contemporary Relevance:** Understand the historical development and contemporary significance of the Abrahamic religions. This includes exploring how these religions have adapted and evolved, and their continuing impact on global cultures, politics, and socio-economic dynamics.

## Essential Question(s):

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

1. How have the foundational beliefs of Judaism, Christianity, and Islam influenced the development of legal systems, ethical norms, and cultural practices worldwide?
2. How can understanding the shared values and theological differences among Judaism, Christianity, and Islam contribute to fostering meaningful interfaith dialogue and promoting religious harmony in multicultural societies?
3. What role do the ethical teachings of justice, compassion, and moral responsibility play in guiding individual behavior and shaping societal norms within the Abrahamic traditions?

4. How have the Abrahamic religions adapted and evolved over time to meet the needs and challenges of different historical eras, and what enduring impacts do they have on contemporary global issues such as peacebuilding and social justice?
5. How do the core beliefs and practices of Judaism, Christianity, and Islam influence personal identity, values, and worldview, and what insights can individuals gain from engaging with these religious traditions in a diverse world?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

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

**Content Vocabulary:**

**Judaism-**

Torah, Tanakh, Talmud, Rabbi, Synagogue, Kosher, Sabbath

**Christianity-**

Bible, Old Testament, New Testament, Gospel, Church, Sacrament, Trinity,

**Islam-**

Qur'an, Hadith, Mosque, Imam, Hajj, Zakat, Sharia.

**All-**

Monotheism, Covenant, Prophet, Revelation, Ethics, Ritual, Tradition.

**Content Knowledge/Concepts:**

**Judaism**

-Origins of Judaism with Abraham as a central figure.

-Basic timeline of Jewish history including key events like Exodus, Babylonian Captivity, and establishment of Israel.

-Major beliefs such as monotheism, covenant relationship with God, and the importance of the Torah.

**Christianity**

-Life and teachings of Jesus Christ, including key events such as birth, ministry, crucifixion, and resurrection.

-Spread of Christianity in the Roman Empire and beyond.

-Development of Christian theology and major councils (e.g., Council of Nicaea).

**Islam**

-Life of Prophet Muhammad, revelations of the Qur'an, and the early Islamic community in Mecca and Medina.

-Expansion of Islam through the Caliphates and influence on world civilizations.

**Comparative Analysis:** Compare and contrast beliefs, practices, and historical developments among the three religions.

**Critical Thinking:** Evaluate theological and philosophical ideas within each tradition.

**Cultural Sensitivity:** Appreciate diversity and different cultural expressions of faith.

**Research and Communication:** Research religious texts, rituals, and historical contexts, and communicate findings effectively.

**Ethical Reflection:** Reflect on the ethical teachings of each religion and their application in contemporary issues.

<p>-Basic tenets of Islam including the Five Pillars and the belief in Allah as the one true God</p> <p><b>All</b></p> <p>-Common Abrahamic origin and shared narratives (e.g., Adam and Eve, Noah's Ark).</p> <p>-Historical interactions and influences among Judaism, Christianity, and Islam.</p> <p>-Impact of these religions on art, literature, music, and architecture globally.</p>	
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## Stage 2: Evidence of Student Learning

### Performance Task

#### Assessment Evidence

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

- **Goal-** [Create an Abrahamic Religions Restaurant Menu](#)
- **Role-** Students are opening a new Abrahamic religion restaurant and will be asked to write an overview of the religions, and menu, place their order, and provide a rationale.
- **Audience-** Classmates and teachers
- **Situation-** A new restaurant has opened in town, and they are tasked with creating a menu
- **Product/Performance/Purpose-** Design a restaurant menu that reflects the themes, beliefs, and practices of Judaism, Christianity, and Islam. Each menu section (appetizers, main courses, desserts, beverages) should correspond to one of the religions.  
Restaurant Menu with a description and rationale. By working together in small groups, students are using their communication skills to foster their creative and critical thinking skills to take the content information to a new form.

**Reflection:** Write a reflection explaining the thought process behind your menu choices. Discuss how each dish represents the beliefs, values, and traditions of Judaism, Christianity, and Islam. Consider the challenges and benefits of representing religious concepts through a culinary experience.

- **Standards and Criteria for Success**

Rubric (to be created)

This performance task encourages students to apply their knowledge of Judaism, Christianity, and Islam creatively and practically. By designing a restaurant menu, students demonstrate their understanding of the religions' key concepts and explore how food can serve as a cultural and symbolic bridge between different faith traditions.

#### Resources

September, 2024

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

Notes and Activities from class  
Religions of the World Textbook  
SHS Databases

### Evaluative Criteria

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

Rubric Criteria will include:

- Accuracy and depth of factual information and understanding of each religion.
- Creativity and originality in menu design and dish descriptions.
- Clarity and coherence in connecting menu items to religious beliefs and practices.
- Presentation and visual appeal of the menu.

### Comments

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

Religions of the World Textbook is useful!

### Other Evidence

#### Assessment Evidence

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

Do Now  
Exit Ticket  
Learning Activities  
Quizzes  
Graphic Organizers  
Collaborative Work  
Discussions (Habits of Work)

## Stage 3: Instructional Design

### Lesson #1: Judaism

September, 2024

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will be introduced to Judaism’s content vocabulary, basic concepts, history, and practices</li> <li>2. I will expand my questioning skills</li> <li>3. I will research and work cooperatively and collaboratively</li> <li>4. I will demonstrate cultural understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will develop a series of questions regarding Judaism</li> <li>2. I will categorize my questions into topics</li> <li>3. I will answer questions and cite sources about Judaism.</li> <li>4. I will identify 5 Content Vocabulary words</li> </ol>

### Learning Activities

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

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

1. [Do Now](#): Judaism- Quote- Respond, Discuss with Group and Whole Class
2. [QFT Process](#)-
  - 1) Write down every question you have regarding Judaism
  - 2) Whole class brainstorm
  - 3) Put the questions into topics
  - 4) As a group, research the answers and cite the source
  - 5) Whole Class, go over the questions (use rotating movement)
3. Content Vocabulary- Judaism- Using textbook- define words
4. [Students take notes on Judaism #1 Video Judaism Explained](#)
5. [Students take notes on Judaism #2 Video What is Judaism?](#)
6. Students go back into [Content Vocab](#) and add [definitions](#)
7. Students go back into QFT Questions and answer them
8. 3-2-1 Exit Slip

### Assessment

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

Do Now  
 3-2-1 Exit Slip  
 Whole Class Discussion-QFT process  
 Notes on Videos

## Lesson #2 Judaism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I can describe the origins of Judaism and its significance as one of the oldest monotheistic religions.</li> <li>2. I can identify and explain the key figures and events in the early history of Judaism, including the covenant between God and Abraham.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can accurately describe the origins of Judaism and its foundational role in religious history.</li> <li>2. I can identify key figures such as Abraham and Moses and explain their significance in Judaism.</li> </ol>

<p>3. I can explain the core beliefs of Judaism, including monotheism, the Torah, and the concept of covenant.</p>	<p>3. I can explain the importance of the Torah and the covenant in shaping Jewish beliefs and practices.</p>
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**Learning Activities**

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

**Objective:** Students will learn about the origins of Judaism, the core beliefs, and the significance of the Torah

1. Do Now  
Judaism Map Activity
2. [Origins of Judaism](#)
  - Students will take guided notes on a slide presentation that discusses the origins of Judaism in the ancient Near East, focusing on the covenant between God and Abraham.
3. Origins of Judaism Continued- Mini Station Activity 3 Stations and Graphic Organizer
  - Origins of Judaism in the ancient Near East, focusing on the covenant between God and Abraham.
  - Introduce key figures such as Abraham, Isaac, Jacob, and Moses.
  - The Exodus from Egypt, the giving of the Torah at Mount Sinai, and the significance of these events in Jewish history.
4. [Core Beliefs](#)- Students will individually work on Judaism Content Vocabulary using the Textbook on religion.
5. Class Discussion- Students will write down a question, a thought or an observation
  - Pose questions about the significance of the covenant and how it shapes Jewish identity and practice.
  - Discuss the concept of chosenness in Judaism and what it means for Jewish people.
  - Share out with the entire class.
6. Group Activity
  - Divide students into small groups. Assign each group a key figure from Jewish history (e.g., Abraham, Moses) to research and create a slide on the shared slides. Each group will create a timeline or visual representation of their figure’s significance in Judaism. Each group will orally present their slide to the class.
7. EXIT Ticket- 3-21 on Judaism.

**Assessment**

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

- Map
- Discussion Rubric
- [Key Figure Slide and Presentation](#)
- Exit Ticket

**Lesson #3 Judaism**

<b>Learning Target:</b>	<b>Success Criteria:</b>
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1. I can identify and explain the key daily practices and rituals in Judaism, including prayer, Shabbat, and Kashrut.
2. I can describe the significance of major Jewish life cycle events, such as Brit Milah and Bar/Bat Mitzvah.
3. I can explain the importance and customs of major Jewish holidays, such as Rosh Hashanah, Yom Kippur, and Passover.

1. I can reflect on my previous learning by responding on a padlet
2. I can complete Jewish practices, rituals, holidays scavenger hunt
3. I can communicate effectively with my classmates
4. I research and create a slide on Jewish practices
5. I can take notes on a graphic organizer

## Learning Activities

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

Objective: Students will explore the key practices, rituals, and holidays in Judaism and their significance in Jewish life.

1. Do Now- Padlet - Each student writes one question, claim, and understanding from the previous day's lesson on Judaism's core beliefs. Go over as a class.
2. Introduce the focus on Jewish practices, rituals, and [holidays-Scavenger](#) Hunt
3. Daily Practices and Rituals, Jewish Life Cycle Events, Major Jewish Holidays
  - Students will each select one aspect of Jewish Practices, Life Cycles and Holidays and will research the topic and complete a section in the graphic organizer.
  - Prayer (Tefillah): Discuss the importance of daily prayers and the use of the Siddur (prayer book).
  - Kashrut (Dietary Laws): Explain the importance of kosher dietary laws.
  - Shabbat (Sabbath): Discuss the observance of Shabbat from Friday evening to Saturday evening, its rituals, and its importance as a day of rest.

#### Jewish Life Cycle Events

- Brit Milah (Circumcision): Discuss this ritual performed on Jewish boys on the eighth day after birth.
- Bar/Bat Mitzvah: Explain the coming-of-age ceremony for Jewish boys (Bar Mitzvah) and girls (Bat Mitzvah) at the age of 13 and 12, respectively.
- Marriage and Mourning: Discuss the significance of marriage in Jewish life and the customs surrounding death and mourning (e.g., sitting Shiva).

#### Major Jewish Holidays

- Rosh Hashanah and Yom Kippur: Discuss the Jewish New Year and the Day of Atonement, focusing on themes of reflection, repentance, and renewal.
  - Passover (Pesach): Explain the significance of Passover, commemorating the Exodus from Egypt, and the Seder meal.
  - Hanukkah: Discuss the Festival of Lights, its historical background, and how it is celebrated today.
  - Sukkot and Purim: Briefly introduce other important holidays and their practices.
  - Use slides, pictures, or videos to illustrate how these holidays are celebrated.
4. Students will then create 2-4 rows in class and will rotate through the rows to listen to each other's topic and complete the graphic organizer.
  5. Students will then create a mind map of all the information that they have learned so far in Judaism. What they don't finish will be homework.

## Assessment

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

Padlet  
Scavenger Hunt  
Graphic Organizer

## Lesson #4 Judaism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"><li>1. I can describe the historical development of Judaism, including key events like the destruction of the Second Temple and the Jewish diaspora.</li><li>2. I can explain the impact of the Holocaust and the establishment of the State of Israel on modern Jewish identity.</li><li>3. I can identify and discuss the cultural contributions of Judaism and its influence on contemporary society.</li></ol>	<ol style="list-style-type: none"><li>1. I will communicate with my classmates</li><li>2. I will create an annotated timeline of Judaism's major events</li><li>3. I will complete a graphic organizer</li><li>4. I will research and take notes on Contemporary Jewish life</li></ol>

## Learning Activities

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

Objective: Students will learn about the historical development of Judaism, its cultural impact, and how Judaism is practiced in the modern world.

1. Do Now- Recap the previous lessons on Jewish beliefs and practices. Students will write on a piece of paper the most interesting part of Judaism that they found up to that point. They will switch papers and read it quietly and will keep switching until their original idea comes back to them.
2. Students will then watch a choice of short videos on the Historical Development of Judaism and they will create an annotated timeline to map out and illustrate key historical events.
  - Historical Development of Judaism: The Second Temple Period: Discuss the significance of the Second Temple in Jerusalem, its destruction in 70 CE, and the resulting Jewish diaspora. Rabbinic Judaism: Explain the development of Rabbinic Judaism, the Talmud, and the role of rabbis in guiding Jewish communities. Medieval Jewish History: Discuss key events such as the expulsion from Spain in 1492, life in the ghettos of Europe, and the role of Jewish communities in medieval Islamic societies.
3. The Holocaust and Modern Judaism
  - Students will be divided into groups of 3 and each person will get an article to read and annotate. Students will then do a round-robin and share a summary of the article, and new learning.
  - The Holocaust: Provide an overview of the Holocaust, the persecution of Jews during World War II, and its impact on Jewish communities worldwide.
  - The State of Israel: Discuss the establishment of the State of Israel in 1948 and its significance in modern Jewish identity.
4. Contemporary Judaism: Explore how Judaism is practiced today, including differences among Orthodox, Conservative, Reform, and Reconstructionist movements.
5. Cultural Impact of Judaism Slides-
  - Discuss the contributions of Jewish thinkers, writers, and artists to global culture, such as Maimonides, Albert Einstein, and Elie Wiesel.

- Explore Jewish cultural practices, such as Jewish cuisine, music (e.g., Klezmer), and literature.
  - Show clips or examples of Jewish cultural contributions.
  - Students will complete graphic organizer
6. Individual Activity: Contemporary Jewish Life
- Each student will choose a topic related to contemporary Jewish life, such as the role of women in Judaism, Jewish life in Israel and the diaspora, or the impact of Judaism on social justice movements. They will research and prepare a notecard of information to use on a short response on their quiz.
7. Assign a final assessment: Study for Judaism quiz for next class.

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

- Do Now  
 Video links  
 Annotated Timeline  
 Graphic Organizer  
 Note Card

**Lesson #5: Christianity**

Learning Target:	Success Criteria:
1. I can describe the origins of Christianity and the significance of Jesus as the central figure. 2. I can explain the core beliefs of Christianity, including the concept of the Trinity, the resurrection, and salvation. 3. I can compare Christianity’s core beliefs with those of other major world religions.	1. I will complete a <a href="#">quiz</a> ooon Judaism. 2. I will correctly complete a timeline activity that outlines the key events in the life of Jesus. 3. I will accurately answer questions on a “Mock” quiz about the core beliefs of Christianity. 4. I will participate in a discussion comparing Christian beliefs with those of another major religion.

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

Objective: Students will learn about the origins of Christianity, the life and teachings of Jesus, and the core beliefs of the religion.

1. Quiz - Judaism
2. Do Now: Introduction to Christianity.
  - Students are divided into 4 groups. Each group is given a large chart paper and will have 3 minutes to brainstorm anything they know about Christianity. Will review as a whole class. Will introduce Jesus as the central figure in Christianity.
3. Students will be provided an overview of the key events in the life of Jesus, including his birth, ministry, crucifixion, and resurrection. Students will view 2 clips summarizing the life of Jesus and will place events on a timeline.
4. Students will take guided notes on the Core Beliefs of Christianity.

- Discuss the core beliefs of Christianity: the Trinity (Father, Son, Holy Spirit), the resurrection of Jesus, and the concept of salvation.
  - Use a graphic organizer to help students understand the relationship between these beliefs.
5. Students will take a 3-5 minute brain break and will write down 3 questions, 2 Facts, and 1 interesting piece of information. Students will then move around the class and share their 3-2-1.
  6. In pairs, students will compare and contrast the beliefs of Christianity to Judaism in a Venn Diagram. Whole class discussion.
  7. Exit Ticket- to assess overall understanding
  8. Homework- Discussion Post: Reflection on how Christian beliefs influence the daily lives of believers.

### **Assessment**

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

***(They can be listed/linked below)***

Quiz - Judaism  
Do Now  
Video Links  
Timeline  
Graphic Organizer  
3-2-1  
Discussion Post

## **Lesson #6: Christianity**

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I can identify and explain key Christian practices, including prayer, sacraments, and communal worship.</li> <li>2. I can describe the significance of major Christian holidays such as Christmas and Easter.</li> <li>3. I can analyze the role of Christian practices and holidays in fostering a sense of community among believers.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will accurately describe key Christian practices in a written assignment or class presentation.</li> <li>2. I will complete a worksheet matching Christian holidays with their significance and associated practices.</li> <li>3. I will participate in a group discussion analyzing how Christian practices and holidays contribute to community building.</li> </ol>

### 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.

**Objective:** Students will explore key Christian practices, forms of worship, and major holidays, understanding their significance in the lives of believers.

1. Do Now: Kahoot game that recaps previous lesson on Christianity's core beliefs.
2. Introduce the focus on Christian practices, forms of worship, and major holidays.
  - o Christian Practices of prayer, sacraments, worship will be shown and discussed using images and short video clips.
  - o Students will complete a worksheet where they match Christian practices with their descriptions.
  - o Students will analyze Christian Holidays such as Christmas, Easter, and Good Friday. Students will complete a graphic organizer or a matching activity that connects holidays with their significance and practices. Students will use their textbook and articles to acquire the information.
3. Group Activity: Community in Christianity- Divide the class into small groups.
  - o Each group will discuss how Christian practices and holidays foster a sense of community among believers. Groups will present their findings to the class, focusing on specific examples such as church services, Christmas gatherings, and charity work during holidays through a shared created drawing.
4. Exit Ticket- On a Padlet, students will discuss their biggest takeaway from Christianity..

### Assessment

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

Do Now  
Worksheet  
Graphic Organizer  
Community Drawing  
Exit Ticket

## Lesson #7 Christianity

Learning Target:	Success Criteria:
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1. I can describe the historical development of Christianity from its origins to the present day.
2. I can explain the global spread of Christianity and its influence on different cultures and societies.
3. I can analyze the role of Christianity in shaping historical and contemporary events.

1. I will create a timeline that accurately traces the historical development of Christianity.
2. I will complete the Station's Activities on the global influence of Christianity.

### Learning Activities

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

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

1. Do Now: Recap the previous lessons on Christian beliefs and practices.
  - In two lines, students face each other and tell each other what they remember, and know about Christianity. One line moves and repeats until students are back to the original pair.
2. Historical Development of Christianity- Slideshow- Students take guided notes.
  - Discuss the early history of Christianity, including the spread of the religion after the death of Jesus, the role of the Apostles, and the establishment of the early Church. Highlight key historical events, such as the conversion of Emperor Constantine, the Great Schism, the Reformation, and the spread of Christianity to the Americas, Africa, and Asia.
  - Students are given a topic from the slideshow and as a class will create a human timeline.
3. Stations Activity in small groups. Global Spread and Influence
  - Station #1- Students will complete a map illustrating the spread of Christianity across different regions and discuss how it adapted to various cultural contexts.
  - Station #2- Students will complete a worksheet about the influence of Christianity on art, literature, law, and social institutions in different parts of the world.
  - Station #3- Students will complete a Scavenger Hunt to find specific examples, such as the role of Christianity in the abolition of slavery, the development of Western education systems, and its influence on social justice movements.
  - Station #4- Students will read a short article or excerpt on Christianity's influence in a specific region or cultural practice and discuss their findings in pairs.
4. Class Discussion: Christianity's Role in History- Facilitate a discussion on how Christianity has shaped historical and contemporary events.
  - Pose questions such as: How did Christianity influence the development of Western civilization? What role did Christian missionaries play in global history? How does Christianity influence contemporary social issues?
  - Encourage students to draw connections between historical events and the modern world.
5. Exit Ticket- Summarize the key historical developments and global influences of Christianity discussed in the lesson.
6. Prepare for Christianity quiz

### Assessment

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

Guided notes  
 Student Human timeline  
 Stations Activity  
 Exit Ticket

## Lesson #8 Islam

September, 2024

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I can describe the origins of Islam and the life of Prophet Muhammad.</li> <li>2. I can explain the core beliefs of Islam, including the Five Pillars.</li> <li>3. I can compare the core beliefs of Islam with those of other major world religions.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will complete a quiz on Christianity.</li> <li>2. I answer questions on a video based on Islam.</li> <li>3. I will complete a chart on the five pillars of faith in Islam.</li> <li>4. I will create a Venn Diagram comparing and contrasting Islam with Christianity and Judaism.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p>Objective: Students will explore the origins of Islam, the life of Prophet Muhammad, and the core beliefs of the religion.</p> <ol style="list-style-type: none"> <li>1. Quiz- Christianity</li> <li>2. Do Now: Students will take a pre assessment on Islam.             <ul style="list-style-type: none"> <li>o Will go over the answers as a whole class. Begin with a brief overview of Islam, its significance as one of the world's major religions, and its origins in the Arabian Peninsula. Will introduce Prophet Muhammad as the central figure in Islam and discuss his role in the founding of the religion.</li> </ul> </li> <li>3. Video and Questions of the Life of Prophet Muhammad.             <ul style="list-style-type: none"> <li>o This will provide an overview of the key events in the life of Prophet Muhammad, including his early life, the revelation of the Quran, the Hijra (migration to Medina), and the spread of Islam.</li> </ul> </li> <li>4. Students will complete a Chart on the Core Beliefs- the Five Pillars of Islam.             <ul style="list-style-type: none"> <li>o Students will use their textbook and the SHS Databases to find information on the Five Pillars of Islam. Five Pillars of Islam: Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage).</li> </ul> </li> <li>5. Discuss the significance of each pillar in the daily lives of Muslims. Will engage students in a class discussion to explore how these beliefs shape the identity and practices of Muslims.</li> <li>6. Group Activity: Comparing Beliefs             <ul style="list-style-type: none"> <li>o Divide students into small groups to compare the core beliefs of Islam with those of another major religion, such as Christianity or Judaism.</li> <li>o Each group will create a Venn diagram to visually compare and contrast the beliefs.</li> <li>o Groups will present their findings to the class.</li> </ul> </li> <li>7. Exit Ticket- Students will be given a short post-assessment to see how much they have learned in the lesson.</li> </ol>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p>Quiz- Christianity            Pre and Post assessment            Venn Diagram</p>	

**Lesson #9 Islam**

Learning Target:	Success Criteria:
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1. I can identify and explain key Islamic practices, including daily prayers, fasting during Ramadan, and charity (Zakat).
2. I can describe the significance of major Islamic festivals such as Eid al-Fitr and Eid al-Adha.
3. I can analyze the role of Islamic practices and festivals in fostering a sense of community among Muslims.

1. I will read for information and find the main ideas on Islamic practices.
2. I will be able to use content vocabulary accurately.
3. I will communicate with my classmates
4. I will complete a graphic organizer on Islamic holidays.

### Learning Activities

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

Objective: Students will explore key Islamic practices, forms of worship, and major festivals, understanding their significance in the lives of Muslims.

1. Do Now: Students will use the Islam Content Vocabulary given to them and will create the best sentence that describes Islam. Share with the whole class. Recap the previous lesson's key points on Islam's core beliefs. Introduce the focus on Islamic practices, forms of worship, and major festivals.
2. Islamic Practices: Students will complete a worksheet where they match Islamic practices with their descriptions. Use images or short video clips to illustrate these practices.
  - Salah (Prayer): Discuss the importance of daily prayers in Islam, including the ritual of facing Mecca and the significance of each prayer time.
  - Zakat (Charity): Explain the practice of giving to charity as a means of purifying wealth and helping those in need.
  - Sawm (Fasting during Ramadan): Discuss the practice of fasting during the holy month of Ramadan, its spiritual significance, and how it is observed.)
3. Islamic Festivals- Students will complete a graphic organizer or a matching activity that connects festivals with their significance and practices. Students will use their textbook, Newsela, or SHS Databases for information.
  - Eid al-Fitr: Discuss the celebration of Eid al-Fitr, focusing on its significance as the end of Ramadan and associated traditions like communal prayers and feasting.
  - Eid al-Adha: Explain the importance of Eid al-Adha, the Festival of Sacrifice, which commemorates the willingness of Ibrahim (Abraham) to sacrifice his son as an act of obedience to God.
  - Introduce other key festivals, such as the Islamic New Year and Mawlid al-Nabi (the Prophet's birthday).
4. Group Activity: Community in Islam.
  - Divide the class into small groups. Each group will discuss how Islamic practices and festivals foster a sense of community among Muslims. Groups will present their findings to the class, focusing on specific examples such as communal prayers, fasting, and charity work during festivals.
5. Exit Ticket: Using the Islam Content Vocabulary, add 2-3 more sentences that you have learned.

### Assessment

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

*(They can be listed/linked below)*

Content Vocabulary  
 Graphic Organizers  
 Community in Islam  
 Exit Ticket

## Lesson #10 Islam

Learning Target:	Success Criteria:
<ol style="list-style-type: none"><li>1. I can describe the historical development of Islam from its origins to the present day.</li><li>2. I can explain the global spread of Islam and its influence on different cultures and societies.</li><li>3. I can analyze the role of Islam in shaping historical and contemporary events.</li></ol>	<ol style="list-style-type: none"><li>1. I will play Kahoot to test my knowledge of Islam.</li><li>2. I will create an annotated timeline of the history of Islam.</li><li>3. I will create an illustrated map of Islam.</li><li>4. Exit Ticket</li></ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson?	
<p>Objective: Students will learn about the historical development of Islam, its spread across the world, and its cultural and social influence.</p> <ol style="list-style-type: none"><li>1. Do Now- Recap the previous lessons on Islamic beliefs and practices by playing Kahoot. Introduce the focus on the historical development of Islam and its global influence.</li><li>2. Historical Development of Islam:<ul style="list-style-type: none"><li>○ Students will create an annotated timeline and place events in the correct chronological order. (included but not limited to the early history of Islam, including the rapid expansion of the Islamic empire after the death of Prophet Muhammad, the role of the Caliphs, and the Golden Age of Islam. Highlight key historical events, such as the Crusades, the spread of Islam to Africa and Southeast Asia, and the Ottoman Empire.)</li></ul></li><li>3. Global Spread and Influence:<ul style="list-style-type: none"><li>○ Students will create a map illustrating the spread of Islam across different regions and discuss how it adapted to various cultural contexts.</li><li>○ Students will read a short article or excerpt on Islam's influence in a specific region or cultural practice and discuss their findings in pairs. Discuss the influence of Islam on art, literature, science, and law in different parts of the world.<ul style="list-style-type: none"><li>■ Use specific examples, such as the role of Islamic scholars in preserving and expanding knowledge during the Middle Ages, the architectural influence of Islamic mosques, and the development of trade routes.</li></ul></li></ul></li><li>4. Exit Ticket: Summarize the key historical developments and global influences of Islam discussed in the lesson.</li></ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now Timeline Map Exit Ticket	

## Lesson #11 Performance Task

Learning Target:	Success Criteria:
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Performance Task- see above	I will create an Abrahamic Religions Restaurant Menu
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Quiz on Islam Performance Task- See above Performance Task	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Performance Task Rubric- See above	

<b>Resources</b> Any materials and resources related to Stage 3 learning activities.	
Textbook Newsela SHS Databases	

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 3: Eastern Religions- Hinduism, Buddhism, Sikhism
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	9-12
<b>Length/Dates:</b>	4 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Creation/History, Beliefs, Text, Ethics/Moral Code, Rituals, Religious Experience-  This unit aims to provide students with a foundational understanding of Eastern Religions, enabling them to recognize the commonalities and differences between Hinduism, Buddhism, and Sikhism, and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

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

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

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

**Creativity/Innovation Transdisciplinary Goal:**

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

**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. **Impact of Belief Systems:** Understanding how beliefs and religious teachings shape societies, cultures, and individuals over time and across different geographical locations. This includes recognizing the influence of religious values on laws, ethics, art, literature, and social norms globally.
2. **Interfaith Dialogue and Cooperation:** Developing respectful dialogue and collaboration skills across religious boundaries. Students learn to appreciate similarities and differences among religions, fostering mutual understanding and promoting peaceful coexistence in diverse communities.
3. **Universal Ethical Principles:** Recognizing and applying universal ethical principles such as compassion, justice, and moral responsibility emphasized in Judaism, Christianity, and Islam. These principles serve as a foundation for ethical decision-making and contribute to social cohesion in various cultural and societal contexts.
4. **Historical and Contemporary Relevance:** Understanding the historical development and contemporary significance of the Abrahamic religions. This includes exploring how these religions have adapted and evolved, and their continuing impact on global cultures, politics, and socio-economic dynamics.

**Essential Question(s):**

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

1. How have the foundational beliefs of Hinduism, Buddhism, and Sikhism influenced the development of legal systems, ethical norms, and cultural practices worldwide?
2. How can understanding the shared values and theological differences among Hinduism, Buddhism, and Sikhism foster meaningful interfaith dialogue and promote religious harmony in multicultural societies?
3. What role do the ethical teachings of justice, compassion, and moral responsibility play in guiding individual behavior and shaping societal norms within Eastern religious traditions?

4. How has Hinduism, Buddhism, and Sikhism adapted and evolved to meet the needs and challenges of different historical eras, and what enduring impacts do they have on contemporary global issues such as peacebuilding and social justice?
5. How do the core beliefs and practices of Hinduism, Buddhism, and Sikhism influence personal identity, values, and worldview, and what insights can individuals gain from engaging with these religious traditions in a diverse world?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p><b>Content Vocabulary:</b></p> <p><b>Hinduism</b>            Dharma, Karma, Moksha, Braham, Vishnu, Shiva, Veda, Bhagavad Gita, Meditation, Yoga, Diwali, Holi</p> <p><b>Buddhism</b>            Dharma, Four Noble Truths, Eightfold Path, Nirvana, Karma, Buddha, Sutras, Mantra, Lotus Flower, Dharma Wheel, Vesak</p> <p><b>Sikhism</b>            Ik Onkar, Waheguru, Seva, Simran, Khalsa, Five Ks, Langar, Gurdwara, Gurpurab</p> <p><b>Content Knowledge</b></p> <p><b>Hinduism</b>            -Hinduism is one of the oldest religions in the world dating back to 4000 years.            -Hinduism does not have a single founder            -Hinduism is a polytheistic religion            -Dharma, Karma, and Moksha are the Core Beliefs            -Several sacred texts outline the beliefs of Hinduism            -Meditation and Yoga are widely practiced            -Diwali and Holi are religious festivals.</p> <p><b>Buddhism</b>            -Buddhism was founded by Siddhartha Gautama, known as Buddha in the 6th B.C.E.            -The Core Beliefs of Buddhism are the Four Noble Truths            -The Eightfold Path is a guide to ethical and mental development of the individual            -Nirvana is the ultimate goal            -There are 3 branches of Buddhism            -The Dharma Wheel Symbolizes the Buddha's teaching and the cycle of birth, death, and rebirth.</p>	<p><b>Comparative Analysis:</b> Compare and contrast beliefs, practices, and historical developments among the three religions.</p> <p><b>Critical Thinking:</b> Evaluate theological and philosophical ideas within each tradition.</p> <p><b>Cultural Sensitivity:</b> Appreciate diversity and different cultural expressions of faith.</p> <p><b>Research and Communication:</b> Conduct research on religious texts, rituals, and historical contexts, and communicate findings effectively.</p> <p><b>Ethical Reflection:</b> Reflect on the ethical teachings of each religion and their application in contemporary issues.</p>

<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>-The fundamental belief in the oneness of God. "Ik Onkar" symbolizes that God is one, formless, eternal, and all-pervading.</li> <li>Guru Granth Sahib</li> <li>-The central religious scripture of Sikhism, considered the eternal Guru. It is the final and everlasting Guru for Sikhs, containing the teachings and hymns of the Sikh Gurus and other saints.</li> <li>-The community of initiated Sikhs who have undergone the Amrit ceremony and committed to living by the Sikh code of conduct.</li> <li>-The Khalsa represents the collective body of all initiated Sikhs, bound by a shared commitment to righteousness, equality, and justice.</li> <li>-Seva and Simran</li> <li>Seva: The practice of selfless service, an essential aspect of Sikh living. Seva involves serving others without any expectation of reward and is a way to cultivate humility and devotion.</li> <li>Simran: The meditation and remembrance of God's name. Simran is a fundamental practice for cultivating a personal connection with the divine and attaining spiritual growth.</li> </ul>	
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**Stage 2: Evidence of Student Learning**

**Performance Task**

Assessment Evidence
<ul style="list-style-type: none"> <li>● <b>Goal-</b> Design, Create, and Produce a Podcast on one of the major Eastern Religions</li> <li>● <b>Role-</b> Students research, write compelling questions and answers, and record an interview in a Podcast mode</li> <li>● <b>Audience-</b> Classmates and Teachers (school district)</li> <li>● <b>Situation-</b> You have recently learned about three Eastern Religions in your World Religions class and have been asked to create an educational podcast to share with your school district</li> <li>● <b>Product/Performance/Purpose-</b> A Podcast is the finished product. Students must design, create, and produce a podcast that explores one of the Eastern Religions. The purpose of this performance task is for students to apply information to a real-world media format while utilizing communication, creativity, and critical thinking skills.</li> </ul> <p><b>Reflection:</b> Write a reflection explaining the thought process behind your podcast. Discuss how your questions and answers demonstrate an understanding of the beliefs, values, and traditions of Hinduism, Buddhism, and Sikhism. Consider the challenges and benefits of representing religious concepts through creating a podcast.</p> <ul style="list-style-type: none"> <li>● <b>Standards and Criteria for Success</b></li> </ul> <p>Rubric (to be created)</p>

This performance task encourages students to apply their knowledge of Hinduism, Buddhism, and Sikhism creatively and practically. By designing an educational podcast, students demonstrate their understanding of the religions' key concepts and explore how they can serve as a cultural and symbolic bridge between different faith traditions.

### Resources

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

Notes and Activities from Class  
Religions of the World Textbook  
SHS Databases

### Evaluative Criteria

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

Rubric Criteria will include:

- Accuracy and depth of factual information and understanding chosen religion.
- Creativity and originality in podcast questions and answers.
- Clarity and coherence in description of religious beliefs and practices.
- Presentation of the Podcast.

### Comments

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

- Religions of the World Textbook is helpful!

### Other Evidence

#### Assessment Evidence

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

Do Now  
Exit Ticket  
Learning Activities  
Quizzes  
Graphic Organizers  
Collaborative Work  
Discussions (Habits of Work)

## Stage 3: Instructional Design

### Lesson #1 Hinduism

Learning Target:	Success <b>Criteria:</b>
<ol style="list-style-type: none"> <li>1. I will be able to describe the core concepts and beliefs of Hinduism</li> <li>2. I will be able to delineate between Dharma, Karma, Samsara, and Moksha.</li> </ol>	<ol style="list-style-type: none"> <li><del>1. I will take notes.</del></li> <li><del>2. I will participate in discussions with my peers and the teacher (either on paper or verbally).</del></li> <li>3. I will be able to create a scenario and explain how a Hindu concept can be applied in context</li> <li>4. I will use what we learned in class to answer exit ticket questions</li> </ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"> <li>1. Do Now- What do you know about Hinduism? KWL Chart</li> <li>2. Introduction Slide- Hinduism, Origins, Status of Hinduism in the World</li> <li>3. Hinduism Map- Students will create a map of Hinduism and surrounding regions.</li> <li>4. Google Slideshow and Guided Notes- Dharma, Karma, Samsara, Moksha.</li> <li>5. In Pairs, add to the KWL Chart</li> <li>6. Group Activity- Students will move to a new group. Students will create a scenario/case study that illustrates one of the 4 concepts in Hinduism. Each group will then present their scenario, explaining how each concept is applied to the content.</li> <li>7. Video &amp; Discussion- Youtube video- that shows Hindu beliefs. Students again add to KWL chart</li> <li>8. Exit Ticket- Complete the L on the Chart</li> </ol> Homework- How would key concepts influence someone's daily life? Use all 4 concepts.	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
KWL Chart Scenario and explanation Exit Ticket	

## Lesson #2- Hinduism

Learning Target:	Success <b>Criteria:</b>
<ol style="list-style-type: none"> <li>1. I will describe how Hinduism is a polytheistic religion.</li> <li>2. I will explain the sacred texts and religious practices in Hinduism.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will communicate with my classmates and teacher.</li> <li>2. I will take notes</li> <li>3. I will engage in a station activity with my group</li> <li>4. I will create a Digital one-pager of a deity or sacred text</li> </ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"> <li>1. Do Now- Students will be given a strip of paper and will choose 4-6 vocabulary words and write what they know about Hinduism. Share it out as a whole class.</li> <li>2. Introduction to Hindu Deities- Students will complete a Venn Diagram using the textbook, and teacher's slideshow.</li> </ol>	

3. Students will then go through 2 stations with ½ of the class working on each one of the two and then will switch. Students will complete a graphic organizer  
 Station 1- Reading overview Vedas, Upanishads, Bhagavad Gita, Ramayana, Mahabharata  
 Read and analyze an excerpt from the Bhagavad Gita and Ramayana. EQ- How do these texts guide moral and spiritual life?  
 Station 2- Reading overview of common practices Puja, Meditation, Yoga, Diwali, and Holi.  
 Show video clips of festivals. Explain the meaning of symbols Om, and Swastika and how they have been used in History.
4. Student in Pair will create a [Digital One-Pager](#) on a chosen deity/sacred text they found most interesting and will include key information, visuals, and an explanation of why they chose their topic
5. Discussion Post- Hindu Festivals and Rituals- similarities and differences in what we have seen in other religions.

**Assessment**

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

Do Now  
 Digital One-Pager  
 Discussion Post

**Lesson #3- Hinduism**

Learning Target:	Success Criteria:
1. I will be able to explain the cultural impact of Hinduism and its practices in the modern world and the USA	1. I will read for information 2. I will analyze an article of Hindu’s cultural influence 3. I will create a claim 4. I will participate in a classroom discussion

**Learning Activities**

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

**Lesson #3**

1. Do Now: Students will rotate and show each other their Digital One-pagers until everyone has had a chance to see each other’s work. On a Padlet, students will do a 3-2-1.
2. Google slideshow- Art, Literature, Music, Architecture, Temples, and Classical Indian Dances. Illustrations and videos are embedded into a slideshow. Students will complete Graphic Organizer.
3. Students will view two short clips on Modern Practices and Global Practices of Meditation and Yoga.
4. Individually students will find an article on a specific aspect of Hindu’s cultural influences.
5. Circle Time- Discussion of how Hinduism’s influence can be seen in American Culture or not seen in American Culture.
6. Reflection- KWL Chart and what part of Hinduism seemed the most interesting to learn about?
7. Prepare for QUIZ- Hinduism next class

**Assessment**

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

Article Review  
 Habits of Work  
 Discussion Rubric  
 Discussion Post

## Lesson #4 Buddhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"><li>1. I can describe the origins of Buddhism and the life of Siddhartha Gautama (The Buddha)</li><li>2. I can explain the 4 Noble Truths and the Eightfold Path as core teachings of Buddhism.</li><li>3. I can compare the core beliefs of Buddhism with other religions in the world</li></ol>	<ol style="list-style-type: none"><li>1. I will communicate with my classmates.</li><li>2. I will collaborate with my classmates to develop an annotated timeline.</li><li>3. I will demonstrate what I understand about the stages of Buddha's life in a charades format.</li><li>4. I will complete a quiz on Hinduism.</li></ol>

### Learning Activities

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

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

1. Quiz on Hinduism
2. Do Now: White Boards with Mini Markers. I say, Buddha, you say... Students will complete the sentence. The class will share the results. I say Buddhism, you say... Students will complete the sentence. The class will share their answers.
3. Students in small groups will be given several different readings on Buddhism, the Life of Buddha. The focus will be Buddha's early life, the search for enlightenment, enlightenment and teachings, and the first sermon. Together, we will create an annotated bibliography.
4. Group Activity- The class will be divided into two groups. Each group will take turns and pull out a charade card pertaining to a specific stage in Buddha's life. The group will then have to act out the charade and the other group will have to guess what the other group is acting out. Repeat the process with the other group.
5. Video- Buddha. Students complete worksheet
6. Exit Ticket- KQL Chart- Students will write what they know, have questions, and have learned. Popcorn around the class and students ask with KQL.

### Assessment

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

Quiz on Hinduism  
Do Now  
Annotated timeline  
KQL

## Lesson #5 Buddhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"><li>1. I can identify and explain key Buddhist practices, including meditation, chanting, and mindfulness.</li><li>2. I can describe the differences between major Buddhist schools of thought, such as Theravada, Mahayana, and Vajrayana.</li><li>3. I can analyze the role of rituals and practices in the daily lives of Buddhists and their significance in attaining enlightenment.</li></ol>	<ol style="list-style-type: none"><li>1. I will create a complex sentence using as much Buddhist Content Vocabulary as possible</li><li>2. I will demonstrate what I understand about the stages of Buddha's life in a charades format</li></ol>

<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Objective: Students will explore the central teachings of Buddhism including the Four Noble Truths, the Eightfold Path, and the concepts of Karma and Nirvana. <ol style="list-style-type: none"> <li>1. Do Now- Students will be given a list of Buddhism Content Vocabulary. They will come up with the “best” sentence they can using as many words as they can from the list. Share as a whole class.</li> <li>2. Google Slides- Students will take guided notes on the 4 Noble Truths, Eightfold Path, Karma, and Nirvana.</li> <li>3. Students will individually add notes from their textbook.</li> <li>4. Students will watch a couple of short clips on Karma and Nirvana. Discuss where in our society we see some of Buddhism.</li> <li>5. Students will create a Foldable (rubric) on the central teachings of Buddhism.</li> </ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now Foldable	

### Lesson #6 Buddhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I can describe the historical spread of Buddhism from India to other parts of Asia and the world.</li> <li>2. I can explain the cultural and social impact of Buddhism in various regions, including art, literature, and social practices.</li> <li>3. I can analyze the role of Buddhism in shaping modern spiritual and philosophical movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will analyze a quote on Buddhism.</li> <li>2. I will complete the Stations Activity.</li> <li>3. I will create a Contemporary Issues Slide on Buddhism.</li> </ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Objective: Students will explore the cultural impact of Buddhism, its practices, and how it is observed in different cultures and modern contexts. <ol style="list-style-type: none"> <li>1. Do Now: Students will analyze a quote about Buddhism, Nirvana, or Karma. Students will discuss with each other in a round-table fashion</li> <li>2. Station Activity- Students will go around the room and scan the QR Codes for Art, Literature, Architecture, Temples, Practices, and Mindfulness. Students will fill in a corresponding chart.</li> <li>3. Whole Class Discussion of what was discovered in the station activity.</li> <li>4. Group Activity- Contemporary Issues and Buddhism. Each small group will choose a topic, environmentalism, social justice, mental health, education, etc., and each group will create a slide on</li> </ol>	

how Buddhist principles (compassion, mindfulness) can be applied to address their issue. Each slide will be shared with the whole class and the groups will present to the class.

5. Exit Ticket- What similarities and differences do we see in Buddhism compared to the other religions we have studied?
6. Prepare for Quiz on Buddhism next class

### Assessment

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

Do Now

Contemporary Issues Slide and Presentation

Exit Ticket

## Lesson #7 Sikhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I can describe the historical spread of Buddhism from India to other parts of Asia and the world.</li> <li>2. I can explain the cultural and social impact of Buddhism in various regions, including art, literature, and social practices.</li> <li>3. I can analyze the role of Buddhism in shaping modern spiritual and philosophical movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will complete a quiz on Buddhism.</li> <li>2. I will complete a KQL chart.</li> <li>3. I will read for information and summarize the main ideas.</li> <li>4. I will communicate with my classmates.</li> <li>5. I will create a One-pager.</li> </ol>

### 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.

Objective: Students will understand the origins of Sikhism and the life and teachings of Guru Nanak

1. Quiz Buddhism
2. Do Now: Introduction to Sikhism- Students will watch a video that highlights this monotheistic religion that emphasizes equality, justice, and community service. Students will complete a KQL (know, question, and learn) chart. Discussion of the video.
3. Slideshow and graphic organizer on the Life of Guru Nanak- Students will learn about the life of Guru Nanak, including his early life, spiritual experiences, and key teachings of Sikhism.
4. Students in pairs will complete a jigsaw on two different articles/readings that focus on the Core beliefs and practices of Sikhism. Each student will be given an article to read and annotate and will pull out the most important information and share it with the other partner. (Ik Onkar, Guru Granth Sahib: .Equality and Justice, and Seva and Simran)
5. Whole Class- Pair-Face-to-Face- KQL discussions
6. Individual One-pager. Students will create a visual representation of one of the core beliefs of Guru Nanak. Share the One-pager.

### Assessment

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

*(They can be listed/linked below)*

## Quiz on Buddhism

### Lesson #8 Sikhism

Learning Target:	Success Criteria:
<ol style="list-style-type: none"><li>1. I can identify and explain key Sikh practices, including daily prayers, the Five Ks, and participation in the Gurdwara.</li><li>2. I can describe the significance of major Sikh ceremonies and festivals, such as Vaisakhi and Guru Nanak's birthday.</li><li>3. I can analyze the role of community life and the importance of the Langar in Sikhism.</li></ol>	<ol style="list-style-type: none"><li>1. I will evaluate my classmate's one-pagers.</li><li>2. I will take notes on Sikh practices.</li><li>3. I will create an annotated illustrated Sikh Map.</li></ol>
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p>Objective: Students will learn about the practices of Sikhism, the formations of the Khalsa, and the cultural impact of Sikhism.</p> <ol style="list-style-type: none"><li>1. Do Now: Share and evaluate 2 classmate's one-pagers with the rubric. Discussion as a whole class- what was similar? Different?</li><li>2. Introduction to Sikh practices, Khalsa, and cultural influences. Google slides with guided notes. Discuss the Five Ks (Kesh, Kangha, Kara, Kachera, Kirpan) and their symbolic meanings. Show images or videos of the Five Ks and discuss their importance in the identity of Khalsa Sikhs.</li><li>3. Students will create a Sikh map and will illustrate different cultural contributions such as Punjabi music, dance, and cuisine.</li><li>4. Exit Ticket- 3-2-1</li><li>5. Quiz- Study guide-</li></ol>	
<b>Assessment</b>	
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
One-Pager Evaluation and Discussion Sikh Map Exit Ticket	

### Lesson #9

Learning Target:	Success Criteria:
See Performance Task	
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"><li>1. Sikhism Quiz</li><li>2. Performance Task work</li></ol>	

**Assessment**

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

See Performance Task

**Resources**

Any materials and resources related to Stage 3 learning activities.

Newsela

Textbook

SHS Databases

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 4: Alternative Approaches to Religion in the World
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	9-12
<b>Length/Dates:</b>	3 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students explore various religious traditions beyond the major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism). The focus will be on understanding the beliefs, practices, and cultural significance of these alternate religions, as well as their impact on followers and broader societies.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> <li>1. Students identify, explain, &amp; determine the most relevant &amp; valid sources that take into consideration multiple points of view (INQ 6)</li> <li>2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)</li> <li>3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)</li> </ol>

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

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and 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.

**Essential Question(s):**

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

1. Religious diversity is a reflection of the wide range of human experiences and cultural contexts. Understanding lesser-known religions enriches our comprehension of global spiritual practices.
2. Alternate religions provide unique perspectives on spirituality and ethics. They offer valuable insights into the ways different communities seek meaning and order in the world.
3. Studying lesser-known religions highlights the importance of religious tolerance and respect. It fosters a deeper appreciation for the variety of beliefs and practices in the global community.
4. Inquiry-based learning allows students to actively engage with and critically assess religious traditions, leading to a more profound and nuanced understanding of the world.

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

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

**Content Vocabulary:**

Animism, Syncretism, Monotheism, Polytheism, Pantheism, Esoterics, Ritual, Doctrine, Sect, Mysticism, Cult, Religion, Charismatic Leader, Orthodoxy, Heresy, Brainwashing, Social Isolation, Mind Control, Sectarianism, Dogma

**Concepts:**

1. Religious Pluralism: The acceptance and coexistence of multiple religious beliefs within a society, recognizing the diversity of religious practices and beliefs.
2. Cultural Context: Understanding how a religion or belief system is influenced by and shapes the cultural environment in which it exists. This includes how religious practices and beliefs interact with social, political, and economic factors.
3. Sacred vs. Profane: The distinction between what is considered holy, divine, or spiritually significant (sacred) and what is considered ordinary, mundane, or secular (profane).
4. Authority in Religion: Examining the sources of authority within religions, such as scriptures, religious leaders, and institutions, and how these sources guide the beliefs and practices of followers.
5. Religious Identity: The sense of belonging and identification with a particular religion, including how individuals and communities express and maintain their religious identities.
6. Conversion: The process by which a person adopts a new religious identity, often involving a significant change in beliefs, practices, and community affiliation.
7. Persecution and Tolerance: The dynamics of how religious groups are treated by wider society, including issues of discrimination, persecution, and the promotion of religious tolerance.
8. Sectarianism and Schism: Understanding how divisions within religions lead to the formation of new sects or groups, often due to doctrinal disagreements or differences in practices.
9. Belief Systems: The underlying structure of beliefs and values that define a religion, including concepts of the divine, the

Analyzing and Evaluating Information  
Identifying Bias and Perspective  
Conducting Research  
Formulating Questions  
Comparative Analysis  
Comparing Beliefs and Practices  
Contextualizing Religious Movements  
Presenting Findings  
Articulating Arguments  
Collaboration  
Peer Review and Feedback  
Understanding Cultural Diversity  
Ethical Considerations  
Historical Thinking

<p>afterlife, morality, and the nature of existence.</p> <p>10. Social Cohesion and Division: The role of religion in creating bonds within communities (cohesion) or contributing to conflicts and divisions (division), particularly in the context of cults or sectarian movements.</p>	
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## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

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

#### Comparative Study and Presentation on Alternate Religions and Cults

- **Goal-** Students will conduct a detailed comparative study of an alternate religion and a group commonly labeled as a cult. They will investigate the beliefs, practices, societal impacts, and historical contexts of each, culminating in a multimedia presentation and a written report that critically analyzes the similarities and differences between the two groups.
- **Role-** You are a cultural anthropologist specializing in religious studies. Your job is to analyze and compare various religious traditions and groups, particularly focusing on those that are less understood or controversial in society. You aim to provide an objective, scholarly perspective that can help the public and academic community better understand the complexities of religious identity, practices, and societal impacts
- **Audience-** Academic Peers and Scholars, Students and Educators, High school and college students, teachers, and the General Public
- **Situation-** In light of growing interest and concern regarding religious diversity and the rise of new religious movements, you have been invited to present your findings at an international symposium on "Religious Identity and Societal Perceptions." This symposium gathers experts, educators, and the public to discuss the challenges and opportunities presented by religious pluralism in the modern world. Your task is to present a well-researched, balanced comparison of an alternate religion and a group often labeled as a cult, to foster greater understanding and reduce misconceptions.
- **Product/Performance/Purpose-Multimedia Presentation:**
  - Format:** Create a 10-15 minute multimedia presentation (e.g., PowerPoint, Prezi, video) summarizing your research and analysis. Include visuals such as images, videos, and infographics to enhance your presentation.
  - Content:** Present your findings on the beliefs, practices, historical context, and societal impact of both the alternate religion and the
- **Standards and Criteria for Success- (Rubric to be created)**

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**Resources**

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

SHS Databases

**Evaluative Criteria**

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

Rubric- Habits of Work, Research, Presentation

**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.

- Quizzes,
- Exit Tickets
- Reading Analysis and Questions
- Current Event Article Analysis
- Discussion Posts
- Habits of Work/Reflection Posts
- Learning Activities
- Collaborative Work

**Stage 3: Instructional Design**

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

Learning Target:	Success Criteria:
<ul style="list-style-type: none"><li>• <i>Describes what the students will learn in the lesson.</i></li><li>• <i>Comes from STAGE 1 standards, and EU's</i></li><li>• <i>Targets map out the progression of learning over the course of the unit.</i></li><li>• <i>I can...I will....student facing language.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Describes what students need to do to be successful in the lesson (meet the target).</i></li><li>• <i>Provides students the answers to, "How will I know when I have met the learning target."</i></li><li>• <i>Connects to the assessment(s) for the lesson/unit.</i></li></ul>

Learning Target:	Success Criteria:
<p><b>Lesson #1</b></p> <p>1. I will be able to distinguish between a religion and a cult by analyzing the defining characteristics and societal perceptions of each.</p>	<p>1. I can identify and explain at least three key differences between a religion and a cult.</p> <p>2. I can critically analyze how societal perceptions influence the labeling of a group as a religion or a cult.</p>

### Learning Activities

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

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

#### Lesson #1: Understanding the Difference Between Religion and Cult

1. Do Now: Students brainstorm on mini-whiteboards what comes to mind when they hear the words "religion" and "cult." Write their responses on the board.
2. Give Definitions:
 

Religion: A system of beliefs, practices, and values centered around the worship of a higher power or spiritual being, often involving community rituals, moral codes, and a long history of tradition.

Cult: A social group with a belief system that is often seen as unorthodox or extreme, typically centered around a charismatic leader, with practices that may isolate members from society. (Clarify Misconceptions: Discuss any misconceptions or biases that might have emerged in the initial brainstorming)
3. Lecture and Discussion- Google Slides
 

Key Characteristics of Religions:

  - Long-established traditions and practices
  - Community-oriented with large followings
  - Recognized sacred texts or scriptures
  - Hierarchical structure with established clergy or leadership

Key Characteristics of Cults:

  - Centralized around a charismatic leader or figure
  - Often secretive or isolating
  - Practices and beliefs that deviate significantly from societal norms
  - High control over members' lives and beliefs

Discuss Societal Perceptions: how societies label certain groups as religions and others as cults, and how these labels can be subjective and influenced by cultural, historical, and political factors.
4. Video/Case Study Analysis- Students will view a Video Clip: Show a short documentary or news segment that discusses a well-known cult (e.g., Jonestown, Heaven's Gate) and a recognized religion (e.g., Christianity, Hinduism). Students will then engage in a Case Study Discussion: Provide students with a handout that includes brief descriptions of a recognized religion and a group labeled as a cult. Ask students to identify the characteristics of each and discuss whether the group's label (religion or cult) is justified based on the characteristics discussion. What are the key differences that stood out? How does the media portrayal of these groups affect our understanding?
5. Group Activity: Divide the class into small groups and assign each group a hypothetical scenario involving a new religious movement. Each group must decide if the movement would be considered a religion or a cult based on the criteria discussed. They should provide reasons for their decision. Presentation: Groups present their scenarios and conclusions to the class, followed by a brief Q&A session.
6. Exit Ticket and Reflection- Students write a short paragraph reflecting on the lesson's key takeaways. How can understanding the difference between religions and cults help us better understand societal norms and values? "What is one factor that can influence whether a group is labeled as a religion or a cult?"

**Assessment**

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

Do Now  
 Guided Notes  
 Group Presentation  
 Exit Ticket and Reflection

**Learning Target:****Success Criteria:****Lesson #2**

1. I can define the concepts of alternate religions and cults and differentiate between the two based on their characteristics.
2. I can conduct research on an alternate religion, gathering and synthesizing information from credible sources.

1. I will successfully match religion vs. cult definitions.
2. I will Complete a Venn Diagram.
3. I will complete a Research Workshop graphic organizer.
4. I will complete an Exit Ticket.

**Learning Activities**

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

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

**Lesson #2**

1. Do Now- Matching questions with religion vs. cult
2. Slides-Overview of the historical development of lesser-known religions and the emergence of cults. Highlight the societal perceptions and challenges faced by these groups.
3. Group Activity- in small groups, students review brief case studies of one alternate religion and one cult. Each group identifies key characteristics of each and compares them using a Venn diagram.
4. Class Discussion-Groups share their findings with the class. Discussion on the differences and similarities between alternate religions and cults.
5. Research Workshop-Students select an alternate religion to research (e.g., Zoroastrianism, Baha'i, Shinto, Jainism, or Indigenous religions). Students are guided on how to find credible sources, take notes, and organize information. They begin their research, using laptops/tablets and library resources.
6. Check-In and Feedback-Students briefly share their progress with a partner or in small groups. The teacher provides feedback and answers questions.
7. Exit Students write a brief reflection on what they learned about the distinctions between alternate religions and cults.
8. Homework-Continue researching and start drafting a brief summary of the alternate religion, focusing on its beliefs, practices, historical context, and societal impact.

**Assessment**

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

Venn diagram  
 Research graphic organizer  
 Exit Ticket

Learning Target:	Success Criteria:
<p><b>Lesson #3-Analyzing Cults: Case Studies</b></p> <ol style="list-style-type: none"> <li>I can analyze the characteristics and societal impacts of a group labeled as a cult using a case study.</li> </ol>	<ol style="list-style-type: none"> <li>I will complete Do Now.</li> <li>I will complete a Case Study Analysis.</li> <li>I will present my findings from the Case Study.</li> <li>I will complete an Exit Ticket.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>Lesson #3:</b></p> <ol style="list-style-type: none"> <li>Do Now Discussion-Review the previous lesson's findings on alternate religions. Introduce the concept of cults, focusing on common characteristics and societal perceptions.</li> <li>Case Study Analysis-Students are divided into groups, each assigned a different cult to study (e.g., Branch Davidians, Heaven's Gate, or People's Temple). Each group reads a detailed case study, highlighting the group's beliefs, practices, leadership, and societal impact. Groups create a poster or digital presentation summarizing their findings.</li> <li>Group Presentations- Each group presents their findings to the class. The teacher facilitates a discussion on the ethical considerations of labeling a group as a cult.</li> <li>Exit Ticket- Students write down one key takeaway from the case study analysis that they found surprising or important.</li> </ol>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p>Case Study Analysis            Exit Ticket</p>	

Learning Target:	Success Criteria:
<p><b>Lesson #4-Comparative Analysis and Chart Creation</b></p> <ol style="list-style-type: none"> <li>I will compare and contrast an alternate religion and a cult, identifying key similarities and differences.</li> </ol>	<ol style="list-style-type: none"> <li>I will evaluate how definitions of "religion" and "cult" vary based on historical, cultural, and sociological perspectives.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p>Lesson #4</p>	

1. Do Now- Review the key findings from previous lessons on alternate religions and cults. Discuss the importance of comparative analysis.
2. Comparative Chart Creation-Students work individually or in pairs to create a detailed comparison chart. The chart should include categories like beliefs, practices, leadership, societal impact, historical context, and ethical considerations. Students use their research and notes from previous lessons to fill out the chart.
3. Peer Review-Students swap charts with another pair or individual for peer review. They provide feedback on the clarity, accuracy, and completeness of the comparison.
4. Reflection-Quick class discussion on what students found most challenging or interesting about the comparison process.

**Assessment**

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

Completion of the comparative chart with accurate and detailed information.  
Peer review feedback.

Learning Target:	Success Criteria:
<p><b>Lesson #5- Presenting Findings and Conflict Resolution Proposals</b></p> <ol style="list-style-type: none"> <li>1. I can effectively communicate my research findings and propose solutions to reduce misconceptions about alternate religions and cults.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will complete the Do Now.</li> <li>2. I will present my research.</li> <li>3. I will provide feedback to my classmates.</li> <li>4. I will come up with solutions.</li> </ol>

**Learning Activities**

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

**Lesson #5**

1. Do Now-Discuss effective communication techniques for presentations, such as clarity, organization, and engagement with the audience.
2. Presentation Preparation-Students finalize their multimedia presentations, integrating their comparative analysis and any additional research. They prepare to present their findings and proposed conflict resolution strategies to the class.
3. Student Presentations- Each student or group presents their findings and proposals to the class. The Class takes notes and prepares questions or feedback.
4. Class Discussion and Feedback after all presentations, the class discusses common themes and effective solutions proposed. Students give constructive feedback to their peers.

**Assessment**

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

Multimedia presentation, including clarity, organization, and engagement.  
Class discussion and feedback.

**Resources**

Any materials and resources related to Stage 3 learning activities.

SHS Database

Internet

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 5: Schisms and Conflicts in Modern-Day Religions
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	9-12
<b>Length/Dates:</b>	3 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will explore the causes, impacts, and resolutions of schisms and conflicts within and between modern-day religious communities. They will engage in inquiry-based learning to develop a deep understanding of how religious differences and conflicts influence global and local societies.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the position.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>NCSS Themes addressed- #3 People, Places and Environment, #4- Individual Development and Identity, #6 Power, Authority and Governance</p>

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> <li>1. Students identify, explain, &amp; determine the most relevant &amp; valid sources that take into consideration multiple points of view (INQ 6)</li> <li>2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)</li> <li>3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)</li> </ol>

### 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 solution(s).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine the 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. Religious conflicts often arise from a complex interplay of religious, political, social, and economic factors. Understanding these underlying causes is essential to grasping the nature of schisms and conflicts within and between religious communities.
2. Schisms within religious traditions can have long-lasting impacts on societies and cultures. These divisions can lead to both conflict and the development of new religious practices and beliefs.
3. Religious conflicts have a profound impact on global and local communities, influencing everything from individual identity to international relations. The consequences of these conflicts can be seen in societal divisions, migration, and changes in cultural practices.
4. Efforts to resolve religious conflicts require a deep understanding of the perspectives and motivations of all parties involved. Successful resolution often depends on dialogue, empathy, and a willingness to address not just the symptoms of conflict but the root causes.

**Essential Question(s):**

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

1. What are the root causes of schisms and conflicts within and between religious communities?
2. How do religious conflicts impact societies and individuals in the modern world?
3. What role do religious leaders, governments, and communities play in resolving religious conflicts?
4. How can understanding religious conflicts lead to greater tolerance and peacebuilding efforts?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

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

**Content Vocabulary:**

Schism, Sectarianism, Heresy, Fundamentalism, Ecumenism, Jihad, Crusades, Interfaith Dialogue, Blasphemy, Religious Pluralism, Apostasy, Ethno-religious Conflict, Syncretism, Clericalism, Peacebuilding:

**Concepts:**

**Religion:** Understanding the role of religion in shaping cultures, identities, and worldviews.

**Schism- Impact:** Long-lasting effects on religious practices, community structures, and inter-religious relations.

**Religious Conflict- Causes:** Can stem from doctrinal differences, competition for resources, political control, or cultural clashes

**Sectarianism Impact:** Sectarianism can fuel division, prejudice, and violence within and between religious communities.

**Religious Pluralism-** Understanding how religious diversity can either contribute to social harmony or lead to tensions and conflicts

**Fundamentalism** can lead to conflicts with more liberal or secular interpretations of the same religion.

Tolerance is essential for peaceful coexistence in diverse societies and is a key factor in conflict resolution.

**Interfaith Dialogue:** To reduce tensions, build relationships, and find common ground between diverse religious communities.

Religious identity can be a source of both personal meaning and communal conflict.

Peacebuilding may include dialogue, mediation, education, and reconciliation initiatives.

Evaluating Sources  
Comparative Analysis.  
Cause and Effect Relationships  
Formulating Research Questions.  
Gathering and Organizing Information  
Using Evidence  
Chronological Reasoning  
Contextualization  
Change and Continuity  
Map Analysis  
Project-Based Learning  
Problem-Solving

**Stage 2: Evidence of Student Learning**

February, 2025

## Performance Tasks

### Assessment Evidence

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

#### Inquiry-Based Project: Religious Conflict Analysis

- **Goal-** This unit is designed to engage students in deep inquiry and critical thinking about the complex issues surrounding religious schisms and conflicts in the modern world. Through a combination of individual research, group activities, and discussions, students will develop a nuanced understanding of these issues and the skills to propose thoughtful solutions.
- **Role-** You are a conflict resolution expert and a historian specializing in religious studies. Your task is to analyze a significant religious schism or conflict, understand its causes, and propose strategies to promote reconciliation and understanding among the involved parties.
- **Audience-** Religious Leaders and Communities, Policy Makers and Peace Organizations, Academic and Educational Institutions:
- **Situation-** You have been invited to present your findings and recommendations at an international conference on "Religion, Conflict, and Peacebuilding." This conference brings together leaders from different religious traditions, conflict resolution experts, and scholars to discuss the causes of religious conflicts and explore pathways to peace and reconciliation. Your task is to present a case study of a specific religious schism or conflict, analyze its causes and effects, and propose actionable solutions to foster reconciliation and prevent future conflicts.
- **Product/Performance/Purpose- Product:Case Study Report:** A detailed written report analyzing a specific religious schism or conflict. The report should include an overview of the conflict, its historical context, the key parties involved, the causes of the schism, and its impact on society.**Conflict Resolution Plan:** A set of recommendations and strategies aimed at promoting reconciliation and understanding among the involved parties. This should include both short-term and long-term solutions.**Presentation:** A multimedia presentation summarizing your findings and proposed solutions, to be delivered at the conference.
- **Standards and Criteria for Success.**

#### Project Components:

1. **Research Question:** Develop a focused research question related to a religious conflict.
2. **Research:** Use primary and secondary sources to gather information on the conflict.
3. **Analysis:** Analyze the causes, impact, and perspectives of the conflict.
4. **Solution Proposal:** Propose potential solutions or resolutions to the conflict.
5. **Presentation:** Present your findings in a clear and organized format (e.g., paper, multimedia presentation, or video).

#### Assessment:

### Resources

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

SHS Databases

### Evaluative Criteria

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

Rubric- Habits of Work, Research, Presentation

**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.

Quizzes  
Exit Tickets  
Reading Analysis and Questions  
Current Event Article Analysis  
Discussion Posts  
Habits of Work/Reflection Posts  
Learning Activities  
Collaborative Work

**Stage 3: Instructional Design**

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

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• <i>Describes what the students will learn in the lesson.</i></li> <li>• <i>Comes from STAGE 1 standards, and EU's</i></li> <li>• <i>Targets map out the progression of learning over the course of the unit.</i></li> <li>• <i>I can...I will....student facing language.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describes what students need to do to be successful in the lesson (meet the target).</i></li> <li>• <i>Provides students the answers to, "How will I know when I have met the learning target."</i></li> <li>• <i>Connects to the assessment(s) for the lesson/unit.</i></li> </ul>
Learning Target:	Success Criteria:
<p>Lesson #1</p> <ul style="list-style-type: none"> <li>• I can define and distinguish between religious schisms and conflicts.</li> <li>• I can identify key examples of religious schisms and conflicts in history and the modern world.</li> </ul>	<p>I will collaborate with my classmates I will complete a Vocabulary exercise. I will analyze a Case Study. I will complete a reflection on my work.</p>
<b>Learning Activities</b>	
<p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	

## Lesson #1

1. Do Now: Content Vocabulary Activity. Students will define the words and then in pairs will create a scenario of conflict and schism in religion. Students will switch their scenarios and students will have to describe why the conflict is happening using the Content Vocabulary.
2. Slides and Graphic Organizer- Introduction to key concepts and historical context.
3. Students in small groups will be given a case study of a religious conflict and/or schism and in groups will analyze the case. Students will come up with questions they have about the case study and will write a summary of the case.
4. Whole Class Discussion on the case studies. Students will sit in a circle and will discuss how the case studies relate to current global issues.
5. Exit Ticket-Habits of Work Rubric Reflection.
6. Homework: Research a recent religious conflict and bring a brief summary to class.

### Assessment

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

1. Do Now
2. Case Study Analysis
3. Exit Ticket

### Learning Target:

#### Lesson #2: Root Causes of Religious Schisms

1. I can identify and explain the religious, political, social, and economic causes of schisms within religious communities.
2. I can analyze how these causes interact to create divisions.

### Success Criteria:

1. I will share my religious conflict article with the class.
2. I will read for information and answer questions.
3. I will analyze the causes of different conflicts and schisms.

### Learning Activities

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

#### Lesson #2: Root Causes of Religious Schisms

1. Do Now: Students will share their recent religious conflict article.
2. As a class, we will create a chart that outlines the various causes of the conflicts students found.
3. Read an article on a specific religious schism and prepare a response.
4. Group Work: Analyze different causes of schisms within a specific religion (e.g., Sunni-Shia split in Islam, Protestant Reformation in Christianity).
5. Jigsaw Activity: Groups present their findings, and students take notes on each cause.
6. Homework: Create a list of religious conflicts and schisms in our world today.

### Assessment

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

*(They can be listed/linked below)*

Article Response  
Group Work  
Graphic Organizer

**Learning Target:**

**Success Criteria:**

**Lesson #3: Contemporary Religious Conflicts**

1. I can identify and describe contemporary religious conflicts around the world.
2. I can analyze the impact of these conflicts on societies and individuals.

1. I will complete the Do Now and communicate with my classmates to decide the top 20 choices.
2. I will complete the Map Activity and Questions
3. I will complete the Video analysis.

**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.

**Day 3: Contemporary Religious Conflicts**

1. Do Now- On a Padlet, write the list of religious conflicts and schisms that exist today. Whole class discussion and choose the top 20.
2. Map Activity: Identify and locate current religious conflicts on a world map. Coordinate the conflicts. Answer a series of questions. Discuss as a class.
3. Video Analysis: Watch and discuss a documentary segment on a contemporary religious conflict (e.g., Israel-Palestine, Rohingya in Myanmar-topics may change). Answer a series of questions about the issue.
4. Roll out the Performance Task- going over step by step the process of the inquiry-based project.
5. Begin researching topics. Choose the top 3 and give a rationale for why.

**Assessment**

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

*(They can be listed/linked below)*

Do Now  
Map Activity and Questions  
Video analysis

**Learning Target:**

**Success Criteria:**

**Lesson #4:**

1. I can analyze how religious teachings and leaders influence conflicts and peacebuilding efforts.

1. I will communicate and collaborate with my classmates
2. I will complete a Case Study
3. I will propose solutions to religious conflicts

<ol style="list-style-type: none"> <li>2. I can evaluate the effectiveness of religious leaders and communities in resolving conflicts.</li> <li>3. I can identify and evaluate different approaches to resolving religious conflicts.</li> <li>4. I can propose potential solutions to a specific religious conflict.</li> </ol>	<ol style="list-style-type: none"> <li>4. I will complete an Exit Ticket</li> </ol>
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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.

**Lesson #4 The Role of Religion in Conflicts and Peacebuilding**

1. Do Now: Students will (in small groups) share their ideas for the Inquiry Project and have their classmates help to narrow their choices.
2. In small groups, students will analyze a Case Study on the role of religious leaders in conflicts and peace processes (e.g., Desmond Tutu in South Africa).
3. Class Discussion: Can religion be a force for both conflict and peace?
4. Problem-Solving Workshop: Students work in groups to develop solutions to a hypothetical religious conflict.
5. Class Discussion: How effective are the proposed solutions, and what challenges might arise?
6. Exit Ticket: Of the proposed solutions, which do you believe is the most effective and why?

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

Do Now  
 Case Study  
 Proposed Solutions  
 Exit Ticket

Learning Target:	Success Criteria:
<p><b>Lesson #5:</b></p> <ol style="list-style-type: none"> <li>1. I can develop research questions related to religious conflicts.</li> <li>2. I can effectively use primary and secondary sources to gather information on my topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will develop compelling and supporting questions on my research topic.</li> <li>2. I will create a list of primary and secondary sources I can use for my project</li> <li>3. I will research my topic and work to complete the graphic organizer.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>Lesson #5: Inquiry Project Introduction and Research Skills</b></p> <ol style="list-style-type: none"> <li>1. Do Now: Explanation of the inquiry-based project, including expectations and deadlines.</li> <li>2. Utilizing the Librarian, we will conduct a Research Skills Workshop on how to find and evaluate sources, develop a thesis, and organize research.</li> <li>3. Students will develop their research questions and preliminary thesis for the inquiry project.</li> <li>4. Exit Ticket- Students will share one thing that they learned about their research that day and will write it on a slip of paper to be handed in.</li> </ol>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p>Research Skills Workshop chart            Graphic Organizer            Exit Ticket</p>	

Learning Target:	Success Criteria:
<p><b>Lesson #6 and #7</b></p> <ol style="list-style-type: none"> <li>1. I can conduct research using a variety of sources to answer my research question.</li> <li>2. I can organize and synthesize my research findings.</li> <li>3. I can analyze different perspectives on a religious conflict and present a balanced view.</li> <li>4. I can use evidence to support my analysis of these perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will research my topic using the given graphic organizer</li> <li>2. I will communicate with my teacher during conferences.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>Lesson #6 and #7: Inquiry Project Research and Work Day</b></p> <ol style="list-style-type: none"> <li>1. Do Now: Inquiry Process and Check-in.</li> <li>2. Independent Work: Students conduct research and organize their findings in a graphic organizer.</li> <li>3. Teacher Check-ins: Individual or small group consultations with the teacher to review progress and provide guidance.</li> <li>4. Homework: Continue research and start outlining the project.</li> </ol>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<ol style="list-style-type: none"> <li>1. Conference with Teacher</li> </ol>	

Learning Target:	Success Criteria:
<p><b>Lesson #8:</b></p> <ol style="list-style-type: none"> <li>1. I can effectively communicate my research findings and analysis in a clear and organized format.</li> <li>2. I can provide constructive feedback to my peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will finalize my presentations.</li> <li>2. I will provide actionable feedback to my peers on their presentations.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><b>Lesson #8: Project Work Day and Peer Review</b></p> <ol style="list-style-type: none"> <li>1. Independent Work: Students work on their final project presentations or papers.</li> <li>2. Peer Review: Students exchange drafts or outlines with a partner and provide feedback.</li> <li>3. Exit Ticket- Students will reflect on the actionable feedback their peers gave them.</li> </ol>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<p>Presentations            Actionable Feedback Reflection</p>	

Learning Target:	Success Criteria:
<p><b>Lesson #9</b></p> <ol style="list-style-type: none"> <li>1. I can present my research findings clearly and confidently to an audience.</li> <li>2. I can reflect on what I have learned about religious conflicts and how they can be resolved.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will present my research to my class.</li> <li>2. I will complete a self-reflection about the project.</li> </ol>

**Learning Activities**

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

**Lesson #9: Project Presentations and Reflection**

1. Presentations: Students present their inquiry-based projects to the class.
2. Class Reflection: Discuss what was learned from the unit, focusing on insights gained about religious conflicts and their resolutions.

**Assessment**

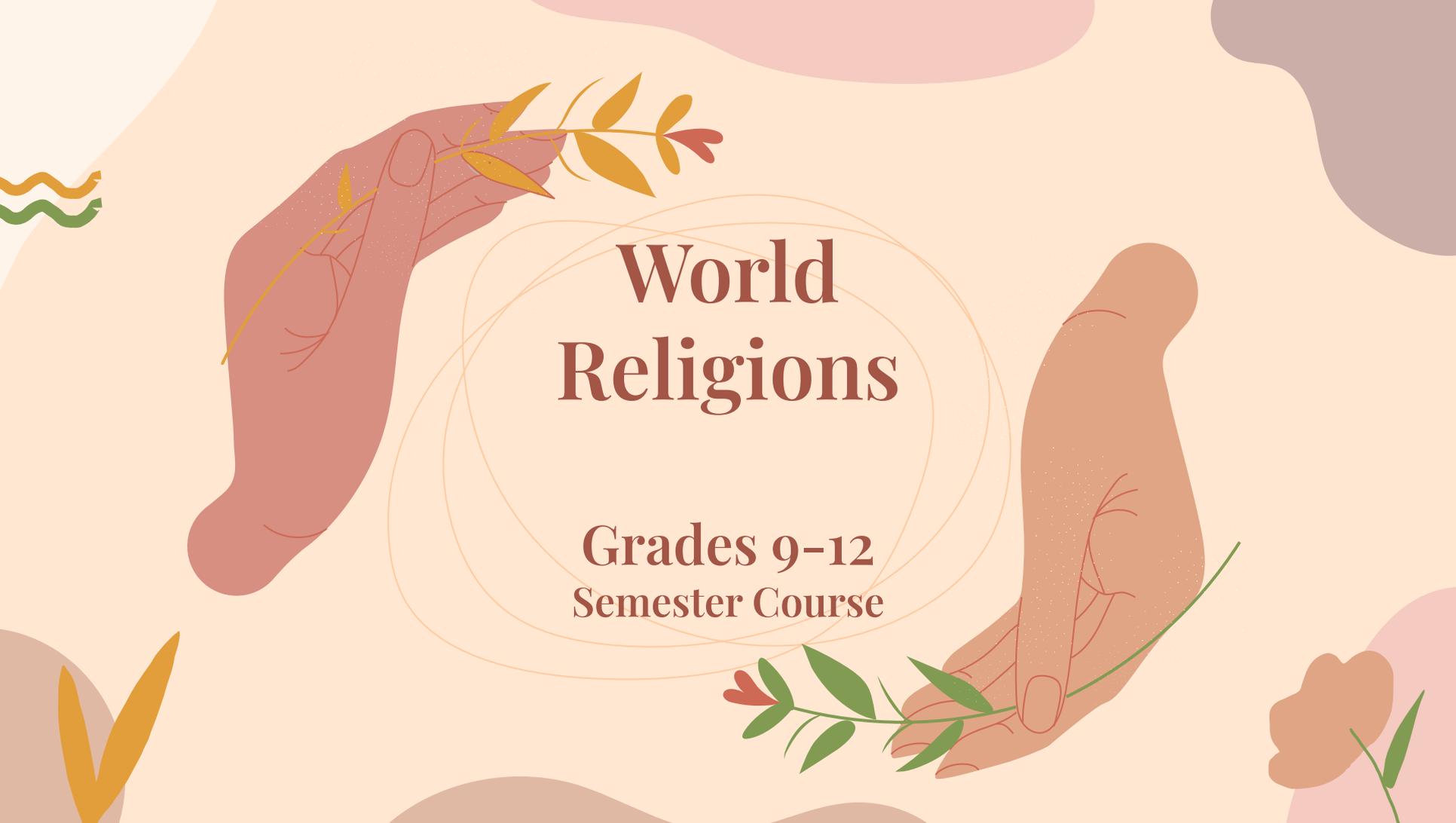
List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

Project Presentation  
 Self-Reflection

**Resources**

Any materials and resources related to Stage 3 learning activities.

SHS Databases  
 Textbook  
 Newsela



# World Religions

Grades 9–12  
Semester Course



# Why Study World Religions?

## The Goals of Studying World Religions

The history of religion is a discipline that is necessary to the progress and development of a democratic and multi-diverse nation. Religion is part of the foundation regarding who we are and what we value culturally. Without some understanding of the world's religious traditions, students are ill-equipped to understand literature, history, art or the current political landscape. This course includes the history, tenets and impact of the six traditions of Hinduism, Buddhism, Sikhism, Judaism, Christianity and Islam on world history.



# Unit 1: The Why- World Religions

The first unit will act as an introduction to the course, the classroom, and the guide we will use to analyze six major world religions. They will also learn the definition of religion, the origins of religion, the "why" we study it, why humans have a definition of religion, the major theories regarding how religions were created, the legality of teaching about religion in school, and why it is important to study religion. The unit will wrap up with an introductory project using an analysis guide that will be used throughout the course.

## Performance Task

- ❖ Complete both a thorough analysis of the religion they develop (completed guide) and a written reflection regarding how their religion of study compares to that of their peers.

# Unit 2: Abrahamic Religions

## Judaism, Christianity, Islam

This unit aims to provide students with a foundational understanding of the Abrahamic religions, enabling them to recognize the commonalities and differences among Judaism, Christianity, and Islam and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences.

### Performance Task

- ❖ Create an Abrahamic Religions Restaurant Menu that reflects the themes, beliefs, and practices of these religions.

# Unit 3: Eastern Religions

## Hinduism, Buddhism, Sikhism

This unit aims to provide students with a foundational understanding of Eastern Religions, enabling them to recognize the commonalities and differences between Hinduism, Buddhism, and Sikhism, and appreciate their historical and contemporary significance. The comparative focus will include creation/history, beliefs, text, ethics/moral codes, rituals, and religious experiences

### Performance Task

- ❖ **Design, create, and produce a podcast that explores one of the Eastern Religions. The purpose of this performance task is for students to apply information to a real-world media format while utilizing communication, creativity, and critical thinking skills.**

# Unit 4: Alternative Approaches To Religion In The World

This unit explores various religious traditions beyond the major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism). The focus will be on understanding the beliefs, practices, and cultural significance of these alternate religions, as well as their impact on followers and broader societies.

## Performance Task

- ❖ Create 10-15 minute multimedia presentation (e.g., PowerPoint, Prezi, video) summarizing your research and providing a comparative analysis on Alternate Religions and Cults.

# Unit 5: Schisms and Conflicts in Modern-Day Religions

In this unit, students will explore the causes, impacts, and resolutions of schisms and conflicts within and between modern-day religious communities. They will engage in inquiry-based learning to develop a deep understanding of how religious differences and conflicts influence global and local societies.

## Performance Task

- ❖ **Complete a Inquiry-Based Project analyzing a religious conflict - consists of a case study, conflict resolution plan, & presentation.**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date April 10, 2025  
Decision Requested X Agenda Code 10 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Advanced Outdoor Recreation – New Course Proposal - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Advanced Outdoor Recreation – New Course Proposal.

**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

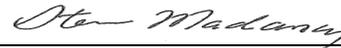
**Recommendation or Comment:** Move that the Board of Education approve the Advanced Outdoor Recreation – New Course Proposal – as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

# **PROPOSED COURSE/PROGRAM CHANGE FORM**

## **Southington Public Schools Southington, Connecticut**

School: Southington High School

Department: Agricultural Science

**Please check appropriate item:**

New Course:

Revised Course:

Course Title: Advanced Outdoor Recreation

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

The Outdoor Recreation course is a semester-long exploration of the connection between outdoor activities and natural resource management in the United States. Students will engage with topics such as hiking, camping, fishing, hunting, boating, and off-road recreation while examining their environmental impacts and ethical considerations.

[Course Outline](#)

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

Through hands-on activities, field experiences, and guest speakers, students will learn about conservation principles, land and water stewardship, wildlife management, and sustainability practices. The course also introduces career pathways in outdoor recreation, including park management, ecotourism, and natural resource conservation which are not covered thoroughly in other classes.

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

This class is targeted towards students in the agriculture program, that are interested in the Natural Resources pathway, in grades 11 and 12.

# PROPOSED COURSE/PROGRAM CHANGE FORM

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

Success of the course will be evaluated by:

1. Assessments at the end of each unit
2. Students will create local industry contacts and get an Supervised Agricultural Experience (SAE) related to Outdoor Recreation

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

No additional staff needed; this will be offered in an existing rotation of Natural Resources courses for Juniors and Seniors. No additional materials or textbooks will need to be purchased at this time.

	YEAR		
	I	II	III
<b>Staff</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Materials</b>	\$	\$	\$
<b>Other</b>	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$

**Comments:** \_\_\_\_\_

**Principal:**                      Approved                          Denied   



\_\_\_\_\_  
**Signature**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** April 10, 2025  
**Decision Requested** X **Agenda Code** 11 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Leonard and Gladys Joll Scholarship Recipient

**Summary of Issue:** The Leonard and Gladys Joll Scholarship applications were reviewed by the appointed committee and a recipient was selected to be recommended for Board approval.

**Background:** Annually the Board of Education selects a recipient for the Leonard and Gladys Joll Scholarship. The recipient's name will not be announced at this meeting, so it will be kept confidential until the Southington High School Awards Ceremony.

**Alternative Strategies:** Reject

**Cost (if applicable):** \$300.00 **Funding Source:** Joll Scholarship Fund

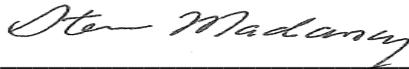
**Beginning Date of Program or Project:** N/A

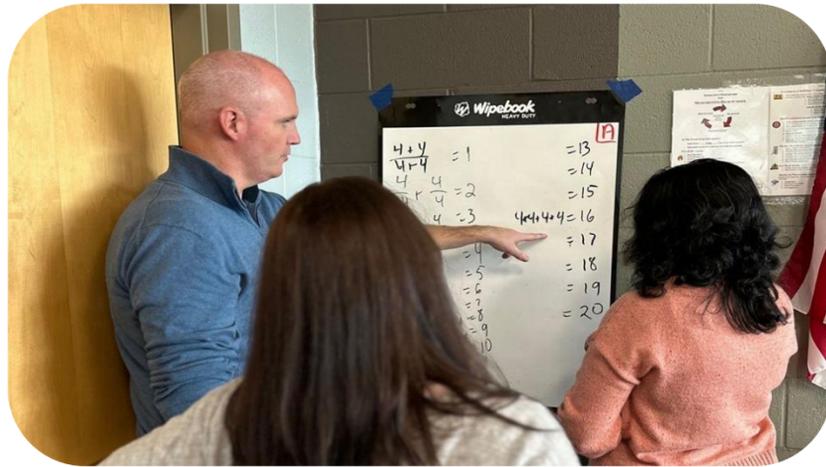
**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board of Education approves the recipient recommended by the Gladys Joll Scholarship subcommittee.



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*

  
\_\_\_\_\_  
*Signature of Superintendent of Schools*



# Southington Strategic Planning Board Update

April 10, 2025

Richard W Lemons, EdD



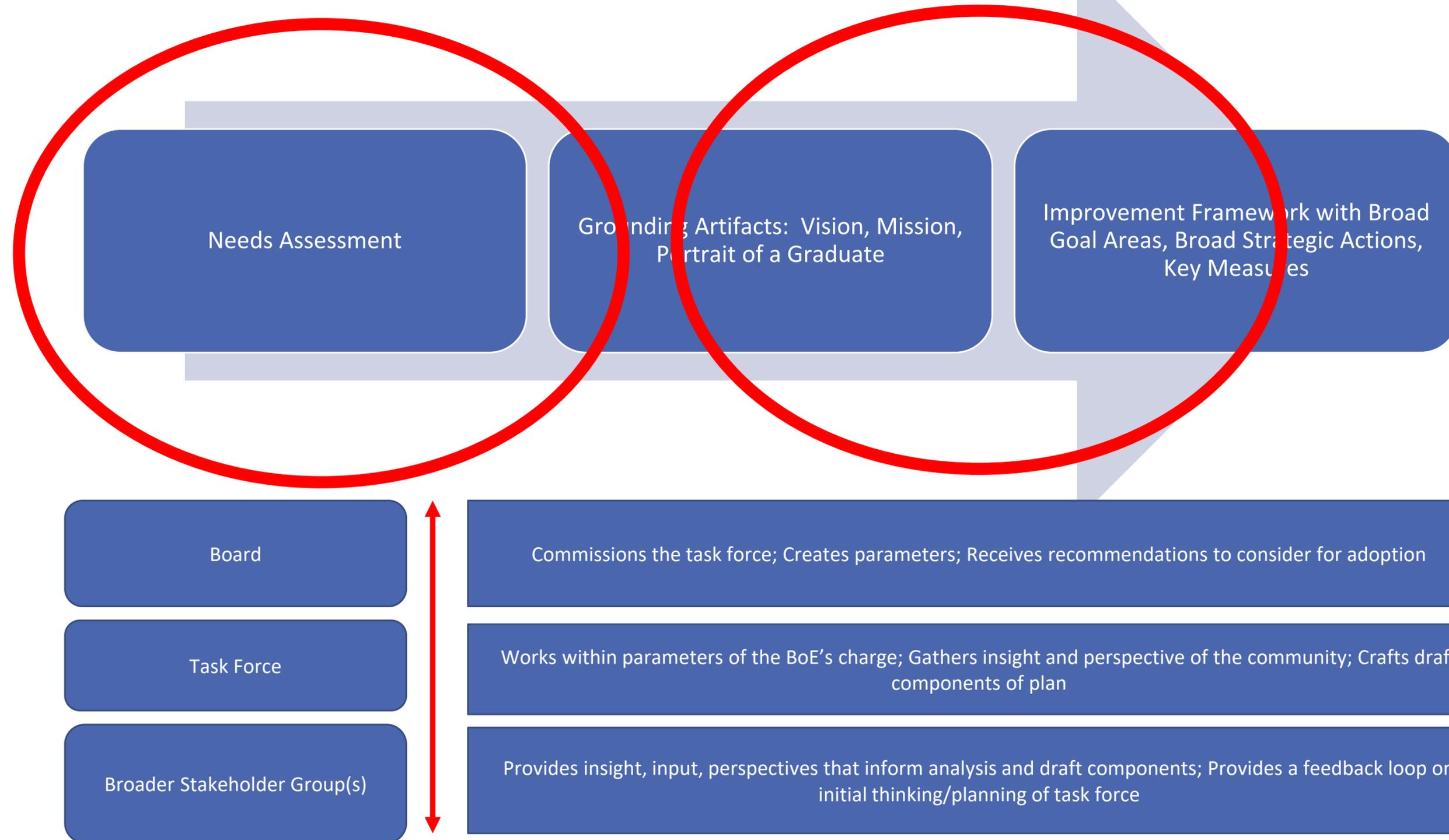


# Objectives for Tonight

- Provide an overview of the work accomplished to date
- Share a “work-in-progress” of the emerging strategic plan
- Share next steps



# Southington Strategic Planning Process



**Care. Engage. Inspire. Prepare.**  
The Southington Public Schools Strategic Plan  
2025-2030

**WORK IN PROGRESS--Prototype 2.0**

## Message from the Superintendent & Board Chair (PLACEHOLDER)

Dear Southington Community,

We are proud to introduce **Care. Engage. Inspire. Prepare: The Southington Public Schools Strategic Plan**, a shared vision for the future of our schools that reflects the voices, aspirations, and priorities of our students, families, educators, staff, and community partners. This plan is the result of **months of collaboration, thoughtful dialogue, and collective commitment** to ensuring every student in Southington receives a **high-quality, engaging, and future-focused education**.

We extend our deepest gratitude to the **Strategic Planning Steering Committee** for their leadership and dedication throughout this process. We also want to thank each person who **participated in an interview, focus group, or community forum, as well as the thousands of individuals who completed surveys** to share their perspectives. Your insights and feedback were essential in shaping the priorities and strategies that will guide our district in the years ahead.

This plan is more than a document—it is a **commitment to action**. It reflects our **shared belief in student-centered excellence, collaboration, innovation, and the well-being of every child**. With your continued partnership and support, we will bring this vision to life, ensuring that Southington Public Schools remains a place where **all students are prepared to learn, lead, and thrive—today and in the future**.

Thank you for your engagement, trust, and dedication to our schools. We look forward to the journey ahead.

**Sincerely,**

XXXXXXX

Superintendent, Southington Public Schools

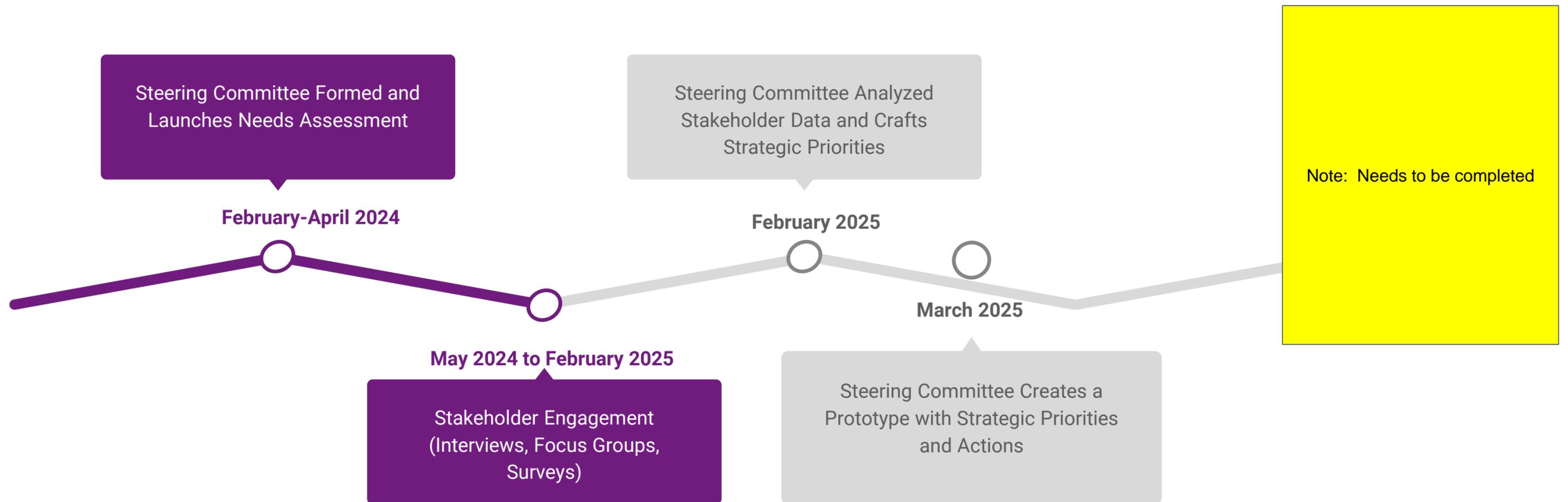
XXXXXXX

Chair, Southington Board of Education

**Placeholder  
language**

# Our Strategic Planning Process

The Southington Public Schools strategic planning process was a **collaborative, data-driven effort** aligning district goals with community needs. Rooted in **stakeholder engagement**, it began with a **comprehensive needs assessment**, including surveys, focus groups, and interviews. A **Strategic Planning Task Force**—representing educators, administrators, students, families, and community leaders—synthesized insights to identify **key strengths, challenges, and opportunities**. Through **reflection, analysis, and consensus-building**, the task force developed **multi-year priorities** to enhance student learning, support staff, and strengthen school culture. This plan provides a **clear roadmap for sustainable, student-centered change**, grounded in **transparency and inclusivity**.



# Stakeholder Input By the Numbers

Stakeholder input is essential in a strategic planning process because it ensures that the plan reflects the needs, priorities, and perspectives of those most impacted by its implementation. Engaging diverse stakeholders—such as educators, students, families, and community members—not only supports shared ownership but also leads to more informed, innovative, and sustainable decisions that drive meaningful improvement. Over the last year, the Steering Committee has engaged thousands of stakeholders through a variety of methods.

<b>3,067</b>	<b>Survey Responses</b>
<b>20+</b>	<b>Focus Groups (student, teacher, parent, community)</b>
<b>30+</b>	<b>Interviews (administrators, board)</b>
<b>1</b>	<b>Community Forum</b>
<b>10</b>	<b>Steering Committee Meetings</b>
<b>***</b>	

# Southington Public Schools Core Values

A school district's core values serve as a foundation for decision-making, guiding leadership, instruction, and community engagement. When clearly defined and consistently upheld, they create a shared sense of purpose, shape the district's culture, and ensure alignment between strategic priorities and daily practices, ultimately supporting student success.

**Students First** – Every decision, action and learning experience is designed with student success and well-being at the core.

**Whole-Child Development** – Academic success, social-emotional learning, and mental health are equally important in creating safe, supportive environments where students thrive.

**Belonging and Inclusion** – Every student, educator, and staff member deserves to feel valued, respected, and empowered in a diverse and welcoming community.

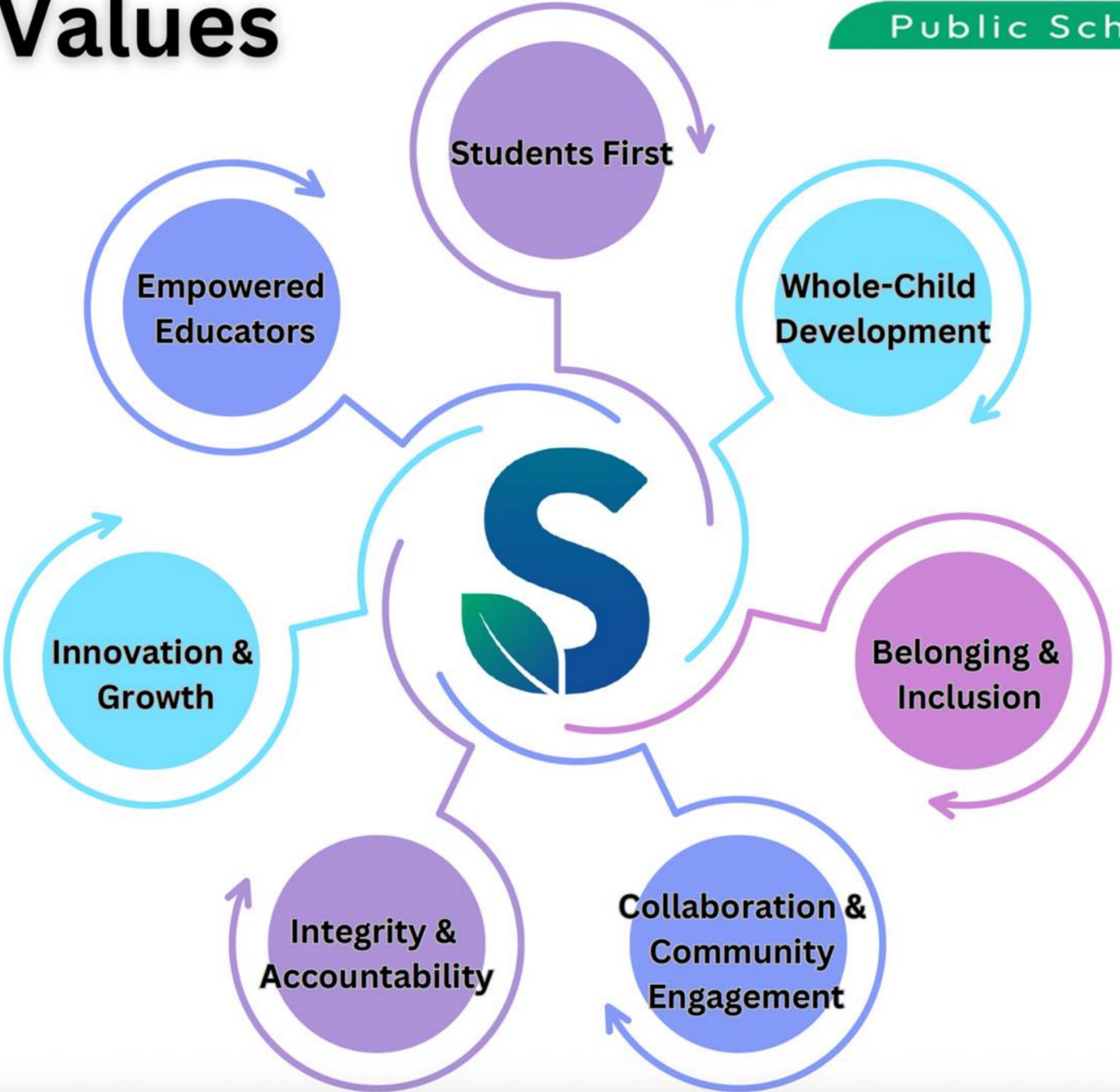
**Collaboration and Community Engagement** – Strong partnerships and shared purpose are foundational for ensuring that all students thrive.

**Integrity and Accountability** – Transparency, ethical decision-making, and follow-through build trust and serve the best interests of students and the community.

**Innovation and Growth** – Curiosity, adaptability, and bold thinking fuel continuous improvement and help meet the evolving needs of students.

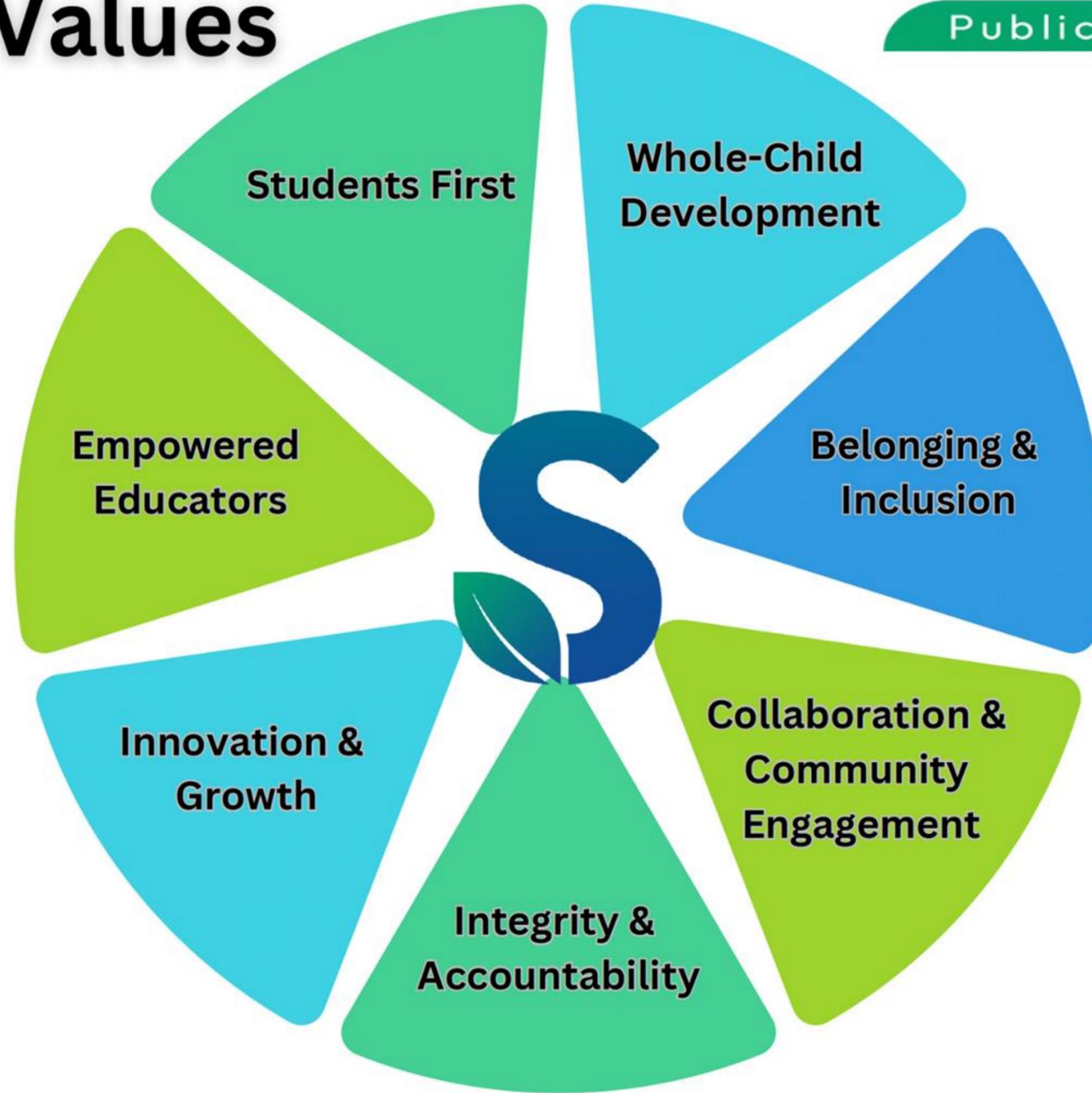
**Empowered Educators** – Investing in educators ensures they have the support, resources, and recognition needed to make a lasting impact on students.

# Core Values



Mock up as illustration

# Core Values



Mock up as  
illustration

# Strategic Priorities

- ❖ **Student-Centered Learning & Academic Excellence**
- ❖ **Social-Emotional Learning & Student Well-Being**
- ❖ **Talent Management & Workforce Sustainability**
- ❖ **Communication, Engagement, & Community Partnerships**
- ❖ **School Facilities & Infrastructure**

# Strategic Priorities (visual placeholder)

**Student-Centered  
Learning & Academic  
Excellence**

**Social-Emotional  
Learning & Student  
Well-Being**



**Talent Management  
&  
Workforce Sustainability**

**Mock up as  
illustration**

**Communication,  
Engagement, &  
Community  
Partnerships**

**School Facilities  
&  
Infrastructure**

# Strategic Priorities



Mock up as illustration



**SOUTHINGTON**  
Public Schools

# Strategic Priorities



Mock up as illustration

# Strategic Priority #1: Ensure all students have access to high quality curriculum and instruction

Strategic Actions	Point Person/Unit	Timeline
<b>Measures of Progress:</b>		

# Southington Public Schools

## Vision of a Graduate



A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.

# Strategic Priority Strategic Priority #2: Enhancing Social-Emotional Learning & Student Well-Being

Strategic Actions	Point Person/Unit	Timeline
<b>Measures of Progress:</b>		

# Strategic Priority #3: Strengthening Talent Management & Workforce Sustainability

Strategic Actions	Point Person/Unit	Timeline
<b>Measures of Progress:</b>		

# Strategic Priority #4: Improving Communication, Engagement, & Community Partnerships

Strategic Actions	Point Person/Unit	Timeline
<b>Measures of Progress:</b>		

# Strategic Priority #5: Modernizing School Facilities & Infrastructure

Strategic Actions	Point Person/Unit	Timeline
<b>Measures of Progress:</b>		

# The Strategic Plan In-Action

Clear articulation of the actions the district will take to put the plan into action, engage relevant stakeholders, revise as needed, and report out to the board/community.

Examples:

- Each spring, schools will create a school specific plan,
- Three times per year, the superintendent will provide a status update
- Each year the board will identify board specific priorities for governance work necessary to build conditions for strategic plan success

**Placeholder  
language**

# Southington Strategic Plan Steering Committee

Thank you to the the strategic planning steering committee, who gave willingly of their time, energy, and inspiration to create a plan that puts students first and that represents the needs and aspirations of the community.

Megan Albanese	Katie Guerrette	Alicia Naleway
Amy Aresco	Brian Jardine	Frank Pepe
Rich Aroian	Marilyn Kahl	Kristen Ritchie
Joy Battista	Seth Korn	Rebecca Savelkoul
Elke Blanchard	Elyse Krantz	Adrienne Schuessler
Gary Dwyer	Stephanie Lawlor	Deborah Stevens
Sara Ebagh	Steve Madancy	Sue Vitcavage
Michael Gagnon	Carlane Mattson-Riston	Amy Zappone
	Stephen Mierzejewski	

# Strategic Planning Process

Complete Strategic Priority Planning

Actions

Timelines

Point People/Departments

Measures

Clean up visuals and format

Bring a complete proposal to the board for review