

BOE Meeting Template
Monday, June 8, 2009 7:00 PM

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
1. May 26, 2009 4
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
1. Approval of Bills 10
8. NEW BUSINESS
1. Approval of Revised Curriculum Development Guide 21
The Director of Curriculum will present a revision to our current Curriculum Development Guide. This revision changes the current 5-year cycle to a 7-year cycle in order to provide the necessary time for the depth of implementation necessary to impact student learning. Changes are noted in the document: suggested deletions indicated by strikethroughs of the text and additions in bold. It also includes sample templates for curriculum writing, and the development of instructional units and (common) formative assessments for teacher reference. The Board Education Curriculum Subcommittee has reviewed this document and recommends approval.
2. Approval of Physical Education Curriculum 44
The Director of Curriculum will present the revised Physical Education Curriculum for all core physical education courses in the Somers Public Schools. This document replaces the current curriculum, which was written in 1998. It is fully aligned with the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework* (2006). The Board of Education Curriculum Subcommittee has reviewed the document and recommends approval.
3. Approval of Science Electives Curricula 96
The Director of Curriculum will present the revised curricula for the following science electives at Somers High School: Chemistry and Forensics. These are courses that are currently offered at SHS. They have been aligned with standards at the state and national level. The Board Education Curriculum Subcommittee has reviewed these documents and recommends approval. This will not add any new courses to the curriculum.
4. Approval of World Language Curriculum 114
The Director of Curriculum will present the revised World Language Curriculum for the Somers Public Schools. This document replaces the current curriculum, which was written in 1998. It is fully aligned with the Connecticut State Department of Education's *World Language Curriculum Framework* (2005). The Board Education Curriculum Subcommittee has reviewed the document and recommends approval.
5. Second Warning/Adoption of DBS Code: 5113.2-Attendance & 269
The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.
6. Second Warning/Adoption of DBS Code: 5123-Promotion/Acceleration/Retention 271
The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.
7. Second Warning/Adoption of DBS Code: 5131.3-Student Vehicles 273
The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.

8.	Second Warning/Adoption of DBS Code: 5131.9-Out of School Misconduct	274
	The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.	
9.	Second Warning/Adoption of DBS Code: 5134-Married/Pregnant Students	276
	The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.	
10.	Second Warning/Adoption of DBS Code: 6112-School Day	278
	The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.	
11.	Second Warning/Adoption of DBS Code: 6114.1-Fire Emergencies	279
	The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.	
12.	Second Warning/Adoption of DBS Code: 6141.321-Student	280
	The board has reviewed the submission of each of the recommended policies for second warning. A formal vote is required to adopt these policies.	
13.	Second Warning/Adoption of Supplemental Spelling Program for Grades 1-3	282
	This supplemental spelling program, <i>Cast-A-Spell</i> was presented at the May 26, 2009 Board of Education meeting as a first warning. This meeting is the second warning and vote on this program for adoption and implementation, beginning in the 2009-2010 school year.	
14.	First Warning of DBS Code: 5131.81-Use of Portable Communication	285
	DBS Code: 5131.81-Use of Portable Communication Devices - This is a new policy, substantially revised from the initial first warning. The initial first warning indicated that students would not be allowed to possess electronic devices or cell phones in error. The policy now allows for possession of such devices in school.	
15.	First Warning of DBS Code: 5125-Student Records; Confidentiality	287
	DBS Code: 5125-Student Records; Confidentiality - This is a current policy with revisions recommended by CABE.	
16.	First Warning of DBS Code: 6146.2-Statewide Proficiency/Mastery	292
	DBS Code: 6146.2-Statewide Proficiency/Mastery Examinations - This is a current policy with revisions recommended by CABE that reflect No Child Left Behind and other recent legislation.	
17.	First Warning of DBS Code: 6171-Special Education	294
	DBS Code: 6171-Special Education - This is a current policy with revisions recommended by CABE.	
18.	First Warning of DBS Code: 6172.3-Curriculum Extensions	297
	DBS Code: 6172.3-Curriculum Extensions-Program Adaptations/Alternative Programs - This is a current policy which has been revised and portions have been taken out of the policy and made into an Administrative Regulation, which has been determined to be more appropriate. These changes have been recommended by CABE.	
19.	First Warning of DBS Code: 6180-Evaluation of the Instructional Program	299
	DBS Code: 6180-Evaluation of the Instructional Program - This is a current policy with updates only to the legal references.	
20.	First Warning of DBS Code: 9000-Role of Board and Members	300
	DBS Code: 9000-Role of Board and Members - This is a current policy with revisions recommended by CABE.	
21.	First Warning of DBS Code: 9322- Public and Executive Sessions	303
	DBS Code: 9322- Public and Executive Sessions - This is a current policy with revisions recommended by CABE.	
22.	Reinstate SHS 10-Month Secretary Position	
	As a result of savings due to furloughs and wage freezes with the SESA and Central Office staff, we are able to reinstate this position at SHS. The superintendent recommends the board vote favorably to reinstate the 10-month secretarial position in the main office at SHS.	
9.	OLD BUSINESS	

10. ADMINISTRATIVE REPORTS	
1. Building Goal Results	304
The building principals will be available to address their building goals for the 2008-2009 school year. A handout is provided as a brief summary. Board members will have the opportunity to ask questions and make comments at that time.	
2. Superintendent's Report	
1. Strategic Plan Update	309
The superintendent has submitted a summary of the accomplishments on the district's Strategic Plan for the 2008-2009 school year. Much has been accomplished throughout the year on each goal and the district will continue to work on these goals. As a result of the nature of each goal, including benchmarks, in most cases work will be ongoing and the successful completion of each benchmark will be reflected in the work completed in that area during the year.	
2. Staff Evaluations	
All administrators have submitted confirmation that all professional staff evaluations have been completed. In addition, all Central Office staff evaluations have been completed.	
3. Enrollment 6/1/09	316
There has been no change in the district's enrollment since last month. All remains the same.	
11. COMMITTEE REPORTS	
1. Budget	
2. Curriculum	
3. Policy	
4. Salary & Negotiations	
5. Planning	
6. Other Committees	
12. PERSONNEL MATTERS/STAFF EVALUATIONS	
(Executive Session anticipated)	
13. OTHER	
14. ADJOURNMENT	
15. Approved 6/8/09 Minutes	317

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – May 26, 2009

Members Present:	T.Henderson, M.Marquardt, D.Atkinson, A.Kirkpatrick, J.Formeister, D.Palmer, T.Potrikus, E.Boucher, R.Lees
Members Absent:	
Administrators Present:	M.Suffredini, B.Boutwell, J.Houle, R.Riola, R.Kapner, N.Barry, J.Oliver, P.Collin
Staff Present:	L.Reilly, D.Delany
Citizens Present:	J.Shlafstein, E.Beebe, J.Griger, J.MacLeod, C.Manning
Students Present:	J.Bailey, T.Olynein
Student Representatives:	None in attendance
Others:	N.Caruso, CABA

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:03 p.m. by Chairman Henderson in the Mabelle B. Avery Middle School-BOE Board Room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

3.1 May 11, 2009 Regular Meeting – It was MOVED (T.Potrikus) SECONDED (A.Kirkpatrick) to approve the May 11, 2009 Board of Education regular meeting minutes as presented. PASSED 9-0

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

4.1 CABA Communications Award Presentation

CABA representative, Nick Caruso, explained that CABA established the Awards of Excellence for Educational Communications Contest about 20 years ago to recognize school districts for outstanding parent and town communication initiatives.

Somers High School Student Handbook was recognized in the Student/Parent Handbook category and the District School Calendar was recognized in the Calendar category. Plaques were presented to the Board recognizing these communication documents. The Board congratulated all those who worked on these award-winning documents.

4.2 Alternative Ed/Differentiating Instruction Curriculum Presentations

4.2.1 Rob Kapner, Assistant Principal of Somers High School, and Donna Delany, Teacher of the Alternative Education Program, presented an overview of the first year of the Alternative Education Program.

The program currently has nine (9) students enrolled in grades 9-12. The daily schedule consists of morning classes with a focus on the core subject areas (English, math, science and history) followed by work/internship experiences in the afternoon. Ms. Delany is the program coordinator and serves as the primary instructor. She is joined

by Mr. Mike Byrnes who teaches self-help and life skills. A paraprofessional assists so there are always two adults in the room. The school counselors, social workers, and school-to-career coordinator also provide services.

The program is housed in a self-contained classroom. Instruction is individualized with most of the work being done on-line through the “Moodle” program and a proprietary math program called “Aleks”. Students each have their own dedicated workspace with a computer. Some students extend the school day to earn additional credits.

The overall impact of the program on the students and the school is apparent. Students who were not having success before are producing more work and attending school more regularly. All of the students who began the year in the program are still enrolled, with two graduating this year. The number of major disciplinary offenses and repeated infractions are down significantly from years past.

Future goals of the program include credit recovery for students who need credits to graduate, more work or volunteer opportunities, further improvement in attendance, and participation in electives.

Dr. Suffredini and the Board commended Ms. Delany for the job she has done this year.

4.2.2 Differentiated Instruction

Director of Curriculum, Dr. Judith Houle, and Director of Pupil Services, Dr. Patricia Collin, presented an overview of the new state initiative, Scientific Research-Based Interventions (SRBI).

Dr. Houle reported that Scientific Research-Based Interventions (SRBI) is a three-tier model of instructional and behavioral support, which the district will be implementing over the next few years. Each tier provides differing kinds and degrees of support. The program provides more individualized instruction for students who need the most support.

The majority (80-90%) of students will receive instructional and behavioral supports in the regular classroom (Tier 1). The 5-15% of students needing extra help will receive support in small groups with supplemental services (Tier 2). Those students (1-7%) who require significant help in specialized or individualized programs will receive that support at a Tier 3 level.

In this model, all staff members share responsibility for all students. The SRBI model is designed to provide support and instruction to children who are struggling to learn.

Dr. Houle reported that professional development this year in Differentiated Instruction, Priority Standards, Common Formative Assessments, and Understanding by Design will help the teachers implement this program. Dr. Houle stated that what we already have been doing will work well with this model.

Dr. Collin reported that the state guidelines for identifying learning disabilities will be changing and will require the use of SRBI as part of the identification process.

5.0 CORRESPONDENCE

5.1 Chairman Henderson reported receipt of the following:

- A renewal notice from CABE.
- A letter from the Somers Community Health and Wellness Association, Inc. regarding a donation of an automatic external defibrillator to the athletic department. This item will be added to the agenda.
- Email from Citizens for Somers Educational Excellence (CFSEE). Chairman Henderson thanked this parent group for their efforts in getting so many people out to vote on the budget referendum.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6.1 It was MOVED (D.Atkinson) SECONDED (D.Palmer) to add automatic external defibrillator donation to the athletic department from the Somers Community Health and Wellness Association, Inc. under New Business, Item 8.13. PASSED 9-0

7.0 CONSENT AGENDA

7.1 Approval of 5/26/09 Bills – \$99,286.95

It was MOVED (T.Potrikus) SECONDED (R.Lees) to approve the 5/26/09 bills in the amount of \$99,286.95. PASSED 9-0

7.2 Retirement (D.Gaston)

It was MOVED (T.Potrikus) SECONDED (R.Lees) to approve the retirement of D.Gaston at the conclusion of the 2008-2009 school year. PASSED 9-0.

8.0 NEW BUSINESS

8.1 Reappointments

Dr. Suffredini stated that, based upon the outcome of the budget referendum, he is submitting the following names to be reappointed for the 2009-2010 school year.

The names below include the remaining group of staff members who received notices of nonrenewal with the exception of 2 SHS teachers, 1 MBA teacher, and 3 SES teachers whose contracts will not be renewed at this time.

Sarah Burda	SHS Art
Katherine Chung	MBA .4 World Language
Mary Curran	MBA .2/SHS .6 Art)
Paul Dailey	SES .8 Art
Nicole Dzicek	SES Grade 3
Kelly Fisher	SES .5 Grade 1
James Griffin	SES .5 Gifted/Talented
Kelly Kimball	SES Grade 5
Jill Lund	SES Grade 2
Kristen Moretta	SES Grade 4
Donna Norige	SHS Information Specialist
Maria Peterson	SES Grade 4
Meredith Randall	SHS English
Shireen Rhoades	SES .5 Grade 2
Judith Schober	SES Music
Erin Scholes	MBA Social Studies
Melissa Staunton	SES .5 Grade 1
Lynn Tracy	SHS Food Service
Andrea Zanelli	SES Grade 1

It was MOVED (M.Marquardt) SECONDED (E.Boucher) to approve the superintendent's recommendation to reappoint those listed above for the 2009-2010 school year. PASSED 9-0

- 8.2 First Warning of DBS Code: 5113.2-Attendance & Excuses-Truancy
- 8.3 First Warning of DBS Code: 5123-Promotion/Acceleration/Retention
- 8.4. First Warning of DBS Code: 5131.3-Student Vehicles
- 8.5 First Warning of DBS Code: 5131.9-Out of School Misconduct

It was recommended by the Board that "email and social networking" should be added to the last sentence starting with "Such conduct includes..." in the second paragraph and the words "and drugs" be added to "the use of alcohol" to the first sentence in paragraph three.

CABE will be consulted about these recommended changes.

- 8.6 First Warning of DBS Code: 5134-Married/Pregnant Students
- 8.7 First Warning of DBS Code: 6112-School Day
- 8.8 First Warning of DBS Code: 6114.1-Fire Emergencies
It was recommended by the Board that the word "teachers" be changed to "staff" in the fourth paragraph, first sentence.
- 8.9 First Warning of DBS Code: 6141.321-Student Telecommunications

Policies listed as 8.2-8.9 are all existing policies which CABE has recommended changes to. Second Warning/Adoption will be placed on the 6/8/09 agenda.

- 8.10 First Warning of Supplemental Spelling Program for Grades 1-3
Director of Curriculum, Dr. Judith Houle, and Curriculum Specialist Teacher for K-5 Language Arts, Lisa Reilly, presented a supplemental spelling program, titled *Cast-A-Spell* for grades 1-3. Currently, spelling is taught through our reading series, however, the teachers in grades 1-3 have found that it is not rigorous enough to meet the needs of emerging readers and writers.

One teacher from each grade level has piloted this program this past year and they have found it to be an excellent supplement to the spelling program in the reading text.

Second Warning/Adoption will be placed on the 6/8/09 agenda.

- 8.11 Second Warning/Adoption of DBS Code: 5123.2 Summer School Work for Credit
The Policy Committee has reviewed the recommendations made by the board and has made the necessary adjustments in the summer school policy as requested.

It was MOVED (D.Atkinson) SECONDED (D.Palmer) to adopt DBS Code: 5123.2 Summer School Work for Credit Policy as adjusted. PASSED 9-0

- 8.12 Curriculum Reorganization
Due to the significant increase in class sizes in several sections at the high school, and due to the need to reduce these class sizes to a more reasonable level, the superintendent recommends that the board eliminate the positions of Curriculum Specialist Teachers (CST's) and reassign these individuals to full-time teaching positions commensurate with their areas of certification. Through this action class sizes will be more evenly balanced and will be at a more reasonable level.

It was MOVED (D.Palmer) SECONDED (T.Potrikus) to eliminate the positions of Curriculum Specialist Teachers (CST's) and reassign these individuals to full-time teaching positions commensurate with their areas of certification as recommended by the superintendent. PASSED 9-0

In order to coordinate the curricula at the high school and throughout the district the superintendent recommends that a decentralized curriculum model be implemented. This will require appointment of 7 team leaders at the high school as defined in the SEA contract in the areas of Math, English, Science, Social Studies, World Language, Applied Arts, and Guidance. These team leaders will coordinate the curricula at the high school and will work as building-based curricula facilitators in conjunction with team leaders at the elementary and middle schools.

It was MOVED (D.Palmer) SECONDED (T.Potrikus) to approve the appointment of 7 team leaders at Somers High School from the current high school teaching staff as defined in the SEA contract in the areas of Math, English, Science, Social Studies, World Language, Applied Arts, and Guidance and work in conjunction with team leaders at the elementary and middle schools. PASSED 9-0

To coordinate all curriculum work within the district, the superintendent recommends that the board reinstate a full-time Director of Curriculum with the same job description and responsibilities as defined with the current position.

It was MOVED (D.Palmer) SECONDED (T.Potrikus) to reinstate a full-time Director of Curriculum with the same job description and responsibilities as defined with the current position. PASSED 9-0

8.13 Donation of Defibrillator

It was MOVED (D.Palmer) SECONDED (E.Boucher) to accept the donation of an automatic external defibrillator for the athletic department from the Somers Community Health and Wellness Association, Inc. PASSED 9-0

The Board thanked the Somers Community Health and Wellness Association for their donation.

9.0 OLD BUSINESS – None

10.0 ADMINISTRATIVE REPORTS

10.1 Superintendent's Report

- Dr. Suffredini reported that he has been meeting with area superintendents and discussing ways in which the stimulus money may be used to supplement the budget. The application for applying for this grant money has just become available.
- Dr. Suffredini thanked the parent group, Citizens for Somers Educational Excellence, for their involvement in getting people out to vote on the town referendum.
- Dr. Suffredini commended and congratulated Dr. Patricia Collin, Dr. Maureen Winseck, and Dr. Michael Wald for receiving their doctorate this year.
- Dr. Suffredini reported that Somers High School Social Studies teacher, Phil Goduti, has written a book entitled *JFK and His Cabinet*. Mr. Goduti's book has been published and will be available this summer. Dr. Suffredini commended and congratulated Mr. Goduti for his book.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell reported that there have been no significant changes in the 2008-2009 Budget.

Mr. Boutwell reported that he has been notified that the state excess grant will be fully funded this year.

Tim Potrikus reported that he notified the Board of Finance of the following:

- The air quality issue in the high school technology classroom.
- Jim Morrow's status of the life expectancies of the various district computers as presented at the last Board of Education Meeting.
- That part of the ESEA money will come directly to the school district. First Selectmen, Dave Pinney, is aware of this and we will work to together to properly place the funds upon their receipt.

11.2 Curriculum

The committee met this evening and reviewed the new Physical Education and World Language Curriculum, Science Electives, and the Curriculum Development Guide. These documents will be presented as First Warnings at the 6/8/09 BOE meeting.

11.3 Policy

The next Policy Committee meeting is scheduled for June 1st at 7:00 p.m.

11.4 Salary & Negotiations

Discussions are pending.

11.5 Planning – No Report

11.6 Other Committees – No Report

12.0 OTHER

- The June 22, 2009 Board of Education Meeting is cancelled.

13.0 ADJOURNMENT

It was MOVED (T.Potrikus) and SECONDED (D.Atkinson) to adjourn the regular meeting of the Somers Board of Education at 9:24 p.m. PASSED 9-0

Respectfully submitted,

Debra Atkinson, Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

GENERAL BUDGET FINANCIAL REPORT

2008-2009

DATE: 06/08/09

ACCOUNTS PAYABLE TOTAL: \$252,169.60

PAYROLL:

PAYROLL DATE: 05/29/09 \$ 513,978.69

TOTAL: \$766,148.29

APPROVED BY:

wbb

6/3/09

WILLIAM B. BOUTWELL

DATE:

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
MA - TECHNOLOGY ED SUPPLIES					
182 10-100-2-3-12-242-611-2000-01					
CONYERS HARDWARE	199555	Inv 69039	5/9/2009	2001255	\$26.71
CONYERS HARDWARE	199556	Inv 69046	5/9/2009	2001255	\$123.98
CONYERS HARDWARE	199557	Inv 69076	5/9/2009	2001255	\$49.31
				Line Account Total:	\$200.00
MA - MUSIC SUPPLIES					
172 10-100-2-3-20-242-611-2000-01					
J.W. PEPPER & SON,INC. 2480 INDUSTRIAL BLVD	199416	Inv 01E90809	5/15/2009	2001270	\$36.39
				Line Account Total:	\$36.39
HS - BAND SUPPLIES					
168 10-100-2-4-20-242-611-2000-01					
J.W. PEPPER & SON,INC. 2480 INDUSTRIAL BLVD	199413	Inv 01E90820	5/15/2009	2001270	\$8.45
J.W. PEPPER & SON,INC. 2480 INDUSTRIAL BLVD	199415	Inv 01E92655	5/20/2009	2001270	\$1.85
J.W. PEPPER & SON,INC. 2480 INDUSTRIAL BLVD	199414	Inv 01E90796	5/15/2009	2001270	\$11.59
				Line Account Total:	\$21.89
SW - GENERAL COMPUTER SUPPLIES					
873 10-100-2-5-14-241-611-2000-01					
TECH DEPOT	199432	Inv 01097956	5/15/2009	2001290	\$33.78
THE TREE HOUSE	199433	Inv 12330	5/15/2009	2001294	\$179.00
				Line Account Total:	\$212.78
SP ED - POSTAGE					
41 10-120-9-9-98-132-530-2000-04					
UNITED PARCEL SERVICE	199321	Pkg return to D	5/27/2009	2001244	\$25.81
				Line Account Total:	\$25.81
SP ED - DIRECTOR'S TRAVEL					
273 10-120-9-9-98-251-580-1000-05					
PATRICIA COLLIN	199437	Mileage, refres	5/28/2009	2001254	\$398.08
				Line Account Total:	\$398.08
SPED - CONSULTANT FEES					
1142 10-120-9-9-98-955-330-2000-02					
MICHAEL N. FULCO, PH.D.	199371	Consult, 5/1, O	5/6/2009	2001263	\$650.00
LEARNING HOUSE	199435	Inv 2158	5/26/2009	2001275	\$360.00
LEARNING HOUSE	199436	Inv 2073	4/6/2009	2001275	\$624.70
				Line Account Total:	\$1,634.70

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
SW - HEALTH EQUIPMENT					
1076 10-213-3-5-48-421-730-0000-02 SCHOOL NURSE SUPPLY	199545	Inv 0274732-IN	5/27/2009	2001282	\$829.00
Line Account Total:					\$829.00
HS - TRAVEL/IN-SERVICE					
267 10-221-1-4-50-251-580-2000-05 LISA GRENIER	199407	Ex. College opt	5/21/2009	2001266	\$33.55
Line Account Total:					\$33.55
B.O.E. - OTHER PROF. SERVICES					
45 10-231-1-5-74-134-330-1000-10 DORSA CONSULTING	199368	Inv 13411	10/20/2008	2001257	\$1,250.00
Line Account Total:					\$1,250.00
B.O.E. - PRINTING					
49 10-231-1-5-74-134-590-1000-10 DINN BROTHERS INC.	199554	Inv 123359	5/28/2009	2001256	\$17.80
DINN BROTHERS INC.	199553	Inv 117466	5/14/2009	2001256	\$34.50
Line Account Total:					\$52.30
B.O.E. - SUPPLIES					
47 10-231-1-5-74-134-690-1000-10 SOMERS LUNCH PROGRAM	199552	BOE meeting 5	5/26/2009	2001286	\$10.50
Line Account Total:					\$10.50
CO - TRAVEL/IN-SERVICE					
271 10-232-1-5-72-251-580-1000-05 BILL BOUTWELL	199363	ADS conferenc	5/22/2009	2001251	\$113.30
PAUL NOURY	199362	ADS conferenc	5/22/2009	2001278	\$113.30
DR. MAYNARD SUFFREDINI	199438	HASA, Hockan	5/29/2009	2001289	\$69.30
Line Account Total:					\$295.90
CO - COPIER RENTAL					
525 10-232-6-5-66-830-440-1000-04 OFFICE EQUIPMENT FINANCE SERVICES	199468	Inv 124947409	5/20/2009	2001279	\$415.67
Line Account Total:					\$415.67
K-5 - COPIER RENTAL					
523 10-240-6-2-66-830-440-2000-04 CIT TECH FINANCE SERVICE #910-0016338-000	199471	Inv 14373432	5/24/2009	2001252	\$136.00
OFFICE EQUIPMENT FINANCE SERVICES	199469	Inv 124947409	5/20/2009	2001279	\$415.67

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
Line Account Total:					\$551.67
MA - COPIER RENTAL					
527 10-240-6-3-66-830-440-2000-03					
CIT TECH FINANCE SERVICE #910-0016338-000	199470	Inv 14373432	5/24/2009	2001252	\$136.00
OFFICE EQUIPMENT FINANCE SERVICES	199466	Inv 124947409	5/20/2009	2001279	\$415.66
Line Account Total:					\$551.66
HS - COPIER RENTAL					
763 10-240-6-4-66-830-440-2000-04					
CIT TECH FINANCE SERVICE #910-0016338-000	199472	Inv 14373432	5/24/2009	2001252	\$136.00
OFFICE EQUIPMENT FINANCE SERVICES	199467	Inv 124947409	5/20/2009	2001279	\$415.67
Line Account Total:					\$551.67
HS - GRADUATION					
274 10-240-7-4-54-880-690-1000-07					
HERFF JONES	199410	Inv 645127	5/18/2009	2001268	\$486.00
Line Account Total:					\$486.00
K-5 - TELEPHONE					
363 10-260-5-2-64-642-530-1000-04					
VERIZON WIRELESS	199457	Inv 201719972	5/22/2009	2001296	\$59.38
Line Account Total:					\$59.38
MA - TELEPHONE					
365 10-260-5-3-64-642-530-1000-04					
VERIZON WIRELESS	199458	Inv 201719972	5/22/2009	2001296	\$58.90
Line Account Total:					\$58.90
HS - TELEPHONE					
366 10-260-5-4-64-642-530-1000-04					
VERIZON WIRELESS	199455	Inv 201719972	5/22/2009	2001296	\$41.64
Line Account Total:					\$41.64
CO - TELEPHONE					
367 10-260-5-5-64-642-530-1000-04					
VERIZON WIRELESS	199456	Inv 201719972	5/22/2009	2001296	\$145.85
Line Account Total:					\$145.85
SW - CUSTODIAL SUPPLIES					
377 10-260-5-6-62-650-613-1000-05					
MAGNAKLEEN	199551	Inv 910813	5/26/2009	2001277	\$67.10
MAGNAKLEEN	199549	In 910811	5/26/2009	2001277	\$45.00

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
ALLSTON SUPPLY CO., INC.	199361	Inv 113126-00	5/18/2009	2001247	\$494.06
K & S DISTRIBUTORS, INC.	199420	Inv 207671	5/20/2009	2001272	\$123.00
K & S DISTRIBUTORS, INC.	199421	Inv 207737	5/21/2009	2001272	\$23.50
RICHCO PRODUCTS INC. 237 MEMORIAL DRIVE	199423	Inv 105094	5/15/2009	2001281	\$299.46
MAGNAKLEEN	199550	Inv 910812	5/26/2009	2001277	\$50.65
MAGNAKLEEN	199547	Inv 900094	5/12/2009	2001277	\$50.65
K & S DISTRIBUTORS, INC.	199417	Inv 207081	5/7/2009	2001272	\$79.80
MAGNAKLEEN	199548	Inv 900095	5/12/2009	2001277	\$67.10
JCN SERVICES	199412	chemicals, sup	5/4/2009	2001271	\$633.00
MAGNAKLEEN	199546	Inv 900093	5/12/2009	2001277	\$45.00

Line Account Total: \$1,978.32

SW - COMPUTER MAINTENANCE

1077 10-260-5-6-62-722-430-0000-01

THE TREE HOUSE

199433	Inv 12330	5/15/2009	2001294	\$179.00
--------	-----------	-----------	---------	----------

Line Account Total: \$179.00

K-5 BUILDING REPAIRS

1141 10-260-5-6-62-722-430-1000-08

KELLY-FRADET LUMBER P.O. BOX 1132

199419	Doc# 888432/8	5/20/2009	2001273	\$22.28
--------	---------------	-----------	---------	---------

Line Account Total: \$22.28

SW - THERMOSTAT/CONTROLS

435 10-260-5-6-62-722-430-1000-08

T. J. CONWAY COMPANY

199434	Inv 9988	5/7/2009	2001291	\$174.00
--------	----------	----------	---------	----------

Line Account Total: \$174.00

HS - BUILDING MAINTENANCE

439 10-260-5-6-62-722-430-1000-08

J.A. SEXAUER

199428	Inv 201578499	5/14/2009	2001283	\$189.58
--------	---------------	-----------	---------	----------

Line Account Total: \$189.58

SW - EQUIPMENT REPAIR

440 10-260-5-6-62-722-430-1000-08

BACHER CORP. OF CONN. 7 THOMPSON ROAD

199365	Inv 10165	5/13/2009	2001249	\$207.94
--------	-----------	-----------	---------	----------

BACHER CORP. OF CONN. 7 THOMPSON ROAD

199364	Inv 10174	5/14/2009	2001249	\$224.77
--------	-----------	-----------	---------	----------

Line Account Total: \$432.71

SW - GROUNDS KEEP

442 10-260-5-6-62-722-430-1000-08

L.R. HAWTHORNE & SON INC

199411	Inv 30581	5/4/2009	2001276	\$54.00
--------	-----------	----------	---------	---------

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
BARNES POOLS, STONES & STUFF, LLC	199366	Inv 2250	4/15/2009	2001250	\$180.00
Line Account Total:					\$234.00

SW - ROOF REPAIR

443 10-260-5-6-62-722-430-1000-08					
SILKTOWN ROOFING	199426	Inv 2966	4/23/2009	2001284	\$1,204.00
SILKTOWN ROOFING	199425	Inv 3024	5/12/2009	2001284	\$1,210.55
Line Account Total:					\$2,414.55

SW - RUBBISH REMOVAL

444 10-260-5-6-62-722-430-1000-08					
SOMERS SANITATION SERV.	199424	Inv 070002578	6/1/2009	2001287	\$1,189.70
Line Account Total:					\$1,189.70

SW - TOOL SUPPLY

445 10-260-5-6-62-722-430-1000-08					
HOME DEPOT CRC DEPT 32-2005478700	199538	603532200547	5/22/2009	2001269	\$33.84
Line Account Total:					\$33.84

SW - GENERAL REPAIR

447 10-260-5-6-62-722-430-1000-08					
SOMERS ACE HARDWARE	199543	Inv 80718	5/19/2009	2001285	\$81.33
SOMERS ACE HARDWARE	199542	Inv 80802	5/27/2009	2001285	\$45.67
SOMERS ACE HARDWARE	199540	Inv 80437	4/29/2009	2001285	\$82.59
SOMERS ACE HARDWARE	199541	Inv 80563	5/8/2009	2001285	\$21.60
SOMERS ACE HARDWARE	199539	Inv 80509	5/5/2009	2001285	\$35.22
GRAINGER	199409	Inv 803980234	5/1/2009	2001265	\$12.89
Line Account Total:					\$279.30

SW - GENERAL PAINT

467 10-260-5-6-62-722-430-1000-08					
SOMERS ACE HARDWARE	199544	Inv 80539	5/7/2009	2001285	\$21.12
Line Account Total:					\$21.12

SW - FIRE ALARMS & BELLS

471 10-260-5-6-62-722-430-1000-08					
SONITROL	199427	Inv 405766	5/6/2009	2001288	\$338.61
Line Account Total:					\$338.61

SW - EXTERMINATING

801 10-260-5-6-62-722-430-1000-08					
GRADUATE & SONS PEST SOLUTIONS	199406	Inv 1087	5/9/2009	2001264	\$240.00

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
Line Account Total:					\$240.00
SW - ELECTRICAL SUPPLIES					
885 10-260-5-6-62-722-430-1000-08 ELECTRICAL WHOLESALERS LOCKBOX #9761	199370	Inv D28173	5/12/2009	2001259	\$79.44
Line Account Total:					\$79.44
SW - PLUMBING SUPPLIES					
886 10-260-5-6-62-722-430-1000-08 J.A. SEXAUER	199429	Inv 200647675	4/30/2009	2001283	\$466.45
Line Account Total:					\$466.45
K-5 - FUEL #2					
354 10-260-5-6-64-630-620-1000-05 EAST RIVER ENERGY	199369	Acct #51720, 1	2/3/2009	2001258	\$20.00
Line Account Total:					\$20.00
MAINTENANCE - FUEL #2					
357 10-260-5-6-64-630-620-1000-05 EAST RIVER ENERGY	199452	Inv 484850	5/20/2009	2001258	\$765.78
Line Account Total:					\$765.78
K-5 - ELECTRICITY					
358 10-260-5-6-64-641-620-1000-05 TRANSCANADA POWER MARKETING LTD.	199450	Inv 233150	5/29/2009	2001293	\$2,096.41
Line Account Total:					\$2,096.41
MA - ELECTRICITY					
360 10-260-5-6-64-641-620-1000-05 TRANSCANADA POWER MARKETING LTD.	199451	Inv 233151	5/29/2009	2001293	\$4,261.59
Line Account Total:					\$4,261.59
HS - ELECTRICITY					
361 10-260-5-6-64-641-620-1000-05 TRANSCANADA POWER MARKETING LTD.	199431	Inv 231211	5/20/2009	2001293	\$271.05
CL & P	199367	51713624062	5/26/2009	2001253	\$3,292.27
Line Account Total:					\$3,563.32
SW - MAINTENANCE CONTRACTS					
452 10-260-6-5-62-722-430-1000-04 PREMIER LABORATORY, LLC.	199422	Inv E9DD68	4/23/2009	2001280	\$64.00
Line Account Total:					\$64.00

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
BUS FUEL					
327 10-270-4-5-84-521-627-1000-12 TOWN OF SOMERS	199453	May fuel	6/1/2009	2001292	\$17,430.31
Line Account Total:					\$17,430.31
HS - ATHLETIC TRIPS					
337 10-279-4-4-42-530-580-2000-06					
FIRST STUDENT AMERICA	199399	Inv 174285	5/18/2009	2001261	\$227.33
FIRST STUDENT AMERICA	199390	Inv 174263	5/1/2009	2001261	\$113.28
FIRST STUDENT AMERICA	199391	Inv 174298	5/22/2009	2001262	\$272.49
FIRST STUDENT AMERICA	199386	Inv 174264	5/14/2009	2001261	\$113.28
FIRST STUDENT AMERICA	199393	Inv 174301	5/22/2009	2001262	\$167.32
FIRST STUDENT AMERICA	199403	Inv 174289	5/19/2009	2001262	\$172.33
FIRST STUDENT AMERICA	199395	Inv 174293	5/20/2009	2001262	\$438.46
FIRST STUDENT AMERICA	199388	Inv 174270	5/6/2009	2001261	\$167.32
FIRST STUDENT AMERICA	199389	Inv 174267	5/4/2009	2001261	\$167.32
FIRST STUDENT AMERICA	199398	Inv 174286	5/18/2009	2001262	\$227.33
FIRST STUDENT AMERICA	199392	Inv 174287	5/18/2009	2001262	\$193.37
FIRST STUDENT AMERICA	199400	Inv 174292	5/20/2009	2001262	\$139.33
FIRST STUDENT AMERICA	199401	Inv 174295	5/21/2009	2001262	\$119.26
FIRST STUDENT AMERICA	199394	Inv 174300	5/22/2009	2001262	\$187.37
FIRST STUDENT AMERICA	199404	Inv 174294	5/20/2009	2001262	\$274.42
FIRST STUDENT AMERICA	199405	Inv 174288	5/18/2009	2001262	\$118.30
FIRST STUDENT AMERICA	199402	Inv 174299	5/22/2009	2001262	\$269.40
FIRST STUDENT AMERICA	199397	Inv 174290	5/19/2009	2001262	\$274.42
FIRST STUDENT AMERICA	199378	Inv 174265	5/4/2009	2001261	\$230.42
FIRST STUDENT AMERICA	199384	Inv 174258	4/30/2009	2001261	\$220.39
FIRST STUDENT AMERICA	199385	Inv 174278	5/12/2009	2001261	\$161.14
FIRST STUDENT AMERICA	199372	Inv 174254	4/28/2009	2001261	\$225.40
FIRST STUDENT AMERICA	199382	Inv 174280	5/14/2009	2001261	\$129.30
FIRST STUDENT AMERICA	199381	Inv 174251	4/27/2009	2001261	\$177.35
FIRST STUDENT AMERICA	199375	Inv 174284	5/8/2009	2001261	\$197.42
FIRST STUDENT AMERICA	199379	Inv 174262	5/1/2009	2001261	\$146.28
FIRST STUDENT AMERICA	199383	Inv 174279	5/13/2009	2001261	\$188.35
FIRST STUDENT AMERICA	199377	Inv 174266	5/4/2009	2001261	\$210.35

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
FIRST STUDENT AMERICA	199376	Inv 174273	5/8/2009	2001261	\$167.32
FIRST STUDENT AMERICA	199380	Inv 174257	4/29/2009	2001261	\$296.42
FIRST STUDENT AMERICA	199387	Inv 174277	5/11/2009	2001261	\$150.33
FIRST STUDENT AMERICA	199374	Inv 174260	4/30/2009	2001261	\$226.70
FIRST STUDENT AMERICA	199396	Inv 174291	5/20/2009	2001262	\$434.60
FIRST STUDENT AMERICA	199373	Inv 174253	4/28/2009	2001261	\$225.40
Line Account Total:					\$7,029.50
<hr/>					
SW - GASOLINE SCHOOL VEHICLES					
341 10-279-4-5-84-722-627-1000-12 TOWN OF SOMERS	199454	May fuel	6/1/2009	2001292	\$260.40
Line Account Total:					\$260.40
<hr/>					
SW - HEALTH MAINTENANCE ORG.					
1185 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	199463	POS / May 09	6/1/2009	2001248	\$47,752.63
Line Account Total:					\$47,752.63
<hr/>					
SW - PREFERRED PROVIDER ORG.					
1186 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	199462	PPO / Jun 09	6/1/2009	2001248	\$109,094.73
Line Account Total:					\$109,094.73
<hr/>					
SW - HEALTH SAVINGS ACCOUNT					
1228 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	199464	HSA / Jun 09	6/1/2009	2001248	\$3,550.25
Line Account Total:					\$3,550.25
<hr/>					
SW - FLEXIBLE SPENDING ACCT					
509 10-280-6-5-82-820-200-1000-13 GROUP DYNAMIC att: MARISA	199408	200906-06600	5/12/2009	2001267	\$111.00
Line Account Total:					\$111.00
<hr/>					
DENTAL					
510 10-280-6-5-82-820-200-1000-13 ANTHEM BLUE CROSS/BLUE SHIELD OF CONNEC	199465	Dental / Jun 09	6/1/2009	2001248	\$13,768.78
Line Account Total:					\$13,768.78
<hr/>					
LIFE AND AD&D INSURANCE					
512 10-280-6-5-82-820-200-1000-13 UNUM LIFE INS. OF AMERIC	199460	Life / May 09	6/1/2009	2001295	\$3,579.90
Line Account Total:					\$3,579.90

Charge Account/Vendor Name	Ref #	Invoice #	Invoice Date	Check Number	Amount
L.T.D.					
513 10-280-6-5-82-820-200-1000-13 UNUM LIFE INS. OF AMERIC	199461	LTD / May 09	6/1/2009	2001295	\$3,829.57
Line Account Total:					\$3,829.57
SOCIAL SECURITY					
506 10-280-6-5-96-820-200-1000-13 SCHOOL PAYROLL	199459	Board FICA	5/30/2009	91053009	\$14,827.00
Line Account Total:					\$14,827.00
HS - ACADEMIC AWARDS					
602 10-320-2-4-54-880-690-2000-07 BARNES & NOBLE #5993233	199323	Gift cards	5/27/2009	2001246	\$750.00
DICK'S SPORTING GOODS	199322	Gift Cards	5/27/2009	2001245	\$90.00
Line Account Total:					\$840.00
HS - ATHLETIC SUPPLIES					
595 10-320-7-4-42-880-690-2000-06 ELAINE KUCZARSKI	199418	Reimburse	4/14/2009	2001274	\$26.19
Line Account Total:					\$26.19
ENFIELD ADULT EDUCATION					
638 10-611-6-5-88-960-560-2000-14 TOWN OF ENFIELD	199430	June 09	6/1/2009	2001260	\$3,162.00
Line Account Total:					\$3,162.00
Grand Total:					\$252,169.60

Treasury Warrant: 01-27

FY: 2009 for Warrant Dated 6/8/2009

with Checks Dated: 6/8/2009

Charge Account/Vendor Name

Ref #

Invoice #

Invoice Date

Check Number

Amount

Grand Totals by Fund

Fiscal Year	Fund	Fund Total
	GENERAL FUND	\$252,169.60
	Fund Grand Total	\$252,169.60

SOMERS PUBLIC SCHOOLS



Our Commitment to the Future

DK

Curriculum Development Guide

Somers Curriculum Goals

1. To provide all students with a curriculum in each content area that enables them to attain, at a minimum, the **priority** content standards ~~set by~~ **derived from** the State of Connecticut's Curriculum Frameworks, or, in the case of areas not included in the Frameworks, standards promoted by national professional organizations.
2. To promote thinking, problem solving, and originality.
3. To create a high quality district curriculum through a collaboration of ~~professionals—our teachers~~ **all Somers educators**.
4. To assure that the curriculum content is accessible to all students regardless of special need, readiness level, or style of learning.
5. To provide teachers with curriculum goals that are specific enough to guide planning but broad enough to provide space for their creativity and skill in addressing their specific students' needs.
6. To make assessments integral to each unit of study, in which
 - the development process begins with a determination of how learning is assessed, and
 - assessments vary depending on the evidence of learning that the student is asked to display.
7. To provide a curriculum that promotes
 - understanding rather than superficial recall,
 - global perspective,
 - access for all students through differentiated opportunities for learning that acknowledge varying learning styles, interests, special needs, and readiness for new learning,
 - appreciation of and respect for diversity,
 - connections between the disciplines,
 - a broad array of assessments used formatively as well as evaluatively,
 - integration of ~~technology software and tools~~ **the Connecticut State Department of Education standards for Information and Technology Literacy**,
 - use of community resources, and
 - involvement of parents **as partners in their children's education**.

Curriculum Development Process

This Table 1 outlines the curriculum development process for the Somers Public Schools.

Table 1
Curriculum Development Process

Year 1: Self-Study
<p>Activities:</p> <ul style="list-style-type: none">• Establishing K-12 Curriculum Development Team<ul style="list-style-type: none">○ K-5 Team will consist of representation from each grade level & special education○ 6-12 Team will consist of all members of the content area departments○ Teams will work separately and together as appropriate• Analysis of:<ul style="list-style-type: none">○ Student achievement data (CMT/CAPT/local assessments)○ Curriculum Maps implementation against state frameworks (month by month)<ul style="list-style-type: none">▪ Curriculum maps or UbD units• Reporting on what is and where we are headed
Year 2: Development/Revision
<p>Activities:</p> <ul style="list-style-type: none">• Write/Revise the content area curriculum guide to align curriculum expectations with state and national frameworks by grade level/course<ul style="list-style-type: none">○ Adoption/Publication of content area Curriculum Guide<ul style="list-style-type: none">▪ Instructional Leadership Team▪ Board of Education Curriculum Subcommittee▪ Full Board of Education• Identification of textbooks/resource materials to complement curriculum<ul style="list-style-type: none">○ Preparation of budget requests○ Adoption of textbooks/materials to implement<ul style="list-style-type: none">▪ Instructional Leadership Team▪ Board of Education Curriculum Subcommittee▪ Full Board of Education• Data monitoring (CMT/CAPT/local assessments)

Years 3-5: Implementation/Phase 1

Activities:

- Purchase new **core** textbooks/materials (**year 3**)/**additional resources (years 4-5 as necessary)**
- Implementation **Mapping**: determine common core experiences for all students and develop/revise UbD units by trimester (SES)/~~semester~~ **quarter** (MBA/SHS) by grade level/course **with appropriate (Common) Formative Assessments imbedded**
- Professional development
 - Familiarization with Curriculum Guide
 - Familiarization with textbooks/materials
 - **Instructional strategies to support implementation of UbD Units**
 - **Development of (Common) Formative Assessments**
 - **Data-driven Decision-Making: using state and local assessments for instructional decisions in Tiered Instruction (SRBI)**
- Data monitoring (CMT/CAPT/**local assessments**)

Years 6-7: Implementation/Phase 2

Activities:

- ~~Professional development~~
 - ~~Instructional strategies to support implementation of UbD units~~
 - ~~Implement common assessments by trimester/semester~~
 - ~~Analysis of data from common assessments~~
- **Refine UbD units, instructional strategies as determined by data analysis, and (Common) Formative Assessments (continuous professional development in any of these areas as determined by needs assessment)**
- Data monitoring (CMT/CAPT/**local assessments**)

Year 5: Implementation/Phase 3

Activities:

- ~~Refine UbD units, instructional strategies, common assessments (continuous professional development in any of these areas as determined by needs assessment)~~
- ~~Data monitoring (CMT/CAPT)~~

Roles and Responsibilities

Activity	Person(s)/Group(s) Responsible
Analysis of student assessment data	<ul style="list-style-type: none"> • All administrators and teachers of the Somers Public Schools
Compiling Curriculum maps	<ul style="list-style-type: none"> • Director of Curriculum • Curriculum Specialist Teachers • K-12 Curriculum Development Teams • Teachers
Development/Revision of content Curriculum Guides	<ul style="list-style-type: none"> • Director of Curriculum • Curriculum Specialist Teachers • K-12 Curriculum Development Teams • Administrative Council <p>Administration</p>
Selection of Textbooks/Materials	<ul style="list-style-type: none"> • Director of Curriculum • Curriculum Specialist Teachers • K-12 Curriculum Development Teams • Administrative Council <p>Administration</p>
Approval of content Curriculum Guides and Textbooks	<ul style="list-style-type: none"> • Instructional Leadership Team <p>Administration</p> <ul style="list-style-type: none"> • Board of Education Curriculum Subcommittee • Board of Education
Oversight of Curriculum Development/Implementation Process	<ul style="list-style-type: none"> • Director of Curriculum • Administrative Council <p>Administration</p> <ul style="list-style-type: none"> • Instructional Leadership Team

Curriculum Documentation

All curriculum documents will be formatted in a similar fashion for ease of understanding and use by all members of our school community. A downloadable template to facilitate this work may be found on the Director of Curriculum web page on the Somers Public Schools Staff Intranet site.

The district curriculum guide for each content area includes:

- (a) Enduring understandings
- (b) Essential questions
- (c) Standards organized by strand and correlated to grade levels/course offerings

These documents will be ~~assembled into content Curriculum Notebooks~~ **distributed electronically** through the office of the Director of Curriculum for presentation to the ~~Instructional Leadership Team~~, Board of Education Curriculum Subcommittee, and the full Board of Education as it moves through the approval process. **One hard copy will be stored in the District Offices Curriculum Library and in the media center of each school in the district.**

During the Implementation Phase, K-12 District Curriculum Development Teams will work with the rest of the teaching staff and administration to determine common core experiences for all students at each grade level by trimester at the elementary level and by semester at the middle and high school levels. The teams will then develop Understanding by Design (UbD) units for these areas using the unit template on the staff intranet Director of Curriculum web page. Recommendations for class assessments and common formative assessments will be made and implemented through this process. All completed UbD units will be distributed to all relevant instructional staff for implementation.

The unit template includes:

- (a) Content area(s)
- (b) Developer(s) name(s)
- (c) Unit Title
- (d) Enduring Understanding(s)
- (e) Knowledge and Skills*
- (f) Essential Questions
- (g) Assessments**
- (h) Instructional Activities
- (i) Time frame

~~The Director of Curriculum is available to answer any questions regarding the processes and templates used in the curriculum development process.~~

***Knowledge and Skills will be delineated by Priority Standards and Supporting Standards linked to appropriate content frameworks.**

**** (Common) Formative Assessments will be developed using the Assessment Template and attached to the UbD Template.**

DRAFT

**Somers Public Schools
Curriculum Development Cycle: 2009-2016**

For a description of the activities in each year of the cycle, see pp. 2-3 of this document.

Content Areas	English/ Language Arts	Science Tech Ed	World Language Phys Ed	Mathematics Social Studies Art Music	Business Food Service Guidance Health/Life Skills
2009-2010	Year 6: Implementation/ Phase 2	Year 4: Implementation/ Phase 1	Year 3: Implementation/ Phase 1	Year 2: Development/ Revision	Year 1: Self-Study
2010-2011	Year 7: Implementation/ Phase 2	Year 5: Implementation/ Phase 1	Year 4: Implementation/ Phase 1	Year 3: Implementation/ Phase 1	Year 2: Development/ Revision
2011-2012	Year 1: Self-Study	Year 6: Implementation/ Phase 2	Year 5: Implementation/ Phase 1	Year 4: Implementation/ Phase 2	Year 3: Implementation/ Phase 1
2012-2013	Year 2: Development/ Revision	Year 7: Implementation/ Phase 2	Year 6: Implementation/ Phase 2	Year 5: Implementation/ Phase 1	Year 4: Implementation/ Phase 2
2013-2014	Year 3: Implementation/ Phase 1	Year 1: Self-Study	Year 7: Implementation/ Phase 2	Year 6: Implementation/ Phase 2	Year 5: Implementation/ Phase 1
2014-2015	Year 4: Implementation/ Phase 1	Year 2: Development/ Revision	Year 1: Self-Study	Year 7: Implementation/ Phase 2	Year 6: Implementation/ Phase 2
2015-2016	Year 5: Implementation/ Phase 1	Year 3: Implementation/ Phase 1	Year 2: Development/ Revision	Year 1: Self-Study	Year 7: Implementation/ Phase 2

Appendix 1
Curriculum Development Template
(To be adjusted as needed to fit CSDE Curriculum Frameworks)

Somers Public Schools
Somers, Connecticut 06071

_____Curriculum

Standard : *[Insert standard here]*

Overarching Idea: *[Insert overarching idea here]*

Guiding Question *[Insert guiding question here]*

Component Statement and Essential Questions	Grade /Course <i>[Insert grade or course here]</i>
<p><i>[Insert component statement here]</i></p> <p><i>[Insert essential questions here]</i></p>	<p>Students will:</p> <p><i>[Insert text here]</i></p> <p>DRAFT</p>

DRAFT

Appendix 2
Understanding by Design (UbD)
Unit Template

Unit Template

Unit Title:

This unit is designed to be taught [insert time]:

Discipline(s):

Grade or Course:

Unit Designed by:

Enduring Understanding – Students will understand that...

Essential Questions:

Knowledge & Skills

Priority Standards:

Students will know and be able to ...

Supporting Standards:

Students will know and be able to ...

Assessments – Evidence of understanding (Indicate which are Common Formative Assessments by adding “(CFA)” after the appropriate one(s).

Information and Technology Literacy Standards Integration:

Ideas for Differentiation:

Activities for Learning:

If this is a *problem-based unit*, include the story and question that begins the unit.

If this is an *inquiry-based unit*, include the scientific, historical, technological, literary or business question, event, or phenomenon that begins the unit.

Instructional Resources Needed:

Teacher Bibliography: (Resources such as books and websites that teachers may want to consult in teaching this unit.)

Appendix 3
(Common) Formative Assessments Template

(COMMON) FORMATIVE ASSESSMENT PLANNING TEMPLATE

Adapted from the Leadership and Learning Center for the Somers Public Schools

This completed template should be attached to the corresponding UbD Unit.

Grade Level or Course:

UbD Unit:

Authors:

Assessment Topic:

Selected Priority Standards: List two to three standards by number and include the full text here. Then “unwrap” to identify what students need to know and be able to do. Underline the concepts (important nouns or noun phrases) and **bold** the skills (verbs).

DRAFT

Graphic Organizer of “Unwrapped” Concepts and Skills

Concepts: Need to KNOW

(Write Standard # and corresponding underlined nouns/noun phrases)

Skills: Be able to DO:

(Write the standard number and list all bolded verbs (skills) associated with it. Next to each skill and related concept(s), write number in parentheses indicating approximate level of Bloom’s Taxonomy of thinking skills.)

DRAFT

Big Ideas from “Unwrapped” Priority Standards (Pull from UbD unit/curriculum documents)

1.

2.

3.

Essential Questions Matched to Big Ideas (Pull from UbD unit/curriculum documents)

1.

2.

3.

DRAFT

SECTION 1: Selected-Response Items—Design multiple choice, matching, true-false, and/or fill-in items to assess student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Indicate approximate level of thinking skill in parentheses. *Match assessment items to rigor of skill level.* (Use additional space as needed.)

DRAFT

Answer Key:

SECTION 2: Extended Constructed-Response—Design an extended-response item (or short constructed response items) to evaluate student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Include approximate level of thinking skill in parentheses. *Match item to rigor of skill level.* Evaluate student work using the Task-Specific Scoring Guide below.

DRAFT

Constructed-Response Scoring Guide:

Exemplary

- All “Proficient” criteria *plus*:
-
-
-

Proficient

-
-
-
-
-
-

Progressing

- Meets ____ of the “Proficient” criteria

Beginning

- Meets fewer than __ of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation _____

Comments regarding student’s performance:

SECTION 3: Essential Questions with Big Idea Responses

Note to Teachers: This portion of the common formative assessment requires students to demonstrate their *integrated* understanding of all the “unwrapped” concepts and skills from the targeted Priority Standards by expressing their understanding of the Big Ideas in their own words. Copy your planned Essential Questions (and corresponding Big Idea responses) for your own reference here. Then write each Essential Question only beneath the student directions below. Provide space for students to write their Big Idea responses.

Student Directions: Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the “unwrapped” concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide below.

Generic Scoring Guide:

Exemplary

- All “Proficient” criteria *plus*:
- Makes connections to other areas of school or life
- Provides example(s) as part of explanation

Proficient

- States Big Ideas correctly in own words
- Provides supporting details for each one
- Includes vocabulary of “unwrapped” concepts in explanation

Progressing

- Meets 2 of the “Proficient” criteria

Beginning

- Meets fewer than 2 of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation _____

Comments regarding student’s performance:

Design Team Reflections after Administration of Assessment to Students

1. Which assessment items produced the results we intended?
2. Which items do we need to revise?
3. Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?
4. What do we need to do differently next time?
5. What should we again do the same?

Physical Education Curriculum Guide



**Somers Public Schools
Somers, CT 06071**

**Adopted by the Somers Board of Education:
©Somers Public Schools –**

ACKNOWLEDGEMENTS

The following staff members have contributed to this document:

Somers Elementary School

Joseph Tarpinian

Linda Messenger (shared with Mabelle B. Avery Middle School)

Mabelle B. Avery Middle School

Ken McCarthy

Somers High School

Tammy Bley-Gowash

Rob Hanover

Dr. Judith Houle, Director of Curriculum

DRAFT

Table of Contents

Physical Education Vision Statement..... 4

Physical Education/Health Content Standards and Overarching Questions.....5-6

Instructional Practice.....7

Technology.....7

Assessment.....8

References.....9



Physical Education Vision Statement

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity (National Association for Sport and Physical Education, n.d.).

The vision of the Somers Public Schools Physical Education program is to provide students with the skills and knowledge that will prepare them to develop and maintain lifelong physical activity as part of a healthy lifestyle. We will encourage students to develop leadership skills at varying levels.

We believe all students will:

- Demonstrate competency in many movement forms and proficiency in a few movement forms.
- Apply movement concepts and principles to the learning and development of motor skills.
- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
- Develop positive decision-making skills in making healthy life choices.

Healthy and Balanced Living Curriculum Framework (Connecticut State Department of Education, 2006)

The Healthy and Balanced Living Curriculum Framework provides a blueprint for how students can live an active and healthy life. The goal of the Framework is to show the linkages between the components of comprehensive school health education and comprehensive physical education that lead to a healthy and balanced life. The Framework supports students in making connections and applying skills for a lifetime of health and well-being. Four overarching curricular outcomes equip students to live actively and fully in a state of personal, interpersonal, and environmental well-being: skills, literacy, concepts and plans, and advocacy. (p. 3)

Physical Education/Health Content Standards and Core Concepts

Comprehensive School Health

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.

Standard 2: Accessing Health Information

Essential Question: How and where do I find information and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information and products and service to enhance health.

Standard 3: Self-Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

Comprehensive Physical Education

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active, and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.

(Connecticut State Department of Education, 2006)

Instructional Practice

Physical educators in the Somers Public Schools promote a safe learning environment, where students are open to new ideas and challenges. Central to effective instruction in physical education is a focus on the movement competence, confidence, and persistence of all students. Regardless of physical, social, or emotional differences, we strive for all students to grow in these areas through a variety of learning experiences.

Physical education classes in the Somers Public Schools are heterogeneously grouped. As a result, we use differentiated instructional practices to meet a variety of skill and knowledge levels within the context of each instructional unit. The goal of our differentiated instruction is to meet each student at their skill level and move them toward their personal potential.

Technology Integration

Technology can and should play a pivotal role in physical education. Advances in fitness and wellness technologies allow students to monitor their progress toward fitness and wellness goals. Video gaming technology has also provided students with ways to become more active through physical games that match their personal interests.

The Somers Public Schools Physical Education program seeks to engage students in becoming healthy, fit individuals in everyday practice. We identified a long-term goal to incorporate appropriate technologies to assist with the setting and monitoring of physical fitness goals, and to increase physical activity through equipment and gaming activities as appropriate in a supervised setting under the guidance of a certified physical education teacher.

Assessment

Students will be engaged in a variety of assessments that measure progress in the areas of health and wellness. Our primary assessment methodology is performance-based, through daily observation of student performance in the classroom. Performance-based assessment is both formal (summative) and informal (formative). We also encourage students to assess themselves.

We administer the Connecticut State Physical Fitness Tests in grades 4-12. The data from these assessments are collected and used to inform instructional practice.

Written assessments are used to assess student understanding of core curriculum concepts, including:

- Rules and strategies in the context of instructional units.
- Fitness concepts, i.e., cardiovascular function.

We will know we have achieved the curriculum goals in Physical Education when all students are able to apply the concepts and skills learned in the Somers Public Schools to a healthy lifestyle that will continue with them through adulthood.

DRAFT

References

- Connecticut State Department of Education (2006). *Healthy and balanced living curriculum framework: Comprehensive school health education - comprehensive physical education*. Hartford, CT: Author.
- National Association for Sport & Physical Education (n.d.), *Moving into the future: National standards for physical education*, (2nd). Retrieved from the World Wide Web, April 3, 2009, <http://www.aahperd.org/naspe/publications-nationalstandards.html>

DRAFT

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, injury and disease prevention, mental and emotional health, and nutrition and physical activity.

Content Standards	Instructional Units
<p>P.1.5 Describe a healthy and safe environment.</p> <p>P.1.8 Identify and practice ways to prevent disease and other health problems.</p>	<p>Heart Maze Students will:</p> <ul style="list-style-type: none">▪ understand the difference between the parts of the heart and their functions.▪ identify ways to maintain a healthy body and develop healthy routines.▪ understand the importance of heart health.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster:K-3**

Standard 3: Self Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Content Standards	Instructional Units
<p>P.3.1 Identify healthy behaviors.</p> <p>P.3.2 Identify personal behaviors that are health-enhancing.</p> <p>P.3.5 Understand and follow rules and routines.</p>	<p>Fitness, Interval/Circuit Training Students will:</p> <ul style="list-style-type: none"> ▪ practice training techniques such as: cardiovascular fitness and weight training. <p>Heart Maze Students will:</p> <ul style="list-style-type: none"> ▪ understand the importance of heart health and ways to achieve it. ▪ list healthy activities that can be performed out of school, on a daily basis, and the positive effects they have on the body.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Content Standards	Instructional Units
<p>P.5.2 Describe characteristics of a responsible individual.</p> <p>P.5.5 Demonstrate caring and empathy for others.</p>	<p>International/Cooperative Games, Fundamental Movement, Creative Movement</p> <p>Students will:</p> <ul style="list-style-type: none">▪ demonstrate the ability to problem solve during various challenges in small groups.▪ analyze and discuss various ways to be a cooperative group/team member.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

Content Standards	Instructional Units
<p>P.6.3 Discuss reasons to make and results of making healthy choices.</p>	<p>Heart Maze Students will:</p> <ul style="list-style-type: none">▪ understand the benefits of cardiovascular health and ways to improve it.▪ discuss healthy habits that can develop into everyday routines.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Content Standards	Instructional Units
<p>P.9.1 Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength, and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills.</p> <p>P.9.2 Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control.</p> <p>P.9.3 Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination.</p> <p>P.9.4 Acquire initial gross-and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance, and play.</p> <p>P.9.5 Respond to cues and problem-solve as well as use whole self in personal and general space.</p>	<p>Fundamental Movement Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the ability to perform a variety of motor skills and movement patterns, i.e., soccer, fitness, jump rope, bowling, basketball, cup stacking, volleyball, dance, lacrosse, and manipulatives. ▪ practice basic movement concepts and locomotor skills during warm-ups and activities. ▪ differentiate times in which the body uses different speeds, levels, and forces. ▪ demonstrate full understanding of start and stop signals throughout each lesson.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move more effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Content Standards	Instructional Units
<p>P.10.1 Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (i.e., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space.</p> <p>P.10.3 Follow safety and age-appropriate classroom and playground rules and procedures.</p>	<p>Fundament Movement Students will:</p> <ul style="list-style-type: none"> ▪ perform a variety of movement concepts in general space during practice time. ▪ list three rules that must be followed to ensure everyone's safety. ▪ demonstrate appropriate movement concepts/principles for various games/activities. ▪ practice body control when starting and stopping an activity.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active and why is it important?

Curricular Outcome: Students will participate regularly in physical activity.

Content Standards	Instructional Units
<p>P.11.2 Demonstrate understanding that different movements are performed by different body parts, singly and in combination (i.e., kicking with foot, throwing with hand).</p> <p>P.11.4 Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health.</p>	<p>Fundamental Movement, Soccer, Hula Hoops, Basketball, Football, Volleyball, Creative Movement, Cooperative Games, Lacrosse</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ differentiate between skills and body parts needed to perform each skill, e.g. basketball dribble requires use of the finger pads. ▪ list three ways physical activity strengthens the body, and the various forms of physical activity practiced in class.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

Content Standards	Instructional Units
<p>P.12.1 Demonstrate understanding that different physical activities have different effects on the body (i.e., running, walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively).</p>	<p>Fitness: Interval/Circuit Training, Heart Maze Students will:</p> <ul style="list-style-type: none">▪ describe the effects exercise has on the body during class discussions.▪ discuss the correlation between exercise intensity and duration.▪ list three reasons why regular physical fitness helps the body to stay healthy.▪ demonstrate low exercise intensity for a long duration during class time.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical education time?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Content Standards	Instructional Units
<p>P.13.1 Demonstrate safe behavior for self and towards others by following established class rules, procedures, and safe practices with teacher guidance and reinforcement.</p> <p>P.13.3 Demonstrate willingness to play with any child in the class, and recognize similarities and appreciate differences in people.</p> <p>P.13.4 Use age-appropriate conflict resolution strategies, seek help from adults or peers when conflict arises, and engage in developing solutions and work to resolve conflicts.</p>	<p>Fundamental Movement, Cooperative Games, Creative Movement</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ recite and discuss the three classroom rules throughout the first month of school. ▪ demonstrate self-control during any and all physical activities in the gymnasium. ▪ discuss personal social interaction with classmates in a group setting, and its effect of group success.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: K-3**

Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

Content Standards	Instructional Units
<p>P.14.2 Participate in creative movement and dance, identify several activities that are personally enjoyable, and use a variety of means for self-expression.</p> <p>P.14.4 Demonstrate recognition that physical activity is beneficial to good health.</p> <p>P.14.5 Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag).</p>	<p>Fitness: Interval/Circuit Training, Heart Maze, International/Cooperative Games</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ explore the various components of creative movement through dance and music. ▪ discuss and list ways in which physical activity can benefit the body internally and externally. ▪ demonstrate the differences between moderate and heavy forms of physical activity.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: injury prevention and physical activity.

Content Standards	Instructional Units
<p>E.1.3 Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems.</p> <p>E.1.5 Examine how physical, social, and emotional environments influence personal health.</p>	<p>Heart Maze Students will:</p> <ul style="list-style-type: none"> ▪ discuss the cardiovascular system. ▪ discover anatomy while moving through a maze. <p>Basic Movement and Safety Students will:</p> <ul style="list-style-type: none"> ▪ be aware of spatial awareness. ▪ know and follow game safety rules.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 3: Self Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Content Standards	Instructional Units
<p>E.3.1 Identify responsible health behaviors.</p> <p>E.3.3 Compare behaviors that are safe to those that are risky or harmful.</p> <p>E.3.5 Develop and practice safety techniques to avoid and reduce injury and disease.</p> <p>E.3.6 Identify and practice skills to manage stress.</p>	<p>Fitness Students will:</p> <ul style="list-style-type: none"> ▪ understand the difference between weight training, aerobic training, interval, and circuit training. ▪ calculate and understand the importance of their heart rate. <p>Heart Maze Students will:</p> <ul style="list-style-type: none"> ▪ understand the anatomy of the heart and its function. ▪ discuss ways to maintain or improve cardiovascular health. <p>Yoga Students will:</p> <ul style="list-style-type: none"> ▪ explore various yoga techniques to reduce stress.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Content Standards	Instructional Units
<p>E.5.1 Practice verbal and nonverbal communication skills.</p> <p>E.5.5 Identify, discuss, and demonstrate ways to communicate care, consideration, and respect for themselves and others without bias, abuse, discrimination, or harassment based on, but not limited to race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder, and learning and/or physical disability.</p>	<p>International/Cooperative Games Students will:</p> <ul style="list-style-type: none"> ▪ articulate and apply social skills and character building skills. <p>Creative Movement Students will:</p> <ul style="list-style-type: none"> ▪ explore body movements through creative expression. ▪ explore multicultural traditions with movement.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

Content Standards	Instructional Units
<p>E.6.1 Demonstrate the ability to apply a decision-making process to enhance health.</p> <p>E.6.3 Predict outcomes of positive health decisions.</p>	<p>Heart Maze Students will:</p> <ul style="list-style-type: none">▪ understand the importance of cardiovascular health and develop related vocabulary.▪ discover healthy and appropriate after school activities.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Content Standards	Instructional Units
<p>E.9.2 Demonstrate simple applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E.9.3 Explore and adapt fundamental movement skills in a variety of dynamic environments.</p> <p>E.9.4. Acquire beginning skills for a few specialized movement forms.</p>	<p>Movement and Safety, Cooperative Games, Creative Movement</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ explore and develop basic motor skills and movement patterns throughout all units and activities. ▪ navigate through challenging activities using various forms of equipment. ▪ discuss situations in which movement forms can best utilized. ▪ Define and demonstrate locomotor skills.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Content Standards	Instructional Units
<p>E.10.2 Recognize critical performance skill elements in self and others using movement vocabulary.</p> <p>E.10.3 Demonstrate knowledge of rules, safety practices, and procedures of specific activities.</p>	<p>Movement and Safety Students will:</p> <ul style="list-style-type: none">▪ learn to discuss and self-assess movements and skills to aid performance.▪ list and comply to safety rules specific to each activity.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

Content Standards	Instructional Units
<p>E.11.2 Demonstrate an understanding of a variety of movements and how they affect the body.</p> <p>P.11.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level.</p>	<p>Movement and Safety, Cooperative Games, Creative Movement</p> <p>Students will:</p> <ul style="list-style-type: none">▪ practice various movement forms that can be applied to lifelong health and enjoyment.▪ develop healthy out of school physical fitness habits through regular exercise.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

Content Standards	Instructional Units
<p>E.12.1 Demonstrate understanding of the relationship between activities and physical fitness components.</p> <p>E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status program demonstrating an understanding of basic exercise.</p>	<p>Fitness Testing, Cardiovascular/Resistance Training, Heart Maze</p> <p>Students will:</p> <ul style="list-style-type: none">▪ recognize and utilize various fitness activities and their benefit to a healthy body.▪ participate in and analyze fitness test results.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Content Standards	Instructional Units
<p>E.13.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings.</p> <p>E.13.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.</p> <p>E.13.3 Demonstrate behaviors that are sensitive to individual differences (i.e., physical, gender, cultural/ethnic, social and emotional) that can affect group activities.</p>	<p>Cooperative Games Students will:</p> <ul style="list-style-type: none">▪ model classroom rules and expectations at all times during physical education class.▪ develop and practice sportsmanship and cooperative skills while working in groups or individually.▪ understand and display empathy toward their peers.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 4-5**

Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

Content Standards	Instructional Units
<p>E.14.3 Use physical activity as a positive opportunity for social and group interaction.</p> <p>E.14.4 Experience personal challenges through physical activity.</p> <p>E.14.5 Understand that practicing activities increases specific skill competence.</p>	<p>Movement and Safety, Basketball, Soccer, Football, Creative Movement, Heart Maze, Cooperative Games</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ organize, prioritize, and problem solve in a group setting. ▪ visualize goals and strive to achieve them. ▪ discuss the correlation between practice and skill development.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 3: Self-Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Content Standards	Instructional Units
<p>M.3.2 Examine personal health status to determine needs.</p> <p>M.3.5 Examine and apply safety techniques to avoid and reduce injury and prevent disease.</p>	<p>Fitness Practice Students will:</p> <ul style="list-style-type: none">▪ identify the Connecticut Physical Fitness and Health Standards for their ages.▪ set physical fitness goals for themselves based on State Standards.▪ practice the components of the test to meet standards and goals.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Content Standards	Instructional Units
<p>M.5.1 Apply effective verbal and nonverbal communication skills.</p> <p>M.5.5 Demonstrate ways to communicate care, empathy, respect, and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder, and learning and/or physical disability.</p>	<p>Cooperative Games Students will:</p> <ul style="list-style-type: none"> ▪ use teamwork and cooperative activities to demonstrate respect and responsibility.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 7: Goal Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

Content Standards	Instructional Units
<p>M.7.1 Use the goal-setting process to enhance health.</p>	<p>Fitness Practice/Testing Students will:</p> <ul style="list-style-type: none">▪ set personal fitness goals based on pre-test scores.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Content Standards	Instructional Units
<p>M.9.1 Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments.</p> <p>M.9.2 Demonstrate developmentally mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>M.9.3 Adapt and combine skills to meet the demands of increasingly dynamic environments.</p> <p>M.9.4 Develop increasing competence in more advanced specialized skills.</p>	<p>Flag Football Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: passing, receiving, 3-step drop, and running pass patterns. ▪ incorporate strategies in small sided games. <p>Soccer Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: passing, trapping, dribbling, and shooting. ▪ incorporate skills and strategies in small sided games. <p>Basketball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: dribbling, passing, shooting, lay-ups, and defense. ▪ apply these skills in small game situations. <p>Volleyball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: bump, set, serve, and spike. ▪ apply these skills and strategies in modified volleyball games and in newcomb. <p>Bowling Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate strategies including the approach and release. ▪ demonstrate an understanding of the rules and scoring.

Content Standards	Instructional Units
<p>M.9.5 Participate in a variety of individual, dual, and team tasks, activities, creative movement, play, games, and sports.</p>	<p>Floor Hockey Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: passing, receiving, and shooting. ▪ apply these skills and strategies in modified game situations. <p>Team Handball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: passing, receiving, shooting, moving to open space, and moving with and without the ball. ▪ apply these skills and strategies in modified game situations. <p>Kickball / Wiffleball / Softball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: throwing, catching, fielding, and base running. ▪ apply these skills and strategies in modified game situations. <p>Boston Ball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: chasing, fleeing, and dodging. ▪ apply these skills and strategies in modified game situations. <p>Lacrosse Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the following skills: passing, catching, cradling, scooping, dodging, and shooting. ▪ apply these skills and strategies in modified game situations.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Content Standards	Instructional Units
<p>M.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in increasingly more complex movement and game forms.</p> <p>M.10.2 Use self, peer, teacher, and technological resources to recognize and suggest performance improvements in self and others.</p> <p>M.10.3 Demonstrate knowledge of rules, safety practices, and procedures as they apply to an increasing range of movement situations.</p>	<p>Team Sports: Football, Basketball, Hockey, Team Handball, Volleyball</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate concepts and apply strategies related to that particular sport. ▪ demonstrate an understanding of the rules related to that particular sport. ▪ perform sport specific drills and activities during practice time.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

Content Standards	Instructional Units
<p>M.11.1 Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis.</p> <p>M.11.2 Apply an understanding of the connections between the purposes of movements and their effect on fitness.</p> <p>M.11.3 Apply the understanding of physical activity concepts to increasingly complex movement and game forms.</p> <p>M.11.4 Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level.</p>	<p>Fitness Warm-Up Students will:</p> <ul style="list-style-type: none"> ▪ participate in physical fitness activities during the beginning of every class. Activities will include drills and exercises that improve flexibility, muscle strength, muscle endurance, and cardiovascular endurance.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 12 : Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness concepts to achieve and maintain a health enhancing level of physical fitness.

Content Standards	Instructional Units
<p>M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component.</p> <p>M.12.3 Analyze the results of one or more components of health-related fitness.</p> <p>M.12.4 Plan a fitness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals.</p>	<p>Physical Fitness Practice/Testing Students will:</p> <ul style="list-style-type: none"> ▪ understand the importance of the State Physical Fitness Test. ▪ know the health and challenge standards for their ages. ▪ set personal goals for themselves based on those standards. ▪ practice the components of the test to meet their goals.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Content Standards	Instructional Units
<p>M.13.1 Understand, participate in the development of, and follows classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings.</p> <p>M.13.2 Continue to develop skills to participate productively in groups, in both cooperative and competitive activities.</p> <p>M.13.3 Develop strategies for including all persons, despite individual differences, in physical activity settings.</p> <p>M.13.4 Apply appropriate skills for resolving conflicts peacefully.</p>	<p>Cooperative Games, Physical Fitness, and all Team and Individual Sports Skills Units.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ follow all rules of safety for all activities. ▪ interact cooperatively with other students in all activities. ▪ practice good sportsmanship and respect for others at all times.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 6-8**

Standard 14 : Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

Content Standards	Instructional Units
<p>M.14.1 Make decisions about participating in different physical activities based on feelings and interests.</p> <p>M.14.2 Use physical activity as a means of self- and group expression.</p> <p>M.14.3 Use physical activity as a positive opportunity for social and group interaction and development of leadership skills.</p> <p>M.14.4 Realize that physical activity and challenges present opportunities for personal growth.</p> <p>M.14.5 Value the skill competence that results from practice.</p> <p>M.14.6 Demonstrate willingness to attempt a variety of new physical activities express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun.</p>	<p>Cooperative Games, Physical Fitness, and all Team and Individual Sports</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ understand the life-long benefits of physical activity. ▪ understand the life-long benefits of social and group interactions.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, injury and disease prevention, mental and emotional health, and nutrition and physical activity.

Content Standards	Instructional Units
<p>H1.1 Analyze how behaviors can affect health maintenance and disease prevention.</p> <p>H.1.2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood.</p> <p>H.1.3 Evaluate the impact of personal health behaviors on the functioning of body systems.</p> <p>H.1.4 Evaluate how families, peers, and community members can influence the health of individuals.</p> <p>H.1.6 Use and evaluate appropriate strategies to promote well-being, delay onset, and reduce risks of potential health problems during adulthood.</p>	<p>Resistance Training Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate an understanding of how to develop a personalized resistance training program. <p>Fitness Testing Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate an understanding of the importance of maintaining lifelong physical fitness.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 3: Self Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Content Standards	Instructional Units
<p>H.3.1 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>H.3.2 Analyze personal health status to determine needs.</p>	<p>Fitness Testing Students will:</p> <ul style="list-style-type: none">▪ understand the state standards for their ages and how to improve fitness levels.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Content Standards	Instructional Units
<p>H.5.1 Compare and contrast skills for communicating effectively with family, peers, and others.</p> <p>H.5.5 Demonstrate care, empathy, respect, and responsibility for others without bias, abuse, discrimination, or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder, and learning and/or physical disability.</p>	<p>Team Challenges Students will:</p> <ul style="list-style-type: none"> ▪ understand the importance of effective cooperation, communication, and leadership while participating in team challenges. ▪ demonstrate listening skills to improve effective communication. ▪ demonstrate respect for individual differences.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

Content Standards	Instructional Units
<p>H.7.1 Demonstrate various strategies when making goal setting decisions to enhance health.</p>	<p>Resistance Training Students will:</p> <ul style="list-style-type: none">▪ understand the benefits to a personalized resistance training program. <p>Fitness Testing Students will:</p> <ul style="list-style-type: none">▪ demonstrate an understanding of how to improve and/or maintain personal physical fitness.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Content Standards	Instructional Units
<p>H.9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H.9.2 Demonstrate competence in applying basic locomotor, nonlocomotor, and manipulative skills in the execution of more complex skills.</p> <p>H.9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H.9.4 Develop advanced skills in selected physical activities.</p>	<p><u>Bi-annual Units:</u></p> <p>Soccer Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate speed, control, outstep, instep, dominant, and non dominant proficiency in dribbling. ▪ demonstrate thigh, chest, and foot traps. ▪ demonstrate correct shooting techniques using shoelaces. ▪ participate in small games. <p>Softball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate correct throwing technique. ▪ demonstrate different techniques for catching grounders and high flies. ▪ demonstrate successful ways to hit a softball. ▪ participate in small games. <p>Volleyball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate setting and bumping skills. ▪ demonstrate overhead and underhand serving. ▪ participate in a game of volleyball.

Content Standards	Instructional Units
<p>H.9.5 Participate in a wide variety of activities, including dance, games, sports, and lifetime physical activities.</p>	<p>Bi-annual Units:</p> <p>Ultimate Frisbee/Disc Golf Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the forehand and backhand throw of the disc. ▪ demonstrate passing to a moving teammate in Ultimate Frisbee. ▪ participate in a game of Ultimate Frisbee/Disc Golf. <p>Flag Football Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the skills of throwing, catching, kicking, and punting a football. ▪ participate in a game. <p>Pickleball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the forehand, backhand, lob, drop, and overhead smash shots. ▪ demonstrate a legal serve. ▪ participate in a game. <p>Team Handball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the ways of moving the ball down the court. ▪ demonstrate shooting techniques. ▪ participate in a game. <p>Speedball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the ways of moving the ball down the court. ▪ demonstrate the frog hop, toe lift to self and to partner conversions. ▪ participate in a game. <p>Basketball Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate dominant and non-dominant dribbling skills. ▪ demonstrate the chest, bounce, and overhead passes. ▪ demonstrate correct shooting technique. ▪ demonstrate dominant and non-dominant lay-up. ▪ participate in a game.

Content Standards	Instructional Units
	<p><u>Optional Units:</u></p> <p>Dance Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate a variety of dance techniques. <p>Archery Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the proper technique for successfully hitting a target. <p>Lacrosse Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate passing, catching, cradling, scooping, and shooting.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9–10**

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Content Standards	Instructional Units
<p>H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that enable skilled performances.</p> <p>H.10.2 Use self, peer, teacher, and technological resources as tools to implement performance improvements in self and others.</p> <p>H.10.3 Demonstrate understanding of how rules and safety practices and procedures need to be adjusted for different movement situations.</p>	<p><u>Bi-Annual Units:</u></p> <p>Soccer Students will:</p> <ul style="list-style-type: none"> ▪ identify offensive and defensive strategies. ▪ understand where to move when one does not have the soccer ball. ▪ understand the rules of soccer. <p>Softball Students will:</p> <ul style="list-style-type: none"> ▪ understand the positions and base running. ▪ understand the rules of softball. <p>Volleyball Students will:</p> <ul style="list-style-type: none"> ▪ understand the importance of defensive and offensive strategies. ▪ understand the rules of volleyball. <p>Flag Football Students will:</p> <ul style="list-style-type: none"> ▪ understand the importance of field goals, punting, and kick offs. ▪ understand the offensive/defensive strategies involved in Flag Football. ▪ understand the rules of Flag Football.

Content Standards	Instructional Units
	<p><u>Bi-Annual Units:</u></p> <p>Pickleball Students will:</p> <ul style="list-style-type: none"> ▪ understand when to utilize the drop, lob, and smash during a game of Pickleball. ▪ understand offensive and defensive strategies utilized while playing Pickleball. ▪ understand the rules of the game. <p>Basketball Students will:</p> <ul style="list-style-type: none"> ▪ understand where to move when one does not have the basketball. ▪ understand the offensive and defensive concepts and strategies involved in playing basketball. ▪ understand the rules of the game. <p>Team Handball Students will:</p> <ul style="list-style-type: none"> ▪ understand where to move when one does not have the ball. ▪ understand the rules of the game. <p>Speedball Students will:</p> <ul style="list-style-type: none"> ▪ understand where to move when one does not have the ball. ▪ understand the rules of the game. <p><u>Optional Units:</u></p> <p>Dance Students will:</p> <ul style="list-style-type: none"> ▪ understand how to move with rhythm. <p>Archery Students will:</p> <ul style="list-style-type: none"> ▪ understand the rules of safety. ▪ understand how to keep score. <p>Lacrosse Students will:</p> <ul style="list-style-type: none"> ▪ understand where to move when one does not have the ball. ▪ understand the rules of the game.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

Content Standards	Instructional Units
<p>H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis.</p> <p>H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill, and fitness outcomes.</p> <p>H.11.3 Apply, evaluate, and analyze critical elements of physical activity concepts to increasingly complex game forms.</p> <p>H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level.</p>	<p>Physical Fitness, Soccer, Softball, Volleyball, Resistance Training, Ultimate Frisbee/Disc Golf, Flag Football, Pickleball, Team Handball/Speedball, Basketball, Dance, Archery, Lacrosse, Hiking/Fitness Walking.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate the importance of maintaining lifelong physical fitness.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9–10**

Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

Content Standards	Instructional Units
<p>H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness.</p> <p>H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness.</p> <p>H.12.3 Use the results of fitness assessments to guide changes in his/her personal programs of physical activity.</p> <p>H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment.</p>	<p>Resistance Training Students will:</p> <ul style="list-style-type: none"> ▪ understand how various resistance training activities enhance physical fitness. <p>Fitness Testing Students will:</p> <ul style="list-style-type: none"> ▪ understand the importance of achieving the State Physical Fitness/Health standards. ▪ demonstrate an understanding of the importance of how to maintain life-long physical fitness.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 13 : Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Content Standards	Instructional Units
<p>H.13.1 Apply safe practices, rules, procedures etiquette, and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same.</p> <p>H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities.</p> <p>H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings.</p> <p>H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.</p>	<p>Team Challenges, Resistance Training, Physical Fitness, Soccer, Softball, Volleyball, Ultimate Frisbee/Disc Golf, Flag Football, Pickleball, Team Handball/Speedball, Basketball, Dance, Archery, Lacrosse, Hiking/Fitness Walking.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ follow safety rules for all activities. ▪ interact cooperatively with students during activities.

**Somers Public Schools
Somers, Connecticut 06071**

**Physical Education Curriculum
Grade Cluster: 9-10**

Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.

Content Standards	Instructional Units
<p>H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishments in daily living.</p> <p>H.14.2 Use physical activity as a means of creative expression.</p> <p>H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p> <p>H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth</p> <p>H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest.</p> <p>H.14.6 Experiment with new physical activities as part of a personal improvement plan.</p>	<p>Team Challenges, Resistance Training, Physical Fitness, Soccer, Softball, Volleyball, Ultimate Frisbee/Disc Golf, Flag Football, Pickleball, Team Handball/Speedball, Basketball, Dance, Archery, Lacrosse, Hiking/Fitness Walking.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ understand the life-long benefits in activities for their futures. ▪ understand the life-long benefits of social and group interactions.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Chemistry Grades 11 and 12

Content Standards	Expected Performances
<p>11.1 The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.</p> <p>Core Theme: Atomic and Molecular Structure</p> <p>Guiding Question: How does the structure of an atom determine the chemical and physical properties of an element?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ The properties of matter are determined by the structure of matter. ▪ The nucleus of the atom is much smaller than the atom, yet contains most of its mass. ▪ The quantum model of the atom is based on experiments and analyses by many scientists, including Dalton, Thomson, Bohr, Rutherford, Millikan, and Einstein. ▪ The position of an element in the periodic table is related to its atomic number. ▪ The periodic table can be used to identify metals, semimetals, non-metals, and halogens. ▪ The periodic table can be used to identify trends in ionization energy, electronegativity, the relative sizes of ions and atoms, and the number of electrons available for bonding. ▪ The electronic configuration of elements and their reactivity can be identified based on their position in the periodic table. 	<p>a. Essential Question: How are atoms structured? Students will:</p> <ul style="list-style-type: none"> ▪ use diagrams and models to distinguish between protons, neutrons, and electrons in regards to their charge, position in the atom, and relative mass. <p>b. Essential Question: How do we know atoms exist? Students will:</p> <ul style="list-style-type: none"> ▪ trace the history of the atomic theory through observation and experimentation. ▪ apply the Aufbau Principle, the Pauli Exclusion Principle, and Hund's Rule in writing the electron configurations of elements. <p>c. Essential Question: How does the periodic table reveal a picture of the atom? Students will:</p> <ul style="list-style-type: none"> ▪ appreciate the work of Mendeleev in developing the Periodic Table of the Elements. ▪ explain how the atomic number identifies an element. ▪ calculate the number of protons, neutrons, or electrons of an atom from the atom's atomic mass or number. ▪ recognize the difference between a neutral atom, an isotope, and an ion. ▪ calculate the relative atomic mass of an atom. <p>d. Essential Question: How are elements organized? Students will:</p> <ul style="list-style-type: none"> ▪ identify the position of groups, periods, metals, nonmetals, and metalloids in the periodic table. ▪ demonstrate an understanding of periodicity. ▪ distinguish between the physical and chemical properties of metals, non-metals, and metalloids through lab investigations. ▪ research elements and provide a written and oral report. ▪ construct a periodic table of elements.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
	<p>e. Essential Question: How can the periodic table be used to identify trends of atoms and the elements? Students will:</p> <ul style="list-style-type: none">▪ recognize periodic and group trends of atoms within groups and periods, including atomic radii, ionization energies, and electronegativities.▪ utilize the periodic table to identify the number of electrons available for bonding. <p>f. Essential Question How does electron configuration determine the reactivity of an atom? Students will:</p> <ul style="list-style-type: none">▪ use electron configuration to classify elements as noble gases, metals, or non-metals.▪ recognize how electron configuration determines the reactivity of an element.▪ use electron configuration to determine ionic compound formulae.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>11.2 Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.</p> <p>Core Theme: Chemical Bonds</p> <p>Guiding Question: How does matter change?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Matter can be changed by physical, chemical, and nuclear means. ▪ Atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds. ▪ Chemical bonds between atoms in molecules such as H₂, CH₄, NH₃, H₂CCH₂, N₂, C₁₂, and many large biological molecules are covalent. ▪ Salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction. ▪ The atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form. ▪ Lewis Dot structures can provide models of atoms and molecules. ▪ The shape of simple molecules and their polarity can be predicted from Lewis Dot structures. ▪ Electronegativity and ionization energy are related to bond formation. ▪ Solids and liquids held together by Van der Waals forces or hydrogen bonds are affected by volatility and boiling/melting point temperatures. 	<p>a. Essential Question: How do atoms combine? Students will:</p> <ul style="list-style-type: none"> ▪ distinguish between the formation of cations from metals and anions from nonmetals. <p>b. Essential Question: What are the characteristics of covalently bonded compounds? Students will:</p> <ul style="list-style-type: none"> ▪ identify the properties of covalently bonded molecules through lab investigations. ▪ recognize how the elements that compose a compound are very different than the resultant compound. <p>c. Essential Question: What are the characteristics of ionically bonded compounds? Students will:</p> <ul style="list-style-type: none"> ▪ distinguish between the formation of cations from metals and anions from nonmetals. ▪ identify the properties of ionically bonded molecules through lab investigations. ▪ recognize how the constituent elements that compose a compound are very different than the resultant compound. <p>d. Essential Question: How are molecules attracted to one another? Students will:</p> <ul style="list-style-type: none"> ▪ explore how intermolecular forces provide characteristic properties of solids, liquids, and gases. ▪ investigate ionic, covalent, and intermolecular bonds by comparing the chemical and physical properties that are present in various substances. <p>e. Essential Question: How do we represent atoms and molecules? Students will:</p> <ul style="list-style-type: none"> ▪ draw electron configurations and Lewis Dot structures to represent valence electrons for a variety of atoms and compounds.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
	<p>f. Essential Question: What does polarity have to do with solubility?</p> <p>Students will</p> <ul style="list-style-type: none">▪ predict the shapes of simple covalently bonded molecules and whether or not they exhibit polarity.▪ discover how polarity is related to “like dissolves like.” <p>g. Essential Question: How do we predict and write chemical formulas?</p> <p>Students will:</p> <ul style="list-style-type: none">▪ recognize how electronegativity is related to bonding.▪ investigate how ionization energies produce different properties of elements.▪ distinguish between a cation and an anion.▪ write the proper formula for ionic compounds.▪ describe the properties of acids and bases. <p>h. Essential Question: How does matter combine?</p> <p>Students will:</p> <ul style="list-style-type: none">▪ recognize the difference between a pure substance, different mixtures, and a solution.▪ investigate various methods to separate mixtures.▪ distinguish between the solute and solvent in a solution.▪ identify the factors that determine the rate at which a solute dissolves.▪ calculate the percent concentration of a solution.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>11.3 The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.</p> <p>Core Theme: Conservation of Matter and Stoichiometry</p> <p>Guiding Question: How is matter measured?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Energy can be neither created nor destroyed but can be transformed. ▪ Chemical reactions can be described by writing balanced equations. ▪ The quantity one mole is set by defining one mole of carbon; 12 atoms to have a mass of exactly 12 grams. ▪ One mole equals 6.02×10^{23} particles (atoms or molecules). ▪ The molar mass of a molecule can be determined from its chemical formula and a table of atomic masses. ▪ The mass of a molecular substance can be converted to moles, number of particles, or volume of gas at standard temperature and pressure. ▪ Hess's law is used to calculate enthalpy change in a reaction. 	<p>a. Essential Question: How are chemical reactions expressed? Students will:</p> <ul style="list-style-type: none"> ▪ recognize how a chemical equation describes a reaction. ▪ predict products of a reaction based on reaction type. ▪ identify the various types of chemical reactions: synthesis, decomposition, single or double displacement, and combustion. ▪ write a neutralization reaction as a special double displacement reaction. ▪ write an oxidation reduction reaction as a special single or double displacement reaction. ▪ investigate how an oxidation reduction reaction can produce a metal from an ionic compound. ▪ write balanced chemical equations when given the names or formulas of the reactants and products using appropriate formulas, states of matter, and symbols. ▪ relate the Law of Conservation of Matter to a balanced chemical equation. ▪ write balanced chemical equations based on the different types of chemical reactions performed in the laboratory. <p>b. Essential Question: How do we measure atoms and molecules using the quantity of a mole? Students will:</p> <ul style="list-style-type: none"> ▪ calculate the mass of a mole for a variety of chemicals. ▪ compare one mole of various substances through laboratory investigation. <p>c. Essential Question: How are atoms or molecules counted? Students will:</p> <ul style="list-style-type: none"> ▪ relate Avogadro's number to a mole quantity of any substance. <p>d. Essential Question: How is the molar mass of atoms and molecules determined? Students will:</p> <ul style="list-style-type: none"> ▪ calculate the molar mass of a substance based on its chemical formula.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
	<p>e. Essential Question: How are mole quantities related to chemical reactions? Students will:</p> <ul style="list-style-type: none">▪ apply the concept of the mole to calculate the mass of reactants needed in a chemical equation.▪ apply the concept of the mole to calculate the mass of reactants needed in a chemical equation.▪ analyze the theoretical yield and the actual yield of a product based on molar masses of reactant and product. <p>f. Essential Question: How is energy involved in chemical reactions? Students will:</p> <ul style="list-style-type: none">▪ explore the different forms of energy involved in chemical reactions.▪ investigate exothermic and endothermic reactions.▪ construct thermo-chemical equations that show enthalpy change.▪ calculate the heat energy released during a chemical process.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>1.4 Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.</p> <p>Core Theme: Reaction Rates</p> <p>Guiding Question: How can chemical reactions be affected?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Electric charge determines the structure of the atom and its interaction with other atoms or molecules ▪ The rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time. ▪ Reaction rates depend on factors such as concentration, temperature and pressure. ▪ Equilibrium is established when forward and reverse reaction rates are equal. ▪ Catalysts play a role in increasing the reaction rate by changing the activation energy in a chemical reaction. 	<p>a. Essential Question: How is the rate of a reaction determined? Students will:</p> <ul style="list-style-type: none"> ▪ explain what is meant by the rate of a chemical reaction. <p>b. Essential Question: What factors affect the rate of a reaction? Students will:</p> <ul style="list-style-type: none"> ▪ explain how the rate of a chemical reaction is influenced by concentration, temperature, and pressure. ▪ investigate how different factors affect the rate of a reaction. <p>c. Essential Question: What is chemical equilibrium? Students will:</p> <ul style="list-style-type: none"> ▪ illustrate equilibrium using chemical equations. <p>d. Essential Question: How do catalysts increase the reaction rate in a chemical reaction? Students will:</p> <ul style="list-style-type: none"> ▪ observe and explain how catalysts can increase the reaction rate of a chemical reaction. <p>e. Essential Question: How does carbon's atomic structure provide a variety of compounds? Students will:</p> <ul style="list-style-type: none"> ▪ recognize carbon's bonding diversity, and become familiar with various carbon compounds. ▪ distinguish between straight-chained and branch-chained hydrocarbons and how their shape affects chemical and physical properties. ▪ identify various functional groups and the many diverse products in which they are found. ▪ calculate the mass of an organic substance in a product, and compare actual versus theoretical yield.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>11.5 The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes and chemical properties, and provide the biochemical basis of life.</p> <p>Core Theme: Organic Chemistry and Biochemistry</p> <p>Guiding Question: How does carbon's atomic structure provide a variety of compounds?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Carbon has a unique ability to form a variety of compounds. ▪ Large molecules (polymers), such as proteins, nucleic acids and starch, are formed by repetitive combinations of organic monomers. ▪ The bonding characteristics of carbon result in the formation of a large variety of structures, ranging from simple hydrocarbons to complex biological molecules and synthetic polymers. ▪ Amino acids are the building blocks of proteins. 	<p>a. Essential Question: What organic polymers provide us with natural and synthetic products?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ explore a variety of hydrocarbons and their range of use in today's society. ▪ discover how monomers of hydrocarbons combine to form polymers. ▪ investigate and appreciate the significance of hydrocarbons as a fuel supply (fossil fuels) and further apply this to combustion reactions and heats of combustion. ▪ recognize fossil fuels as a non-renewable resource, and research various forms of alternative renewable energy sources. ▪ discover the properties of various synthetic polymers and recognize how chemical make-up determines physical and chemical properties. <p>b. Essential Question: What organic polymers are the basis of biological chemistry?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ recognize the different organic polymers that make up the biological molecules: proteins, carbohydrates, and lipids. ▪ explore the role that organic compounds play in the structure and function of the human body. ▪ explore the role the biological organic compounds play in diet and nutrition.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Survey in Forensics Grades 11 and 12

Content Standards	Expected Performances
<p>F.1 Teamwork and deductive reasoning play an important role in forensic science.</p> <p>Core Theme: Understanding forensic science.</p> <p>Guiding Question: Why are teamwork and deductive reasoning important elements to understanding forensic science?</p> <p>Enduring Understanding: The importance of teamwork and deductive reasoning are important in the application of forensic science.</p>	<p>a. Essential Question: What is forensic science and why are teamwork and deductive reasoning significant to this particular area of study?</p> <p>Students will:</p> <ul style="list-style-type: none">▪ explain the importance of forensic science.▪ understand the importance of deductive reasoning in forensic science.▪ demonstrate the importance of teamwork in forensic science.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.2 Evidence obtained by forensic science is valuable in a court of law.</p> <p>Core Theme: Probative value of evidence.</p> <p>Guiding Question: What type of evidence is valuable in a court of law?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ Certain types of evidence are more valuable in court than other types of evidence. 	<p>a. Essential Question: What is probative value and why is it the single most important aspect of forensic science? Students will:</p> <ul style="list-style-type: none"> ▪ understand the meaning and importance of probative value in forensic science. <p>b. Essential Question: How does physical evidence compare to eyewitness testimony in a court of law? Students will:</p> <ul style="list-style-type: none"> ▪ compare and contrast physical evidence to eyewitness testimony and understand the importance of each in a court of law.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.3 The techniques used to process a crime scene and legal requirements can affect the probative value of evidence.</p> <p>Core Theme: Crime scene processing.</p> <p>Guiding Question: How and why do we process a crime scene, what are the requirements of law in this process, and how can this affect the probative value of evidence obtained at the scene?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ The crime scene must be processed under the requirements of law in order to ensure that the evidence is useful in a court of law. 	<p>a. Essential Question: What does the law require when processing a crime scene? Students will:</p> <ul style="list-style-type: none"> ▪ understand the requirements of law when processing a crime scene. ▪ recognize constitutional issues and rules of evidence. <p>b. Essential Question: How and why is a crime scene processed? Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate how to process a crime scene properly. ▪ explain why the processing of a crime scene is important to forensic science. <p>c. Essential Question: How do the techniques of processing a crime scene affect the probative value of the evidence obtained there? Students will:</p> <ul style="list-style-type: none"> ▪ analyze how the proper techniques of processing of a crime scene can affect the probative value of evidence obtained there.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.4 Anthropology plays an important role in forensic science and the in the courtroom.</p> <p>Core Theme: Forensic anthropology</p> <p>Guiding Question: How is anthropology used in forensic science and what is its probative value?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ Forensic anthropology can be used in a variety of ways to solve crimes and scientific mysteries in and out of court. 	<p>a. Essential Question: What is forensic anthropology and what human attributes can be determined by examining skeletal remains?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ describe forensic anthropology. ▪ research ways that skeletal remains can be classified and identified. <p>b. Essential Question: What are the many uses of forensic anthropology and what is its probative value?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate and investigate some uses of forensic anthropology. ▪ illustrate the probative value of forensic anthropology.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.5 Fingerprints and footprints can have probative value in forensic science.</p> <p>Core Theme: The role of fingerprints and footprints in forensic science.</p> <p>Guiding Question: What is the value are fingerprints and footprints in forensic science?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ Fingerprints and footprints are important to forensic science and have probative value. 	<p>a. Essential Question: How is fingerprint evidence collected and analyzed? Students will:</p> <ul style="list-style-type: none"> ▪ collect fingerprint evidence. ▪ analyze fingerprint evidence. <p>b. Essential Question: What is the probative value of fingerprint evidence? Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate and investigate the probative value of fingerprint evidence. <p>c. Essential Question: How is footprint evidence collected and analyzed? Students will:</p> <ul style="list-style-type: none"> ▪ collect footprint evidence. ▪ analyze footprint evidence. <p>d. Essential Question: What is the probative value of footprint evidence? Students will:</p> <ul style="list-style-type: none"> ▪ demonstrate and investigate the probative value of footprint evidence.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.6 There are many types of trace evidence, and its probative value depends on how the evidence is handled and processed at a crime scene.</p> <p>Core Theme: Trace evidence</p> <p>Guiding Question: How are the different types of trace evidence used in a forensic investigation, and how does the way evidence is processed affect its probative value?</p> <p>Enduring Understanding: The different types of trace evidence used in a forensic investigation and the way evidence is processed affect its probative value.</p>	<p>a. Essential Question: What are the different types of trace evidence found at a crime scene? Students will:</p> <ul style="list-style-type: none">▪ research different types of trace evidence at a crime scene. <p>b. Essential Question: How does the processing of trace evidence at a crime scene affect its probative value? Students will:</p> <ul style="list-style-type: none">▪ demonstrate and investigate the probative value of trace evidence and explain how the processing of this evidence can affect its value.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.7 Blood spatter evidence has probative value in forensic science.</p> <p>Core Theme: Blood spatter evidence</p> <p>Guiding Question: What is the probative value of blood spatter evidence?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none">▪ Blood spatter evidence is very important in a court of law.	<p>a. Essential Question: What is the probative value of blood spatter evidence?</p> <p>Students will:</p> <ul style="list-style-type: none">▪ demonstrate and investigate the probative value of blood spatter evidence.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.8 Toxicology evidence has probative value in forensic science.</p> <p>Core Theme: Toxicology</p> <p>Guiding Question: What is the importance and probative value of toxicology in forensic science?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ Toxicology is very important in a court of law. 	<p>a. Essential Question: What is toxicology and what are some of its uses?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ investigate and demonstrate the uses of toxicology in forensic science. <p>b. Essential Question: What is the probative value of toxicology?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ describe the probative value of toxicology in forensic science.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

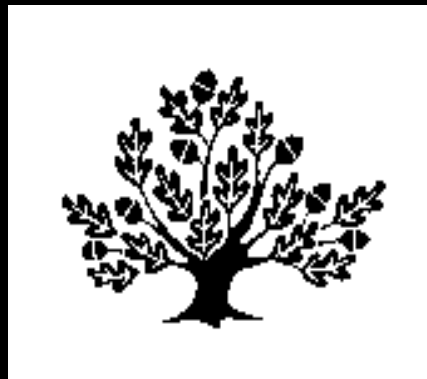
Content Standards	Expected Performances
<p>F.9 Entomology evidence has probative value in forensic science.</p> <p>Core Theme: Forensic entomology</p> <p>Guiding Question: How is forensic entomology used and what is its probative value?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ Forensic entomology is useful and has probative value. 	<p>a. Essential Question: What is forensic entomology and what are some of its uses? Students will:</p> <ul style="list-style-type: none"> ▪ recognize and research the uses of forensic entomology. ▪ investigate and analyze evidence using forensic entomology. <p>b. Essential Question: What is the probative value of forensic entomology? Students will:</p> <ul style="list-style-type: none"> ▪ describe the probative value of forensic entomology.

**Somers Public Schools
Somers, Connecticut 06071
Science Curriculum**

Content Standards	Expected Performances
<p>F.10 Patterns of criminal behavior can be analyzed using psychological profiling.</p> <p>Core Theme: The criminal mind</p> <p>Guiding Question: What causes people to commit crimes and how does a criminal profiler use this information?</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none">▪ A criminal profiler must understand the criminal mind in order to assist in a criminal investigation.	<p>a. Essential Question: How does criminal profiling work, and why is it important to a criminal investigation?</p> <p>Students will:</p> <ul style="list-style-type: none">▪ research and describe how a criminal profiler uses psychological information to assist in solving a criminal investigation.

DRAFT

World Language Curriculum Guide



**Somers Public Schools
Somers, CT 06071**

**Adopted by the Somers Board of Education:
©Somers Public Schools –**

ACKNOWLEDGEMENTS

The following staff members have contributed to this document:

Somers Elementary School

Linda Preston

Mabelle B. Avery Middle School

Julie Kunzelman

Holly Sawtelle

Somers High School

Terry McCarthy, World Language Curriculum Specialist Teacher, Grades 9-12

Ines Dunn

Cheryl Gustafson

Carlos Mezger

Dr. Judith Houle, Director of Curriculum

DRAFT

Table of Contents

World Language Vision Statement..... 4

World Language Content Standards and Overarching Questions 5

Instructional Practice 6

Information and Technology Literacy Integration..... 7-9

Assessment..... 10

References..... 11



DR
EF

World Language Vision Statement

The vision for World Languages for the Somers Public Schools is to help all students reach their highest potential in the ability to engage in meaningful, authentic communication in another language, while also gaining an understanding and appreciation of the people and cultures with which that language is closely associated.

Proficiency Standards (American Council of Teachers of Foreign Language)

Students will attain communicative proficiency in language consistent with their level of study. Proficiency is the student's relative ability to function properly in the target language in specific communicative circumstances.

Proficiency is a measure of one's ability to use language and is assessed by considering:

- content/context
- function
- accuracy.

The proficiency rating generally falls into one of the broad levels of Novice, Intermediate, Advanced, or Superior. Lower levels are further divided into the categories of Low, Mid, and High. Advanced is further divided into Advanced and Advanced High.

The proficiency that students attain depends on such factors as time, level of control, and classroom activities. A description of the four major levels (from the 1986 ACTFL Proficiency Guidelines) is below.

Novice	Speakers can communicate only in common, highly predictable daily situations using memorized and formulaic speech. They may be difficult to understand, even by those accustomed to interacting with non-native speakers.
Intermediate	Speakers can ask and answer questions and can maintain simple conversations on familiar topics using sentences and strings of sentences. They can usually be understood by those accustomed to non-native speakers, although some repetition may be needed.
Advanced	Speakers can converse fluently and discuss topics of personal interest. They can describe and narrate events in the past, present, and future using paragraph-like discourse. They can be understood without difficulty, even by those unaccustomed to nonnative speakers.
Superior	Speakers can participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. They can explain in detail, hypothesize, and support their opinions. At this level, errors never interfere with communication.

CONTACT HOURS

Based on the ACTFL Oral Proficiency Guidelines, one year of language study is considered 120 hours of actual time on task in the classroom. Students in the Somers Elementary School program receive a total of between 90 and 100 contact hours over a five-year period. At the elementary level, students are expected to achieve the Novice level. An occasional very superior student may, of course, reach the next higher level.

World Language Content Standards and Overarching Questions

Content Standard 1: Communication (Interpersonal Mode)

How do I use another language to communicate with others?

Content Standard 2: Communication (Interpretive Mode)

How do I understand what others are trying to communicate in another language?

Content Standard 3: Communication (Presentational Mode)

How do I present information, concepts, and ideas in another language in a way that is understood?

Content Standard 4: Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

Content Standard 5: Connections (Interdisciplinary Mode)

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?

Content Standard 6: Connections (Intradisciplinary Mode)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?

Content Standard 7: Comparisons Among Languages

How do I demonstrate an understanding of the similarities, differences, and interactions across languages?

Content Standard 8: Comparisons Among Cultures

How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?

Content Standard 9: Communities

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

(Connecticut State Department of Education, 2005)

Instructional Practice

It is the goal of Somers Public Schools to provide all students exposure to a rich and challenging World Language curriculum. To achieve this vision, the curriculum in World Languages must create a classroom environment that promotes a positive attitude towards the acquisition of a second language.

Students will learn in an atmosphere that engages them and addresses their various learning styles to encourage consistent participation. Classroom teachers will seek, via sound methodology, to provide an environment in which emergent speakers will feel comfortable taking risks and experimenting with language, thereby facilitating students' fluency and creativity (Quinn, Muzyka, Yonney & Moore, n.d.).

While grammatical rules and structural accuracy of the language will certainly be taught explicitly at times, especially in the upper levels, it will not be at the expense of developing fluency. World Language students will be asked to use the language in simulated authentic situations, in which they will be able to understand the true value of communicating in a language other than their own (Quinn, Muzyka, Yonney & Moore, n.d.).

Course Sequence at Somers High School

World Language is not a graduation requirement. Although Level 1A and Level 1 credits taken in grade 8 count as one year of a world language for transcript, sequence and college entrance purposes, level 1 credits earned in Grade 8 do not fill any of the required number of credits for graduation from Somers High School. The world language courses taken in grade 8 do count as a one year credit to satisfy college entrance requirements. The following flow chart indicates the course sequences in both languages offered at Somers High School:

French 1 A	->	French 1B	->	French 2	->	French 3	->	French 4
French 1	->	French 2	->	French 3	->	French 4	->	French 5
Spanish 1A	->	Spanish 1B	->	Spanish 2	->	Spanish 3	->	Spanish 4
Spanish 1	->	Spanish 2	->	Spanish 3	->	Spanish 4	->	Spanish 5

Successful completion of levels 1A, 1, and 2 with a C- or better makes a student eligible to continue the sequence at the next level. Levels 4 and 5 are considered honors level courses. A grade of B- or better is required to continue to levels 4 and 5. All World Language courses are full year courses. No partial credit is available for a single semester.

Information Literacy and Technology Integration

The Connecticut State Department of Education (CSDE) delineated standards for Information Literacy and Technology in its 2006 framework. Because these standards are intended to be integrated into instruction, the CSDE expects that they will be integrated into content area curricula. All students in the Somers Public Schools will receive instruction in the standards delineated by the framework as appropriate in each content area. Below are the content standards and corresponding student performance standards that will be addressed in World Language, K-12.

Content Standard 1: Definition and Identification of Information Needs

Students will define their information needs and identify effective courses of action to conduct research and solve problems.

- **By grade 4, students will:**
 - Identify existing knowledge and, with assistance, list areas where more information is needed.
 - Understand an essential question related to a topic of interest or assignment, with assistance.
 - Identify, locate and use appropriate print, non-print and/or digital resources available through the school library media center, with assistance.

- **By grade 8, students will:**
 - Identify, locate and use an array of print and non-print resources available through the library media center independently, and with assistance, access resources outside the school.

- **By grade 12, students will:**
 - Independently identify and assess existing knowledge related to a given task and articulate information needs to information providers or peers.
 - Develop essential questions related to a topic and formulate a research hypothesis related to the topic.
 - Search print, non-print and digital resources within and outside the school, independently.

Content Standard 2: Information Strategies

Students will understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print resources to solve problems and conduct research.

- **By grade 4, students will:**
 - Identify print and non-print characteristics, organizing features (e.g., table of contents, index), and purposes.
 - With assistance, identify and begin using age-appropriate search engines and directories.
- **By grade 8, students will:**
 - Plan and design methods to collect reliable data for particular purposes and audiences, using advanced reference materials, indexes, dictionaries and abstracts.
 - Identify key words for searching information sources, with minimal assistance.
- **By grade 12, students will:**
 - Access specific information from print and non-print resources by using internal organizers (e.g., indexes, cross-references).
 - Plan and design methods to collect reliable data for particular purposes and audiences, using advanced reference materials, indexes, dictionaries and abstracts.
 - Demonstrate the ability to solve problems by collecting, analyzing and interpreting data through the use of data management software or online sources (database, spreadsheets, etc.).

Content Standard 3: Information Processing

Students will apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.

- **By grade 4, students will:**
 - Identify appropriate sources of information for a specific purpose.
- **By grade 8, students will:**
 - Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print and non-print resources.
- **By grade 12, students will:**
 - Demonstrate ability to identify and compare sources of information and apply multiple evaluative criteria, including purpose, point of view, biases and stereotypes, accuracy, continuity and currency.

Content Standard 5: Technology Use

Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.

- **By grade 4, students will:**
 - **Use content-specific technology tools and software.**
- **By grade 8, students will:**
 - **Use content-specific technology tools and software.**
- **By grade 12, students will:**
 - **Use content-specific [technology] tools and software.**

Content Standard 7: Assessment

Students will assess the effectiveness of their information and technology choices for problem-solving and communication.

- **By grade 4, students will:**
 - **Assess whether their products meet established standards for process, product and presentation with assistance.**
- **By grade 8, students will:**
 - **Assess whether their products meet established standards for process, product and presentation.**
- **By grade 12, students will:**
 - **Assess, independently, whether their products meet established standards for process, product and presentation.**

Assessment

Students will be engaged in a variety of assessments that measure student progress in the areas of reading, writing, listening and speaking.

- **Performance-based, use in context:** role play, oral response, listening comprehension, reading comprehension, oral presentations
- **Common Formative Assessments:** exit questions, listening activities, white board response, homework, group/pair/individual activities, online assessments
- **Summative Assessments:** Midterm and final examinations are common among levels.

We will know we have achieved the curriculum goals in World Language when all students in the program are communicating in various forms to the best of their individual ability, as well as demonstrating a clear understanding of the countries, peoples, and cultures related to the language of study.

DRAFT

References

- Connecticut State Department of Education (2005). *2005 Connecticut world language curriculum framework*. Hartford, CT: Author.
- Connecticut State Department of Education (2006). *Information and technology literacy Framework*. Hartford, CT: Author.
- Quinn, S., Muzyka, J., Yonney, J., & Moore, B. (n.d.). *Alexandria township's world language curriculum philosophy statement*. Retrieved from the World Wide Web, April 15, 2009, <http://www.alexandriaschools.org/files/WL%20vision%20statement%20finished%20copy.pdf>

DRAFT

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory – Grades 1-5

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information, including names, ages, town/country of residence, birthplaces, and telephone numbers. ▪ describe various objects and people found at home and school. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ exchange basic information about events; such as classes, meetings, and meals. ▪ describe their favorite activities at home and school. ▪ express their likes and dislikes regarding various people, objects, categories, and events present in their everyday environments. ▪ indicate that they do not understand a message or that they cannot express their intended message adequately. ▪ recognize that there are often multiple ways to express an idea in the target language. ▪ use appropriate gestures, when necessary, to make their messages comprehensible.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ comprehend the main idea of orally related personal anecdotes, familiar fairy tales, and other narratives based on well-known themes. ▪ comprehend the main ideas and identify the principal characters when reading poems, short folk tales, or illustrated stories. ▪ comprehend brief notes on familiar topics, including daily activities at home or school. ▪ comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles, and advertisements. ▪ recognize and respond appropriately to questions, statements, or commands.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give simple presentations about family members and friends, objects, or common school and home activities in their everyday environments. ▪ recite poetry, songs or short anecdotes that are familiar to their peers in the target culture. ▪ write short, informal notes in which they describe or provide information about themselves, their friends, families, and their school activities. ▪ create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ observe and identify tangible products of the target language; such as toys, dress, types of dwellings, musical instruments, and typical foods. ▪ identify and experience or read about expressive products of the target culture; such as children’s songs, selections from children’s literature, and types of artwork and websites that are enjoyed or produced by their peer group in the target culture. ▪ identify, discuss, and create different types of artwork that are enjoyed or made by their peer group in the target culture. ▪ participate in age-appropriate cultural activities; such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells, and common or familiar classroom interactions of the target culture. ▪ recognize simple themes, ideas, or perspectives of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use simple information learned in other subjects in their study of a world language. ▪ use simple information from their world language class in their study of other subjects. ▪ use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to access information regarding the target culture(s). ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ retell and give opinions on grade-appropriate texts read aloud by the teacher. ▪ copy and organize in a logical sequence a written text provided by the teacher.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.▪ identify and describe some cultural beliefs and perspectives relating to family, school, work, and play across cultures.▪ use new information and cultural awareness to recognize the similarities and differences across cultures.▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish Exploratory - Grades 1-5

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about family, school events, and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment and/or entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i> <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information, including names, addresses, and telephone numbers. ▪ describe various objects and people found at home and school. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ indicate that they do not understand a message or that they cannot express their intended message adequately. ▪ recognize that there are often multiple ways to express an idea in the target language. ▪ use appropriate gestures, when necessary, to make their messages comprehensible.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i>	<i>Essential Question: How do I understand what others are trying to communicate in another language?</i> <i>Students will:</i> <ul style="list-style-type: none">▪ identify objects in their environments, based on oral and written descriptions.▪ comprehend short conversations among peers and familiar adults on well-known topics.▪ recognize and respond appropriately to questions, statements, or commands.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ give simple presentations about family members or friends.▪ write short, informal notes in which they describe or provide information about themselves, their friends, and families.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ participate in age-appropriate cultural activities, such as games, songs, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture. ▪ recognize simple themes, ideas or perspectives of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ use simple information learned in other subjects in their study of a world language.▪ use simple information from their world language class in their study of other subjects.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ give examples of words borrowed from one language and used in another.▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.▪ develop listening and speaking skills on a range of topics to facilitate reading skills.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, difference,s and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.▪ identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.▪ use new information and cultural awareness to recognize the similarities and differences across cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Exploratory French – Grade 6

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment and/or entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1 – Grades 7-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p>Essential Question: How do I use another language to communicate with others?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers, and e-mail addresses. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ exchange basic information about events; such as classes, meetings, and meals. ▪ describe their favorite activities at home and school. ▪ express their likes and dislikes regarding various people, objects, categories, and events present in their everyday environments. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives. ▪ find alternate methods of communication when they cannot express their intended message adequately. ▪ use appropriate gestures, when necessary, to make their messages comprehensible.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1 – Grades 7-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ recognize and respond appropriately to questions, statements, or commands. ▪ comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements, and illustrated newspaper and magazine articles. ▪ sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. ▪ write short, informal notes in which they describe or provide information about themselves, their friends, families, and their school activities. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. ▪ effectively use repetition, rephrasing, and gestures to assist them in communicating their meaning in the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, experience, read about, and discuss expressive forms of the target culture; including but not limited to art, literature and music (i.e., folk art, authentic children’s books, songs and dance), and describe their significance. ▪ participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells, and common or familiar classroom interactions of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use simple information learned in other subjects in their study of a world language. ▪ use simple information from their world language class in their study of other subjects. ▪ use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to access information regarding the target culture(s). ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ copy and organize a written text provided by the teacher in a logical sequence.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s). ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies, and recreational gatherings, that exist across cultures. ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1- Grades 7-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A – Grades 7-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information; including names, addresses, birthplaces, telephone numbers, and e-mail addresses. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ exchange basic information about events; such as classes, meetings, and meals. ▪ describe their favorite activities at home and school. ▪ express their likes and dislikes regarding various people, objects, categories, and events present in their everyday environments.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A – Grades 7-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ recognize and respond appropriately to questions, statements, or commands.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. ▪ write short, informal notes in which they describe or provide information about themselves, their friends, families, and their school activities.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, experience, read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (i.e., folk art, authentic children’s books, songs and dance), and describe their significance. ▪ participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells, and common or familiar classroom interactions of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ use simple information learned in other subjects in their study of a world language.▪ use simple information from their world language class in their study of other subjects.▪ use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to access information regarding the target culture(s). ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ copy and organize a written text provided by the teacher in a logical sequence.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s). ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies, and recreational gatherings, that exist across cultures. ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1A- Grades 7-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about family, school events and celebrations with native speakers via letters and technologies; such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i> <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information; including names, addresses, birthplaces, telephone numbers, and e-mail addresses. ▪ describe various objects and people found at home and school. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ exchange basic information about events, such as classes, meetings and meals. ▪ express their likes and dislikes regarding various people, objects, categories, and events present in their everyday environments. ▪ indicate that they do not understand a message or that they cannot express their intended message adequately. ▪ use appropriate gestures, when necessary, to make their messages comprehensible.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ comprehend brief notes on familiar topics, including daily activities at home or school. ▪ comprehend the principal message in highly illustrated texts in which cognates are used; including stories, newspaper articles, and advertisements. ▪ recognize and respond appropriately to questions, statements, or commands.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.▪ recite poetry, songs, proverbs, or short anecdotes that are familiar to their peers in the target culture.▪ write short, informal notes in which they describe or provide information about themselves, their friends, families, and their school activities.▪ create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ observe and identify tangible products of the target language; such as toys, dress, types of dwellings, musical instruments, and typical foods. ▪ participate in age-appropriate cultural activities; such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells, and common or familiar classroom interactions of the target culture. ▪ recognize simple themes, ideas, or perspectives of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use simple information learned in other subjects in their study of a world language. ▪ use simple information from their world language class in their study of other subjects. ▪ use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to access information regarding the target culture(s). ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher. ▪ copy and organize a written text provided by the teacher in a logical sequence.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, compare, and contrast different forms of communication across cultures; including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ identify and describe some cultural beliefs and perspectives relating to family, school, work, and play across cultures. ▪ use new information and cultural awareness to recognize the similarities and differences across cultures. ▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s), and to identify with and respect peers in the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 1B – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about family, school events and celebrations with native speakers via letters and technologies; such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment and/or entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers, and e-mail addresses. ▪ exchange basic information about events; such as classes, meetings, and meals. ▪ describe their favorite activities at home and school. ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ acquire goods and/or services through basic negotiations and exchange of monies. ▪ exchange thoughts about people, activities and events in their personal lives or communities. ▪ indicate that they do not understand a message or that they cannot express their intended message adequately. ▪ find alternate methods of communication when they cannot express their intended message adequately.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. ▪ comprehend the main ideas and identify the principal characters when reading poems, short folk tales, or illustrated stories. ▪ identify the principal characters and comprehend the main ideas, themes, and significant details when reading authentic literary texts that have been adapted for student use. ▪ comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, i.e., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i> <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. ▪ present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. ▪ summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales, and anecdotes in the target language. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. ▪ identify, experience, read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (i.e., folk art, authentic children’s books, songs and dance), and describe their significance. ▪ observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use simple information learned in other subjects in their study of a world language. ▪ use simple information from their world language class in their study of other subjects. ▪ acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base. ▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ copy and organize a written text provided by the teacher in a logical sequence. ▪ access a wide variety of printed material that includes multicultural themes and character, fiction, and nonfiction readings. ▪ use oral and written language to relate their own experiences and construct their own stories.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, compare, and contrast different forms of communication across cultures; including signs, symbols, advertisements, packages, displays, murals, songs, and rhymes. ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies, and recreational gatherings, that exist across cultures. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences. ▪ use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 2 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about family, school events and celebrations with native speakers via letters and technologies; such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment and/or entertainment. ▪ discuss their families, school experiences, free-time activities, and current events in the target language in written or oral form.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ acquire goods and/or services through basic negotiations and exchange of monies. ▪ work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language. ▪ exchange thoughts about people, activities, and events in their personal lives or communities. ▪ find alternate methods of communication when they cannot express their intended message adequately.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. ▪ understand the main ideas, themes, and some details from authentic television, radio, Internet-based, digital (e.g., PowerPoint), or live presentations on topics that are of interest to themselves as well as their peers in the target culture. ▪ work individually to collect data on familiar topics from various print, digital, and electronic resources. ▪ identify the principal characters and comprehend the main ideas, themes, and significant details when reading authentic literary texts that have been adapted for student use. ▪ comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, i.e., personal letters, e-mail, websites, pamphlets, advertisements, and illustrated newspaper and magazine articles. ▪ begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues. ▪ sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives. ▪ present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. ▪ summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales, and anecdotes in the target language. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. ▪ prepare a diary of their daily activities and those of their families and friends in the target language. ▪ effectively use repetition, rephrasing, and gestures to assist them in communicating their meaning in the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. ▪ identify, experience, read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (i.e., folk art, authentic children’s books, songs and dance), and describe their significance. ▪ participate in age-appropriate cultural activities, including, but not limited to adolescent games (i.e., card, board, computer and outdoor games), sports-related activities, music, television and the Internet. ▪ use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction. ▪ observe, identify and discuss patterns of behavior or interaction typical of their peer group in the target culture. ▪ identify, discuss, analyze and evaluate themes, ideas and perspectives related to the practices/products being studied.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information. ▪ acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. ▪ use new information and critical thinking gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base. ▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings. ▪ use oral and written language to relate their own experiences and construct their own stories. ▪ expand comprehension strategies to predict outcomes and make comparisons. ▪ produce coherent and accurate written work for a variety of purposes (i.e., lists, messages, short notes, journal entries).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. ▪ solicit their peers’ opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences. ▪ use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 3 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss their families, school experiences, free-time activities, and current events in the target language in written or oral form. ▪ demonstrate their target language skills while involved in community activities, including community service activities. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment. ▪ consult various sources in the target language to obtain information on topics of personal interest. ▪ demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families, and others within their community. ▪ exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. ▪ participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing, and communicating preferences. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ acquire goods and/or services through basic negotiations and exchange of monies. ▪ work in groups to plan events and activities to be carried out in the target language, evaluate their efforts, and identify ways to improve their communication in the target language. ▪ share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories, and novels. ▪ discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints. ▪ find alternate methods of communication when they cannot express their intended message adequately.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ understand the main ideas and relevant details of extended discussions, lectures, and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. ▪ understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language. ▪ comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes. ▪ recognize the characters and the significance of their roles when reading authentic literary texts, and comprehend the main plot and relevant subplot(s). ▪ comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines, and websites on topics of current or historical importance in the target culture. ▪ work individually to collect data on familiar topics from various print, digital, and electronic resources. ▪ sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. ▪ perform scenes from plays and/or recite poems or excerpts from short stories in the target language. ▪ prepare oral and/or written analyses in the target language of the plot, character, descriptions, development, and themes found in authentic literary works, including poems, plays, short stories, and short works of fiction or nonfiction. ▪ describe, explain, express opinions about, and analyze stories, plays, poems, or other literature, as well as radio programs, music, films, art, and websites. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. ▪ participate in age-appropriate cultural activities, including, but not limited, to adolescent games (i.e., card, board, computer and outdoor games), sports-related activities, music, television, and the Internet. ▪ identify and analyze products and practices of the target culture (i.e., social, economic, legal and political), and explore the relationships between these products and practices, and the perspectives of the culture. ▪ identify, experience, read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community. ▪ interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. ▪ identify, discuss, and analyze various patterns of behaviors or interactions that are typical of the target culture. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use new information and critical thinking gained through world language study to expand their personal knowledge. ▪ use information acquired from other school subjects to complete activities in the world language classroom. ▪ acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. ▪ analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. ▪ use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ analyze various elements of the target language such as time or tense, and compare and contrast them with comparable linguistic elements in English. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ access a wide variety of printed material that includes multicultural themes and character, fiction, and nonfiction readings. ▪ use oral and written language to relate their own experiences and construct their own stories. ▪ expand comprehension strategies to predict outcomes and make comparisons. ▪ produce a range of written work that is coherent, accurate, and representative of a variety of literary styles.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p>Essential Question: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes. ▪ compare and contrast the treatment of current issues across cultures by drawing on authentic texts. ▪ analyze how other cultures view the role of the United States in the world arena. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 4 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. ▪ establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs. ▪ use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects, or school/individual exchanges with homestay. ▪ use various media from the target language and culture for personal enjoyment. Read literature, listen to music, and view films and websites in the target language for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families, and others within their community. ▪ exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. ▪ participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. ▪ work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures. • exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. • share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories, and novels. • discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints. • employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ understand the main ideas and relevant details of extended discussions, lectures, and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. ▪ understand the main idea or plot and relevant details or subplots of radio or television programs, films, or other forms of media designed primarily by native speakers of the target language. ▪ comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies, and anecdotes. ▪ recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s). ▪ comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines, and websites on topics of current or historical importance in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. ▪ perform scenes from plays and/or recite poems or excerpts from short stories in the target language. ▪ prepare oral and/or written analyses in the target language of the plot, character, descriptions, development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction. ▪ describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art, and websites. ▪ write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest. ▪ use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify and analyze products and practices of the target culture, i.e., social, economic, legal, and political, and explore the relationships between these products and practices and the perspectives of the culture. ▪ identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites, and the fine arts in order to explore their effects on the larger community. ▪ interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. ▪ identify, discuss, and analyze various patterns of behaviors or interactions that are typical of the target culture. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the target culture. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use information acquired from other school subjects to complete activities in the world language classroom. ▪ acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. ▪ analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes. ▪ use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. ▪ access and analyze materials, looking for sources of information for potential use in original work regarding the target language or culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ analyze various elements of the target language, such as time or tense, and compare and contrast them with comparable linguistic elements in English. ▪ evaluate the style of a communicative interaction in the target language. ▪ cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. ▪ read and comprehend longer, more complex texts in abridged and unabridged formats. ▪ use a writing process in producing work that includes self-assessment and discussion with other students. ▪ produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs, and rhymes. ▪ compare and contrast the treatment of current issues across cultures by drawing on authentic texts. ▪ analyze how other cultures view the role of the United States in the world arena. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. ▪ evaluate the effectiveness of a communicative interaction based on cultural elements.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

French 5 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. ▪ establish and/or maintain interpersonal relations with speakers of the target language via letters, e-mail, and/or exchange programs. ▪ use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects, or school/individual exchanges with homestay. ▪ use various media from the target language and culture for personal enjoyment. Read literature, listen to music, and view films and websites in the target language for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1 – Grades 7-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i> <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ greet others and exchange essential information; including names, addresses, birthplaces, telephone numbers, and e-mail addresses. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ exchange basic information about events; such as classes, meetings, and meals. ▪ describe their favorite activities at home and school. ▪ express their likes and dislikes regarding various people, objects, categories, and events present in their everyday environments. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives. ▪ find alternate methods of communication when they cannot express their intended message adequately. ▪ use appropriate gestures, when necessary, to make their messages comprehensible.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1 – Grades 7-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ recognize and respond appropriately to questions, statements, or commands. ▪ comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, i.e., personal letters, e-mail, websites, pamphlets, advertisements, and illustrated newspaper and magazine articles. ▪ sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. ▪ write short, informal notes in which they describe or provide information about themselves, their friends, families, and their school activities. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. ▪ effectively use repetition, rephrasing, and gestures to assist them in communicating their meaning in the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, experience, read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music, i.e., folk art, authentic children’s books, songs and dance, and describe their significance. ▪ participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells, and common or familiar classroom interactions of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use simple information learned in other subjects in their study of a world language. ▪ use simple information from their world language class in their study of other subjects. ▪ use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ use multiple media resources to access information regarding the target culture(s). ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ copy and organize a written text provided by the teacher in a logical sequence.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s), and to identify with and respect peers in the target culture(s). ▪ compare and contrast art forms, such as music and songs across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies, and recreational gatherings, that exist across cultures. ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1- Grades 7-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about family, school events, and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ acquire goods and/or services through basic negotiations and exchange of monies. ▪ work in groups to plan events and activities to be carried out in the target language, evaluate their efforts, and identify ways to improve their communication in the target language. ▪ exchange thoughts about people, activities, and events in their personal lives or communities. ▪ find alternate methods of communication when they cannot express their intended message adequately.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ comprehend the main idea of orally related personal anecdotes, familiar fairy tales, and other narratives based on well-known themes. ▪ comprehend brief notes on familiar topics, including daily activities at home or school. ▪ comprehend the principal message in highly illustrated texts in which cognates are used; including stories, newspaper articles, and advertisements. ▪ recognize and respond appropriately to questions, statements, or commands. ▪ work individually to collect data on familiar topics from various print, digital and electronic resources. ▪ identify the principal characters and comprehend the main ideas, themes, and significant details when reading authentic literary texts that have been adapted for student use. ▪ comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, i.e., personal letters, e-mail, websites, pamphlets, advertisements, and illustrated newspaper and magazine articles. ▪ begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. ▪ recite poetry, songs, proverbs, or short anecdotes that are familiar to their peers in the target culture. ▪ write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities. ▪ create lists of items necessary to plan activities that might take place in their daily lives or in the target culture. ▪ make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. ▪ present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. ▪ effectively use repetition, rephrasing, and gestures to assist them in communicating their meaning in the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ observe and identify tangible products of the target language; such as toys, dress, types of dwellings, musical instruments, and typical foods. ▪ identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. ▪ identify, discuss, and create different types of artwork that are enjoyed or made by their peer group in the target culture. ▪ participate in age-appropriate cultural activities; such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ use appropriate gestures and oral expressions for greetings, farewells, and common or familiar classroom interactions of the target culture. ▪ recognize simple themes, ideas, or perspectives of the target culture. ▪ identify, experience, read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music, i.e., folk art, authentic children’s books, songs and dance, and describe their significance. ▪ participate in age-appropriate cultural activities, including, but not limited to adolescent games, i.e., card, board, computer and outdoor games, sports-related activities, music, television and the Internet. ▪ use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction. ▪ observe, identify, and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information. ▪ acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. ▪ use new information and critical thinking gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. ▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. ▪ copy and organize a written text provided by the teacher in a logical sequence. ▪ expand comprehension strategies to predict outcomes and make comparisons. ▪ produce coherent and accurate written work for a variety of purposes, i.e., lists, messages, short notes, journal entries. ▪ develop listening and speaking skills on a range of topics to facilitate reading skills. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ analyze various elements of the target language, such as time or tense, and compare and contrast them with comparable linguistic elements in English.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, compare and contrast different forms of communication across cultures; including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ identify and describe some cultural beliefs and perspectives relating to family, school, work, and play across cultures. ▪ use new information and cultural awareness to recognize the similarities and differences across cultures. ▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s). ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1A – Grades 7-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss their families, school experiences, free-time activities, and current events in the target language in written or oral form. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment. ▪ consult various sources in the target language to obtain information on topics of personal interest. ▪ demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. ▪ give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ exchange basic information about events; such as classes, meetings and meals. ▪ describe their favorite activities at home and school. ▪ express their likes and dislikes regarding various people, objects, categories, and events present in their everyday environments. ▪ recognize that there are often multiple ways to express an idea in the target language. ▪ exchange thoughts about people, activities, and events in their personal lives or communities.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written descriptions. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ comprehend the main idea of orally related personal anecdotes, familiar fairy tales, and other narratives based on well-known themes. ▪ comprehend the main ideas and identify the principal characters when reading poems, short folk tales, or illustrated stories. ▪ comprehend brief notes on familiar topics, including daily activities at home or school. ▪ recognize and respond appropriately to questions, statements, or commands.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. ▪ write short, informal notes in which they describe or provide information about themselves, their friends, families, and their school activities. ▪ create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ observe and identify tangible products of the target language; such as toys, dress, types of dwellings, musical instruments, and typical foods. ▪ identify, discuss, and create different types of artwork that are enjoyed or made by their peer group in the target culture. ▪ participate in age-appropriate cultural activities; such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture. ▪ recognize simple themes, ideas, or perspectives of the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use simple information learned in other subjects in their study of a world language. ▪ use simple information from their world language class in their study of other subjects. ▪ use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 6: Connections (Intra-disciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to access information regarding the target culture(s). ▪ recognize the various sources of information available only in the target language and culture(s), i.e., newspapers, websites, television, etc. ▪ demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.▪ demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.▪ develop listening and speaking skills on a range of topics to facilitate reading skills.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs, and rhymes. ▪ demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. ▪ identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures. ▪ use new information and cultural awareness to recognize the similarities and differences across cultures. ▪ use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 1B – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p>Essential Question: <i>How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ identify different types of employment in which target language skills are an asset. ▪ review materials and/or media from the target language and culture for enjoyment and/or entertainment. ▪ discuss their families, school experiences, free-time activities, and current events in the target language in written or oral form.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p>Essential Question: How do I use another language to communicate with others?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ acquire goods and/or services through basic negotiations and exchange of monies. ▪ work in groups to plan events and activities to be carried out in the target language, evaluate their efforts, and identify ways to improve their communication in the target language. ▪ exchange thoughts about people, activities and events in their personal lives or communities. ▪ find alternate methods of communication when they cannot express their intended message adequately. ▪ employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify people and objects in their environments, based on oral and written description. ▪ comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. ▪ comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. ▪ comprehend the main idea of orally related personal anecdotes, familiar fairy tales, and other narratives based on well-known themes. ▪ work individually to collect data on familiar topics from various print, digital, and electronic resources. ▪ identify the principal characters and comprehend the main ideas, themes, and significant details when reading authentic literary texts that have been adapted for student use. ▪ comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies, and anecdotes. ▪ begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues. ▪ sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. ▪ prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives. ▪ present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. ▪ summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales, and anecdotes in the target language. ▪ write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. ▪ prepare a diary of their daily activities and those of their families and friends in the target language. ▪ effectively use repetition, rephrasing, and gestures to assist them in communicating their meaning in the target language. ▪ write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ identify and analyze products and practices of the target culture, i.e., social, economic, legal and political, and explore the relationships between these products and practices and the perspectives of the culture. ▪ identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature, and music, i.e., folk art, authentic children’s books, songs and dance, and describe their significance. ▪ identify, experience, read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites, and the fine arts, in order to explore their effects on the larger community. ▪ interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. ▪ identify, discuss, and analyze various patterns of behaviors or interactions that are typical of the target culture. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use information acquired from other school subjects to complete activities in the world language classroom. ▪ acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. ▪ use new information and critical thinking gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">▪ use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ analyze various elements of the target language, such as time or tense, and compare and contrast them with comparable linguistic elements in English. ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings. ▪ use oral and written language to relate their own experiences and construct their own stories.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences. ▪ use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. ▪ discuss and analyze different forms of communication across cultures; such as signs, symbols, advertisements, displays, songs, and rhymes. ▪ compare and contrast the treatment of current issues across cultures by drawing on authentic texts. ▪ analyze how other cultures view the role of the United States in the world arena. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ evaluate the effectiveness of a communicative interaction based on cultural elements.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 2 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss their families, school experiences, free-time activities, and current events in the target language in written or oral form. ▪ interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work. ▪ demonstrate their target language skills while involved in community activities, including community service activities. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. ▪ give and follow directions in order to travel from one location to another and ask questions for clarification. ▪ acquire goods and/or services through basic negotiations and exchange of monies. ▪ work in groups to plan events and activities to be carried out in the target language, evaluate their efforts, and identify ways to improve their communication in the target language. ▪ exchange thoughts about people, activities, and events in their personal lives or communities. ▪ find alternate methods of communication when they cannot express their intended message adequately. ▪ employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. ▪ understand the main ideas, themes, and some details from authentic television, radio, Internet-based, digital (e.g., PowerPoint), or live presentations on topics that are of interest to themselves as well as their peers in the target culture. ▪ work individually to collect data on familiar topics from various print, digital, and electronic resources. ▪ identify the principal characters and comprehend the main ideas, themes, and significant details when reading authentic literary texts that have been adapted for student use. ▪ comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, i.e., personal letters, e-mail, websites, pamphlets, advertisements, and illustrated newspaper and magazine articles. ▪ begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues. ▪ sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. • prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives. • present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. • summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales, and anecdotes in the target language. • write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. • prepare a diary of their daily activities and those of their families and friends in the target language. • effectively use repetition, rephrasing, and gestures to assist them in communicating their meaning in the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. ▪ identify, experience, read about, and discuss expressive forms of the target culture, including but not limited to art, literature, and music, i.e., folk art, authentic children’s books, songs and dance, and describe their significance. ▪ participate in age-appropriate cultural activities, including, but not limited to adolescent games, i.e., card, board, computer and outdoor games, sports-related activities, music, television, and the Internet. ▪ use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction. ▪ observe, identify, and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the practices and products being studied.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information. • acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. • use new information and critical thinking gained through world language study to expand their personal knowledge.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base. ▪ develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ understand how idiomatic expressions affect communication and reflect culture. ▪ access a wide variety of printed material that includes multicultural themes and character, fiction, and nonfiction readings. ▪ use oral and written language to relate their own experiences and construct their own stories. ▪ expand comprehension strategies to predict outcomes and make comparisons. ▪ produce coherent and accurate written work for a variety of purposes, i.e., lists, messages, short notes, journal entries.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ compare and contrast art forms, such as music and songs, across cultures. ▪ investigate and report on cultural traditions and celebrations; such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. ▪ solicit their peers’ opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences. ▪ use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 3 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss their families, school experiences, free-time activities, and current events in the target language in written or oral form. ▪ interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work. ▪ demonstrate their target language skills while involved in community activities, including community service activities. ▪ review materials and/or media from the target language and culture for enjoyment. ▪ use various media from the target language and culture for entertainment. ▪ consult various sources in the target language to obtain information on topics of personal interest. ▪ demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 10-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families, and others within their community. ▪ exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. ▪ participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. ▪ work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures. ▪ exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. ▪ share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories, and novels. ▪ employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages. ▪ work in groups to plan events and activities to be carried out in the target language, evaluate their efforts, and identify ways to improve their communication in the target language. ▪ exchange thoughts about people, activities, and events in their personal lives or communities.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 10-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<p>Essential Question: How do I understand what others are trying to communicate in another language?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ understand the main ideas and relevant details of extended discussions, lectures, and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. ▪ understand the main idea or plot and relevant details of radio or television programs, films, or other forms of media designed primarily by native speakers of the target language. ▪ comprehend the main ideas and relevant details of recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes. ▪ recognize the characters and the significance of their roles when reading authentic literary texts, and comprehend the main plot and relevant subplot(s). ▪ comprehend the main ideas of full-length feature articles in newspapers, magazines, and websites on topics of current or historical importance in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 10-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. ▪ perform scenes from plays and/or recite poems or excerpts from short stories in the target language. ▪ prepare oral and/or written analyses in the target language of the plot, character, descriptions, development, and themes found in authentic literary works, including poems, short stories of fiction or nonfiction. ▪ describe, explain, express opinions about and analyze stories, poems or other literature, as well as radio programs, music, films, art and websites. ▪ use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 9-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ identify and analyze products and practices of the target culture, i.e., social, economic, legal and political, and explore the relationships between these products and practices and the perspectives of the culture. ▪ identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites, and the fine arts, in order to explore their effects on the larger community. ▪ interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 9-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use information acquired from other school subjects to complete activities in the world language classroom. ▪ acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. ▪ analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes. ▪ use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 9-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. ▪ access and analyze materials, looking for sources of information for potential use in original work regarding the target language or culture(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 9-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ analyze various elements of the target language, such as time or tense, and compare and contrast them with comparable linguistic elements in English. ▪ evaluate the style of a communicative interaction in the target language. ▪ cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. ▪ read and comprehend longer, more complex texts in abridged and unabridged formats. ▪ produce a range of written work that is coherent, accurate, and representative of a variety of literary styles.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 9-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures..</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs, and rhymes. ▪ compare and contrast the treatment of current issues across cultures by drawing on authentic texts. ▪ analyze how other cultures view the role of the United States in the world arena. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures. ▪ use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 4 – Grades 9-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use various media from the target language and culture for personal enjoyment. ▪ read literature, listen to music and view films and websites in the target language for entertainment.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 1: Communication (Interpersonal Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings, and exchange opinions.</i></p>	<p><i>Essential Question: How do I use another language to communicate with others?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families, and others within their community. ▪ exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. ▪ work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures. ▪ exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. ▪ share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories, and novels. ▪ discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints. ▪ employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 2: Communication (Interpretive Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will understand and interpret language on a variety of topics.</i></p>	<p><i>Essential Question: How do I understand what others are trying to communicate in another language?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ understand the main ideas and relevant details of extended discussions, lectures, and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. ▪ understand the main idea or plot and relevant details or subplots of radio or television programs, films, or other forms of media designed primarily by native speakers of the target language. ▪ comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies, and anecdotes. ▪ recognize the characters and the significance of their roles when reading authentic literary texts, and comprehend the main plot and relevant subplot(s). ▪ comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines, and websites on topics of current or historical importance in the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 3: Communication (Presentational Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will present information, concepts, and ideas to listeners or readers on a variety of topics.</i></p>	<p><i>Essential Question: How do I present information, concepts, and ideas in another language in a way that is understood?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. ▪ perform scenes from plays and/or recite poems or excerpts from short stories in the target language. ▪ prepare oral and/or written analyses in the target language of the plot, character, descriptions, development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction. ▪ describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites. ▪ use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 4: Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative, and presentational communication.</i></p>	<p><i>Essential Question: How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ identify, experience, read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites, and the fine arts, in order to explore their effects on the larger community. ▪ identify, discuss, and analyze various patterns of behaviors or interactions that are typical of the target culture. ▪ identify, discuss, analyze, and evaluate themes, ideas, and perspectives that are related to the target culture.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 5: Connections (Interdisciplinary Mode)

Descriptor	Outcomes
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.</i></p>	<p><i>Essential Question: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ use information acquired from other school subjects to complete activities in the world language classroom. ▪ acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. ▪ use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 6: Connections (Intradisciplinary Mode)

Descriptor	Outcomes
<i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i>	<i>Essential Question: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture, and access and use information that would otherwise be unavailable to me?</i> <i>Students will:</i> <ul style="list-style-type: none">▪ use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.▪ access and analyze materials, looking for sources of information for potential use in original work regarding the target language or cultures(s).

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 7: Comparisons Among Languages

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ analyze various elements of the target language, such as time or tense, and compare and contrast them with comparable linguistic elements in English. ▪ evaluate the style of a communicative interaction in the target language. ▪ cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. ▪ read and comprehend longer, more complex texts in abridged and unabridged formats. ▪ use a writing process in producing work that includes self-assessment and discussion with other students. ▪ produce a range of written work that is coherent, accurate, and representative of a variety of literary styles.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 8: Comparisons Among Cultures

Descriptor	Outcomes
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<p><i>Essential Question: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes. ▪ compare and contrast the treatment of current issues across cultures by drawing on authentic texts. ▪ analyze how other cultures view the role of the United States in the world arena. ▪ use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). ▪ use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures. ▪ use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. ▪ evaluate the effectiveness of a communicative interaction based on cultural elements.

**Somers Public Schools
Somers, Connecticut 06071
World Language Curriculum**

Spanish 5 – Grades 11-12

Standard 9: Communities

Descriptor	Outcomes
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</i></p>	<p><i>Essential Question: How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. ▪ establish and/or maintain interpersonal relations with speakers of the target language via letters, e-mail and/or exchange programs. ▪ use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects, or school/individual exchanges with homestay. ▪ use various media from the target language and culture for personal enjoyment. ▪ read literature, listen to music, and view films and websites in the target language for entertainment.

STUDENTS

Elementary and Secondary – Attendance:

Attendance and Excuses – Truancy:

Regular student attendance in school is essential to the educational process. Responsibility for assuring that students attend rests by statute with the student's parent or other person having control of the child. To assist parents and others in meeting this responsibility, the Somers Board of Education, through its superintendent, will adopt and maintain procedures to:

1. Notify parents or others who have control of school age children annually of their obligation to assure that such children attend school or show that they are elsewhere receiving equivalent instruction.
2. ~~Provide for obtaining~~ Obtain a telephone number or other means of contact during the school day from each parent or other person having control of an enrolled child ~~a telephone number or other means of contacting such parent or other person during the school~~ day.
3. Establish a system for monitoring individual unexcused student absences and for making a reasonable effort to notify parents or other person by telephone when an enrolled student fails to report to school on a regularly scheduled school day, if school personnel have not otherwise received indication that the parent or other person is aware of the absence.
4. Identify a student as a "truant" when he or she has four unexcused absences in any one month or ten unexcused absences from school in any school year.
5. Hold a meeting with the parent or other person having control of a child who is a "truant" and appropriate school personnel within ten school days of designation as a "truant" to review and evaluate the reasons for the child being truant.
6. ~~Identify a student grades kindergarten through twelve as an "habitual truant" when he or she has twenty unexcused absences within a school year.~~
7. Require that the superintendent file a written complaint with the Superior Court alleging that the acts or omissions (i.e. failure to attend school) of any child designated as a "~~habitual~~ truant" are such that his or her family is a family with service needs, if the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.

8. Require that the superintendent **annually** file, **as may be required**, with the State Department of Education a. report indicating the number of **habitual**-“truants” enrolled in grades K-8 on a school-by-school basis.

9. Provide coordination of services and refer “truants” to community agencies which provide family services.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-198a Policies and procedures concerning truants (as amended by PA 00-157)

10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)

10-202e-f Policy on dropout prevention and grant program.

10-221(b) Board of education to prescribe rules. *Campbell v New Milford*, 193 Conn 93 (1984).

Cross Reference: DBS CODE: 5113

Adopted: July 1, 1991

Revised:

STUDENTS:Promotion/Acceleration/Retention:

~~Because the public schools of our district are dedicated to the best total and continuous development of each student enrolled,~~ The District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance on the CMT and CAPT statewide assessments and other testing instruments. Any necessary retention should take place as early in a student's educational career as possible. ~~The~~ the certificated staff is expected to place students at the grade level best suited to them academically, socially and emotionally.

~~Students will normally progress annually from grade to grade or level to level.~~ The Board desires to minimize/eliminate the practice of promoting students to the next grade level for social reasons even though they are failing academically. The Board expects students to progress through each grade usually within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Students who have mastered the appropriate skills will be promoted; those who have not will be retained.

~~Exceptions may be made when, in the judgment of the certificated staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents or guardian by the building Principal. If the parent or guardian does not agree with the administrative decision for acceleration or retention, the student will be promoted only after the parent or guardian has signed a waiver taking full responsibility for their decision against the recommendation of the school administration.~~

~~At the high school level class standing is determined by accumulation of credits. To attain Sophomore status a student must have earned five (5) credits. To attain Junior status a student must have earned ten (10) credits. To attain Senior status, a student must have earned fifteen (15) credits.~~

Legal Reference: Connecticut General Statutes

P.A. 99-288 An Act Concerning Education Accountability

10-221(b) Boards of education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173 and PA 06-135)

10-2651 Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption (as amended by PA 99-288, PA 01-173, PA 03-174 and PA 06-135)

Adopted: December 27, 1979

Reviewed: May 4, 1998

March 6, 2000

Revised:

STUDENTS:

Student Vehicles:

The student use of automobiles on school grounds whether to drive or to park is a privilege and governed by Board of Education policy and motor vehicle laws.

The principal may grant ~~special~~ permission for student parking of motor vehicles. He/she will establish guidelines and rules for driving on school property and parking privileges.

Any infraction of these rules may result in that student's loss of parking privileges. The Board of Education may charge students for parking privileges.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Cross Reference: Parking - 3515.2

Adopted: April 14, 1980

Revised:

STUDENTS:

Out of School Misconduct:

Students are subject to discipline, up to and including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such misconduct occurs off of school property and during non-school time.

In compliance with judicial decisions, the Board considers conduct which is “severely disruptive of the educational process” to mean conduct that “markedly interrupts or severely impedes the day-to-day operations of a school” in addition to such conduct also being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat off school grounds, including through electronic means such as e-mail or social networking technology, to kill or hurt a teacher or student.

In addition, in making the determination as to whether conduct is “seriously disruptive of the educational process,” the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 29-38 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol and drugs. The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is “seriously disruptive of the educational process,” may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, or 2) if the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to-day operation of a school, by threatening:

1. The school’s orderly operations;
2. The safety of the school property;
3. The welfare of the persons who study or work there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons (as defined C.G.S. 53A-3, 53-206, and 29-35);
2. Use, possession, sale, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff.

Such activity must have the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a reasonable likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion. **The rationale to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.**

~~A student found to be in possession of~~ **who possessed and used** a firearm, martial arts weapon, ~~or~~ deadly weapon, ~~shall be subject to disciplinary measures set forth in policy DBS 5131.7.~~ **or dangerous instrument in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on a case by case basis.**

Legal Reference: Connecticut General Statutes
 4-176e through 4-185 Uniform Administrative Procedure Act
 10-233a through 10-233f re in-school suspension, suspension, expulsion
 29-35 Carrying of pistol or revolver without permit prohibited
29-38 Weapons in vehicles
 53a-3 Firearms and deadly weapons
 53-206 Carrying and sale of dangerous weapons
 53a-217b Possession of firearms and deadly weapons on school grounds
 PA 94-221 An Act Concerning School Safety
 18 U.S.C. 921 Definitions
 PL 103-382 Elementary and Secondary Education Act. (Sec. 14601-Gun Free Requirements: Gun Free School Act of 1994)
 PA 95-304 An Act Concerning School Safety
 PA 96-244 An Act Concerning Revisions to the Education Statutes
***Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.* (SC 15862**

Adopted: June 12, 2000

Revised:

STUDENTS:

Married/Pregnant Students:

Married students shall have the same educational opportunities in this school system as unmarried students, and the Board of Education's responsibility for the education of all school-age children includes pregnant students whether married or unmarried who shall be allowed to remain in school and provided appropriate support services as a part of the school program.

~~Further, the Board of Education's responsibility for the education of all school-age children includes the pregnant teenager, married or unmarried. These girls shall be allowed to remain in school and services for them shall be made a regular part of the school system. Any variation from their continuing in regular school classes shall be based upon their assessed needs. If the girl is under 18 years of age, her parents must be consulted in developing the educational plan to fit her needs.~~

A pregnant girl may remain in her regular school program as long as her physical and emotional condition permits. Any variation from a pregnant student's continuance in regular classes shall be based upon her specific needs. In addition, per state regulations, pregnant students must be identified as eligible for special education. Homebound and hospitalized instruction shall be provided only when the Planning and Placement Team finds that it is in the best interest of the student.

A student who is under age 16 and a mother may request permission from the Board to attend adult education class in lieu of the regular school program.

(cf. 6200 - Adult Continuing Education)

Legal Reference: Connecticut General Statutes

10-184 Duties of parents.

10-186 Duties of local and regional boards of education re school attendance.

State Board of Education Regulations

10-76a-35 Educationally exceptional children.

10-76d-15 Homebound and hospitalized instruction (subsection b4).

10-76d(e)(2) Duties and powers of boards of education to provide special education programs and services.

Adopted: March 10, 1980

Revised:

INSTRUCTION:

School Day:

The instruction school day for children shall be in conformance with current State Law.

Cross Reference: Personnel School Day

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-16 Length of school day (as amended by PA 95-182) An Act Concerning Reduction of Education Mandates).

10-16b Prescribed courses of study.

10-220 Duties of boards of education.

Adopted: October 26, 1981

Revised:

INSTRUCTION:

Fire Emergencies:

If a fire, or indications of a fire such as smoke, unusual heat, smoldering wires, etc., are discovered in any school the fire department shall be called immediately following sounding the alarm signal to evacuate the building.

The principal of each school shall hold at least one fire drill each month in which all students, teachers, and other employees shall be required to leave the school building. A crisis response drill may be substituted for one of the required monthly school fire drills every three months.

The essential element in any emergency is prevention of panic. Principals and teachers provide clarity of direction and supervision to foster appropriate staff and student behavior in emergency circumstances.

Each Building Principal shall prepare a definite fire emergency plan, and furnish to all staff and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220)

Adopted: January 25, 1999

Revised:

INSTRUCTION:

Student Telecommunications Acceptable Use Policy:

It is the policy of the Somers Public Schools to maintain an environment that promotes ethical and responsible conduct in all Internet and online network activities. It shall be a violation of this policy for any student to engage in any activity that does not conform to the established purpose and general rules and policies of the Somers Public Schools.

The use of Somers Public Schools computer equipment, Internet accounts and commercial online accounts must be in support of education and research and must be consistent with the educational objectives and goals of the Somers Public Schools. Any material transmitted must meet federal, state, local, and district regulations including, but not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities, product advertisement, or political lobbying is prohibited. Any viewing or dissemination of objectionable materials from any source into the system is strictly prohibited.

The Board of Education has the right to monitor computer usage by electronic means. Staff and students will be given proper notice of the monitoring. A statement notifying staff and students will be attached or included in the telecommunications form required of all users. Other forms of notification will also be used including but not limited to school handbooks, student handbooks, employment policies, postings at computer labs.

Each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or his/her designee.

Special Responsibilities of Telecommunication Users

1. All students must sign the Somers Public Schools Telecommunications Acceptable Use Policy Agreement for use of the telecommunications services and equipment provided by the Somers Public Schools.
2. All telecommunications services and equipment must be used for academic related purposes.
3. Student use of personal online accounts with school equipment for non-academic purposes is not allowed.

4. Students may not use utilize school equipment or networks to participate in non-academic chat sessions.
5. Students may not use e-mail unless authorized to do so for academic related purposes.
6. Subscriptions to listservs must be reported to the Director of Technology & Information Services. Prior approval for listservs is required for students.
7. Students may not communicate their name, address, telephone number, picture or other personal information while using the Internet or an online service.
8. Students may not violate the rules of common sense or “netiquette”. They are expected to abide by the generally accepted rules of network etiquette: be polite; do not use vulgar or obscene language; do not reveal your address or phone number or those of others; do not disrupt the network or the data of others.
9. DBS Code: 6141.32, Curriculum: Computer Usage, is an integral part of the Student Telecommunications Acceptable Use Policy and is in effect at all times.

Cross Reference: DBS Code: 6141.32 - Curriculum - Computer Usage
 DBS Code: 3514.1 - Business - Staff Telecommunication Acceptable Use Policy

Legal Reference: Connecticut General Statutes

53a-182b. Harassment in the first degree: Class D felony. (as amended by PA 95-143)

20 U.S.C. Section 6777, No Child Left Behind Act

20 U.S.C. 254 Children’s Internet Protection Act of 2000

47 U.S.C. Children’s Online Protection Act of 1998

Adopted: October 15, 1996
Revised: March 17, 1997
Revised: October 25, 1999
Revised: September 11, 2000
Revised: October 23, 2006

Instructional Resource Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: March 24, 2009

Person(s) submitting: Lisa Reilly

Content Area: Language Arts/Spelling Grade(s) 1-3 **Course:** n/a

Recommended Purchase:

Title or Name of Resource: Cast-a-Spell

Type of Resource: Supplemental Spelling Program ISBN# n/a

Copyright: 1993 Vendor: Edu-Care

Address: 26 Wildwood Lane, East Hampton, CT 06424

(Vendor for white boards necessary for the program: Really Good Stuff, 448 Pepper Street, Monroe, CT 06468)

Background: (Why this purchase is being proposed?)

The current spelling program, within the reading series, does not meet the needs of students in grades 1-3. The Cast-a-Spell program is a multi-sensory program that meets the needs of the diversity of our student learning styles. Teachers from grades 1-3 piloted this program during the 2008-2009 school year and found it to have more carry over into daily reading and writing skills, as well as teaching fundamental spelling patterns.

Process used to select this curriculum resource:

Teacher pilot – 1 per grade level for the 2008-2009 school year.

Is this the only curriculum resource for this course? no **If not, what other resource(s) will be used?**

Reading series spelling program and teacher-made materials are used.

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

The K-5 Language Arts Vertical Curriculum Team has reviewed the program and the research behind it. Pilot teachers have given feedback to the team and consensus has been reached to move forward. Mrs. Lisa Reilly, K-5 Language Arts CST, has also talked to other districts and has received positive feedback from them.

Attach a standard budget sheet to detail the purchase costs. (See below)

Item	Cost per unit	Number of units	Total Cost
Teacher professional development/includes teacher resource binder	\$175.00	12 teachers	\$2,100.00
Magnetic white board sets*/**	\$129.38	17sets of 24	\$2,199.46
Total Shipping (white boards sets)**			\$263.94
GRAND TOTAL			\$4563.39

*Description of the sets can be found at
http://www.reallygoodstuff.com/product_details.aspx?item_guid=78f1a9f1-884c-4b00-aca1-89ad4bc20609

**See uploaded quote on costs/shipping on the Curriculum page at
<http://somersilt.wikispaces.com/> (filename = Really Good Stuff.pdf)

Really Good Stuff, Inc
448 Pepper Street
Monroe, CT 06468

United States of America
Phone: 2032611920
Fax: 2032681796

Order Number
2306658-000

Q U O T A T I O N

Date
4/07/09

Customer: SOMERS BOARD OF EDUCATION
ACCOUNTS PAYABLE
NINTH DISTRICT ROAD

SOMERS, CT 06071
United States of America

Entered...: 4/07/09 Bid/Promo...: QUOTE1JUDITH
Expires...: ~~3/31/09~~ Entered by...: Debra Renshaw

Order Qty	Item Description	U/M	Disc	Price	Extension
17.00	152046 Write Again 24 Magnetic Board Dry Erase Set	EA		129.3800	2,199.46

Material Total: 2,199.46
Handling: 263.94
Total Quote: 2,463.40

Students

Use of Portable Communication Devices

All cell phones and/or electronic devices not used for instructional purposes must be turned off during class time.

Legal Reference: PA 95-304 An Act Concerning School Safety

PA 96-108 An Act Concerning Student Use of Telecommunication Devices
and the Establishment of Graduation Dates

PA 99-256 An Act Concerning AAC Laser Pointers

Policy adopted:

Students

Electronic Devices

Use of beepers, Paging Devices, Cellular Telephones

While certain electronic communication devices are allowed in school, the following regulations apply:

- “Walkie Talkies,” portable CB radios, portable “HAM” radios, portable scanning devices, or portable games or toys that transmit a signal more than 20 feet or through walls, shall not be allowed in the schools in any circumstances unless specific permission has been granted by the building Principal or Superintendent.
- Cell phones, pagers/beepers shall be turned off during school hours and at any school-sponsored events where there is a reasonable expectation of quiet attentiveness or where use of the device would cause any disruption unless there is a bona fide health or safety emergency or sanctioned educational purpose.
- Devices operated in violation of this rule shall be confiscated and not returned until, where appropriate, a parent/guardian conference has been held.
- Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists.
- Students found to be using any unauthorized electronic communications device will be in violation of these rules and shall be subject to disciplinary action.

Regulation approved:

STUDENTS:

Student Records; Confidentiality:

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the legal requirements to maintain the confidentiality of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations, the No Child Left Behind Act of 2001, and the Connecticut General Statutes.

~~The Board of Education supports the need for and usefulness of keeping educational records for each student which will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.~~

~~Information about a student demands judicious use and shall always be used so as to contribute to the student's welfare.~~

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information -by those legally entitled thereto.

For the purposes of this policy:

"Parent" means a natural parent, an adopted parent, or legal guardian. If parents are divorced or legally separated ~~only the parent having legal custody of the pupil may challenge the content of a record, provided, however, that either parent may grant consent if both parents have notified the district, in writing, that such an agreement has been made, the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access.~~ Whenever a pupil-student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the pupil student shall thereafter only be required of, and accorded to, the pupil, ~~unless said pupil is a "tax deductible dependent" of said parent or guardian.~~

"Pupil-Student Record" means any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, tapes, film, microfilm or other means. Pupil-Student records include information relative to an individual pupil-student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. ~~Essential in this definition is the idea that A~~any

information ~~which is~~ maintained for the purpose of second party review is considered a pupil record. ~~(Parents have the right to be provided and be allowed to keep a copy of any and/or all parts of their children's records.)~~ A student record shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

~~“Pupil Record” shall not include informal notes related to a pupil compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. For purposes of this regulation;~~

~~“*Substitute*” means a person who performs the duties of the individual who made the notes on a -temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.~~

~~“*School Official*” means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel.~~

~~The district administration shall adopt regulations providing for the following~~The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the District:

1. Informing parents of their rights annually.

~~2. Who needs to be present to provide parents with interpretation of records as needs arise.~~

~~3.~~ 2. Permitting parents to inspect and review educational records, including at least, a statement of the procedure to be followed by a parent or an eligible student who requests to inspect and review the educational records, with an understanding that ~~it~~ the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.

3. Not disclosing personally identifiable information from a student's educational records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials

~~4.~~ within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are “school officials” and what the school considers to be a “legitimate educational interest” and a specification of the personally identifiable information to be designated as directory information.

~~5.~~ 4. Maintaining the record of disclosures of personally identifiable information from a student’s education records and permitting a parent to inspect that record.

~~6.~~ 5. Providing a parent with an opportunity to seek the correction of the student’s education records through a request to amend the records or a hearing, and permitting the parent or an eligible student to place a statement in the education records of the student.

~~7.~~ 6. Guaranteeing access to pupil-student records to authorized persons within ~~ten~~ five days following the date of request.

~~8.~~ 7. Assuring security of pupil records.

8. Enumerating and describing the pupil records maintained by the ~~d~~District.

9. Ensuring the orderly retention and disposition, per applicable state statutes, of the District’s student records.

~~9.~~ 10. Notifying parents of secondary school students that it is required to release the student’s name address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.

~~10.~~ The Administration shall designate a custodian of student records.

~~11.~~ Regarding confidential records no longer needed and parent’s rights in being informed of destruction of records unless they express their desire to obtain said material.

Legal Reference: ~~Connecticut General Statutes~~
~~10-154a Professional Communication between teacher or~~
~~nurse and student.~~

~~Federal Family Educational Rights and Privacy Act of 1974~~
~~(section 483 of the General Education Provisions Act, as~~
~~amended, adds by section 513 of P.L. 93-568, codified at~~
~~U.S.C. 1232g.~~

Regulations of the U.S. Department of Health, Education and Welfare, published in 45 C.F.R. 99 (June 17, 1976).

Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

10-221b Boards of education to establish written uniform policy re: treatment of recruiters.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272,

Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

PL 107-110 "No Child Left Behind Act of 2001" Sections 5208 and

9528

Adopted: May 27, 1980

Revised: April 12, 1982

STUDENTS:

Student Records/Confidentiality:

In fairness to both the public and the school, the request for perusal of student records should be confirmed in writing from the parent. The administration should sit down within 48 hours of request to go over said records.

Include policy in Guidance Handbook.

Include in student handbook for future reference to informing parent of their rights annually.

Adopted: September 16, 1982
Reviewed: September 11, 2003

INSTRUCTIONStatewide Proficiency/Mastery Examinations

Each student enrolled in ~~the fourth, sixth, eighth~~ **grades three through eight inclusive** and tenth grades shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts, ~~and mathematics~~ **and science**). ~~Each student in grades three through eight inclusive and grade ten shall take the statewide mastery examinations beginning in the 2005-2006 school year. Science shall be added to the examination in the 2007-2008 school year.~~ The mastery examination shall be provided by and administered under the supervision of the State Board of Education.

Student scores on each component of the statewide tenth grade mastery test (CAPT) may be included on the permanent record and transcripts of students. Students who meet or exceed the statewide mastery goal on any component of the statewide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

~~Target goals for the participation in the CMT/CAPT testing programs of students enrolled in special education are as follows:~~

- ~~1. At least 80 percent of all special education students will participate in each subtest of the standard grade version of the CMT/CAPT.~~
- ~~2. No more than 15 percent of the special education students will participate in out-of-level testing.~~
- ~~3. No more than 5 percent of the special education students will participate in the CMT/CAPT Skills Checklist.~~

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the Connecticut Mastery Test (CMT) and the Connecticut Academic Progress Test (CAPT). These students must take the Language Assessment Scales (LSS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the CMT and CAPT. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT/CAPT Skills Checklist, regardless of the one school year exemption option.

Any alternate assessment, including the CMT/CAPT Skills Checklist, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.

~~The school district shall biennially report to the State Board of Education indicators of (a) instructional improvement and, (b) student progress as a result of testing, remedial assistance and compensatory program in accordance with C.G.S. 10-14m et seq.~~

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 - Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174 and PA 03-168)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 – Title I, 34 CFR Part 200

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Adopted: November 10, 2003
Revised:

INSTRUCTION:

Special Education:

The Board of Education accepts its duties and responsibilities ~~as detailed in section 10-76d in relationship to provision of Special Education programs~~ for providing special education programs for the students of this district.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the No Child Left Behind Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy. Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

The ~~Superintendent~~ Director of Pupil Services ~~is directed to shall~~ implement a comprehensive program which meets all of the requirements of Federal and State law, commencing with Section 10-76a, for the education of all individuals students with exceptional needs disabilities residing or attending school in the district. Since the district may not be able to provide all of the facilities and programs needed to meet the particular problems of each individual with exceptional needs, the Board of Education expects that the Superintendent will make use of Federal and State programs, the State Board of Education, the Commissioner of Education and cooperative agreements with other school districts and private schools.

Legal Reference:

Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services.

10-76c Receipt and use of money and personal property.

Legal Reference: Connecticut General Statutes (continued)

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76k Development of experimental educational programs.

10-76l Annual evaluation of Special Education

10-76m Auditing claims for special education assistance.

10-94a Out-of-State education of perceptually handicapped children.

10-94b Program for socially and emotionally maladjusted children at Children's Center. Personnel in teachers' retirement system.

Legal Reference: State Board of Education Regulations

10-75g-27 Transportation (physically handicapped)

10-76b-1 through 10-76b-4 ~~Special education definitions~~ Supervision and administration.

~~10-76b-2 Supervision and administration~~

~~10-76b-3 Curriculum~~

~~10-76b-4~~ 10-76d-1 through 10-76d-19 Conditions of instruction

10-76b-5 Physical facilities and equipment

10-76b-6 Class composition and size

10-76b-7 Admission of students

10-76b-8 Special services and instructions

10-76b-9 Records and reports

10-76b-10 Exceptions

10-76h-1 through 10-76h-2 Due process

10-145a-24 through 10-145a-31 Special Education (re teacher certification)

PA 06-18 An Act Concerning Special Education

Legal Reference: State Board of Education Regulations (continued)
Public Law 94-142: Education for all Handicapped Children Act
Section 504 - U.S. Rehabilitation Act of 1973, 29 U.S.C. § 794
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children
American with Disabilities Act, 42 U.S.C. §12101 et seq
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities
Act
20 U.S.C. §6368(3) The No Child Left Behind Act

Adopted: May 24, 1982
Revised:

INSTRUCTION:

Curriculum Extensions - Program Adaptations/Alternative Programs:

Home Schooling:

The Somers Board of Education recognizes the right of parents to provide instruction for their children at home, in accordance with the Connecticut General Statutes. The Board believes that formal education in the public schools is highly beneficial for both the child and society. However, it instructs school administration to work cooperatively with home schooling parents.

A Notice of Intent to educate a child at home must be filed with the Superintendent of Schools within ten (10) days of the start of the home instruction program on an annual basis prior to assumption of responsibility for the child's education by the parent or person in charge of the child. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by the Somers Public Schools of the content or effectiveness of a program of home instruction.

No special education or related services shall be provided to a child who is home schooled. Participation in sports is governed by regulations of the Connecticut Interscholastic Athletic Conference which states, "Eligibility to participate in interscholastic athletics is not to be extended to any student whose program is not under the direct supervision of a CIAC member school. This prohibition includes any recognition by member schools of home schooling as school district sponsored 'alternative programs'."

Statutory Authority

Section 10-184 of the Connecticut General Statutes describes the duties of parents of educating their children. It requires that parents or persons having control of children ~~over seven~~ **five** years of age and under ~~sixteen~~ **eighteen** years of age shall cause children "...to attend a public school regularly..." However, Section 10-184 also allows the parent or person having control of such child to educate the child in other than the public school if they are "...able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."

If parents wish to educate their child at home, they must show equivalency as described in Section 10-184 and local Boards of Education must determine whether or not such a child is receiving equivalent instruction as required by Section 10-220.

Cross Reference: DBS Code 6145.10 - Home Schooled Child's Participation in Extracurricular Activities

Legal Reference: Connecticut General Statutes
Section 10-184, Duties of Parents
Section 10-220, Duties of Boards of Education

Adopted: October 28, 1996
Revised: September 13, 2004
Revised:

INSTRUCTION:

Curriculum Extensions - Program Adaptations/Alternative Programs:

Home Schooling:

Compliance with the following procedures will satisfy the statutory requirements for home instruction:

1. Parents shall file with the Superintendent of Schools a Notice of Intent, Instruction of Student at Home form which is available on the district webpage www.somers.k12.ct.us or from the district offices at Ninth District Road, Somers, CT 06071. A Notice of Intent shall be effective for up to one year.
2. Filing of a Notice of Intent must occur within ten days of the start of the home instructional program.
3. The school district will receive the Notice of Intent, check it for completeness and keep it as part of the school's permanent record. A complete form will be one that provides basic program information including the name(s) of the teacher(s), the subjects to be taught, the days of instruction, and the teacher's method of assessment. ~~The school district will provide a copy of the completed Notice of Intent to the Bureau of Curriculum and Professional Development of the Connecticut State Department of Education.~~
4. An annual portfolio review with parents may be initiated by school officials to determine if instruction in the required courses has been given. (optional)
5. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of a Notice of Intent ~~or to participate in an annual portfolio review~~ may cause the child to be considered truant and to be reported to Department of Child and Family (DCF).
6. The school district shall not accept or require a Notice of Intent for any child younger than seven **five** years or older than sixteen **eighteen** years of age.

Cross Reference: DBS Code 6145.10 - Home Schooled Child's Participation in Extracurricular Activities

Legal Reference: Connecticut General Statutes
Section 10-184, Duties of Parents
Section 10-220, Duties of Boards of Education

Approved: October 28, 1996

Revised: September 13, 2004

Revised:

INSTRUCTION:

Evaluation of the Instructional Program:

There shall be a continuous evaluation of the instructional program by the Board of Education in conjunction with the Curriculum Subcommittee of the Board through the Administration.

Legal Reference: Connecticut General Statutes

10-76d(g) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et. seq.

Adopted: May 10, 1982

Revised:

BYLAWS OF THE BOARD:

Role of Board and Members:

General Duties:

The Board of Education, representing the citizens of Somers in carrying out the mandates of the General Statutes, shall be the legislative body which determines all questions of general policy to be employed in the conduct of the schools. In determining school policy it shall:

1. Hear and consider facts and recommendations.
2. Adopt a plan, policy or course of action.
3. Authorize the Superintendent of Schools, its executive officer, to carry out its legislation.

Specific Power and Duties

The following are some, but not necessarily all, mandated powers and duties:

1. Elect a Superintendent of Schools in accordance with State Statute.
2. Create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational system.
3. To establish policy for employment, promotion and dismissal of personnel in accordance with the law, and to be an "equal opportunity employer."
4. To determine the number of, classification of, duties of and remuneration of employees.
5. To provide for the appraisal of the effectiveness of the personnel.
6. To insure the attendance at school of all children between the ages of ~~seven~~ **five** and ~~sixteen~~ **eighteen** years, and to govern their conduct.
7. To consider, revise and adopt any changes in the curriculum, including adoption of textbooks.
8. To plan, build, maintain and operate the buildings in which the educational program is carried forth, including the acquisition and disposition of school sites and property.
9. To consider and adopt an annual budget, prepared by the Superintendent of Schools and/or his designee.
10. To consider any recommendations made by the Superintendent of Schools.
11. To keep the citizenry informed of purposes, values, conditions and needs of public education in Somers.
12. To take any other actions required by law.

13. To make reasonable provision to implement the educational interests of the State as defined by law:
 - a. Each child shall have for the period prescribed in the general statutes equal opportunity to receive a suitable program of educational experiences.
 - b. Each school district shall finance at a reasonable level an educational program designed to achieve this end.
 - c. The mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Administration of the Duties of the Board of Education:

These functions are administered by the Superintendent of Schools as the agent of the Board within policies set forth by the Board. In establishing policies for the conduct of school business, it shall be Board policy to supplement its own judgment with the professional advice of administrators and educators and outside consultants including appropriate legal counsel; and with the needs of the Town as expressed by Town Boards, parents and students. In seeking guidance and assistance in the development of educational practices, however, the Board shall not cede its basic responsibility for the duties imposed by law.

Legal Reference: Connecticut General Statutes
10-186 Duties of local and regional boards of education
10-220 Duties of boards of education
10-221 Boards of education to prescribe rules
10-240 Control of schools
10-241 Powers of School Districts
1-200 Definitions

Adopted: October 27, 1980

Revised: May 8, 2000

Revised:

BYLAWS OF THE BOARD:

Public and Executive Sessions:

Public Meetings:

All meetings of the Board of Education shall be open to the public with the exception of executive sessions. A chance or social meeting, a caucus, or a discussion of strategy or negotiations with respect to collective bargaining are not defined as "meetings" under the Freedom of Information Act. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call, of a substantive nature, are subject to the Freedom of Information Act.

Executive Sessions:

The public may be excluded from meetings of the Board of Education which are declared to be executive sessions. Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting for one or more of the following reasons, and may not be held for any other reason:

1. Discussion concerning the appointment, employment, performance evaluation, health or dismissal of a public officer or employee. Such individual may require that the discussion be held in open session.
2. Strategy and negotiations with respect to pending claims and litigation.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such construction would cause likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of matters which would result in the disclosure of records not required to be open to the public, described in Connecticut General Statutes section 1-210.

Legal Reference: Connecticut General Statutes
1-200 Definitions. (as amended by PA 02-130)
1-206 Denial of access to public records or meetings.
1-210 Access to public records.
1-225 Meetings of government agencies to be public.
1-226 Recording, broadcasting or photographing meetings.
1-231 Executive sessions.
19a-342 Smoking prohibited in certain places.

Adopted: January 26, 1981
Revised: September 11, 2000
Revised:

Somers Public Schools

Building and Program Goals 2008-2009 Academic Year

June 8, 2009

SPS Goals

1

SES Building Goal

To align instruction with the Connecticut Mastery Test's strands and objectives by focusing on writing across all curricular areas in order to improve student achievement.

June 8, 2009

SPS Goals

2

Rationale

The Generation 4 Connecticut Mastery Test scores from March 2008 indicated a need to improve our students' performance in the area of writing. The faculty is confident that a single focus on writing will improve student performance in other academic areas, such as reading, as well.

June 8, 2009

SPS Goals

3

Indicators of Success

- Improvement on formative assessments at all grade levels
- 80% of teachers aligned professional goals with building goals
- Effective collaboration at faculty meetings devoted to writing
- CREC consultant presented writing strategies at professional development days and met with grade level teams during collaboration time
- Students at each grade level extended the amount of time they were able to write independently

June 8, 2009

SPS Goals

4

Mabelle B. Avery Middle School

- To develop and institute classroom instruction through meaningful assessments that will be planned and purposeful, targeting students and or groups of students in reading, writing, and math.
- CMT Data Review Sheets
- Staff reports – grade level, subject and individual analysis

June 8, 2009

SPS Goals

5

Activities

- *From Formative Assessments to Assessment For Learning*, article Rick Stiggins, 2005.
- The Power of Formative Assessments, Increasing Motivation and Achievement, videos, ASCD 2008
- 3-5 assessments per teacher
- Critical Friends Groups – look at the patterns of success, needs, etc
- Checking for Understanding

June 8, 2009

SPS Goals

6

Activities

- Best Practices in Differentiated Instruction
- Differentiating Instruction: Meeting the Needs of Diverse Learners
- Workshops: Peggy Neal, CREC Education Specialist
- Student Work: Time, reflect, collaborate, discussion

June 8, 2009

SPS Goals

7

Somers High School Building Goal 1

To improve student achievement through the use of Differentiated Instruction within the classroom.

June 8, 2009

SPS Goals

8

Activities/Strategies

- Professional Development: DI Strategies
 - October, November, January, March ½ days
 - Guest facilitators
- Collaboration time: reinforce concepts learned on PD days
- Faculty meeting time: departments worked together on DI concepts
- CST meeting time: discussed progress
- Year-end analysis of staff growth: determine future needs

June 8, 2009

SPS Goals

9

Evaluation

- Teachers will gain understanding & knowledge of students' varied approaches to learning
- Teachers will display knowledge of students' skills and knowledge
- Evidence of student instructional groups varied as appropriate
- Increase in overall student achievement: CAPT, PSAT/SAT, Mid-term/Final Exams

June 8, 2009

SPS Goals

10

Somers High School Building Goal 2

To ensure that all school goals and initiatives are directly linked to the strategic plan of the Somers Board of Education.

June 8, 2009

SPS Goals

11

Activities/Strategies

- Disseminated/Discussed Strategic Plan at August/September 2008 faculty meetings
- Ensured all teacher goals aligned
- Collaboration/Team meeting time to discuss plan
- Work with Superintendent & administration: set time lines for reporting progress to Board of Education
- Report out to BOE on progress of building in meeting objectives

June 8, 2009

SPS Goals

12

Evaluation

- Complete alignment of High School Goals to the Board of Education Strategic Goal Plan
- Ensure that all high school staff is aware and knowledgeable of the district's mission and develops personal goal setting to align with the strategic plan

June 8, 2009

SPS Goals

13

Technology and Information Services Goal 2008-09

To work with the new Student Information System (SIS) to develop the procedures, processes and reports needed to meet the obligations of the Somers Public Schools to the CT State Department of Education and the Somers Public Schools staff, students and community.

June 8, 2009

SPS Goals

14

Procedures, Processes and Reports

- Attendance
 - Truancy reports
- Scheduling
 - Day to day schedule maintenance
- Teacher gradebooks
 - Storing grades
 - Interims, report cards, transcripts
 - GPA and honor rolls
- Historical grade maintenance
 - Class rank report
- Parent portal

June 8, 2009

SPS Goals

15

Mission Accomplished!

The work is on-going

June 8, 2009

SPS Goals

16

Pupil Services/Curriculum Goal

To develop and implement an effective Response to Intervention process that ensures a continuum of support to maximize the learning of all students.

June 8, 2009

SPS Goals

17

Activities

- Assess current strategies
- SRBI Ad hoc Committee established process guidelines
- Monthly administrator meetings: feedback
- Standardized procedures linked to federal programs begun
- Parent engagement increase: planning committee, participation in workshops
- Professional development for teachers and paraprofessionals

June 8, 2009

SPS Goals

18

Indicators of Success

- Student achievement indicators as data become available
- Parent participation increases
 - Planning committee: 4 active parents
 - Fall "Homework without Tears" – 18 parents/guardians
 - Spring Family Math Night – 31 children & 27 parents/guardians
 - Title I Parents/Guardians meeting: 8 attendees
- Referrals to Special Education: decrease in inappropriate referrals by 12% from 2007-08

June 8, 2009

SPS Goals

19

2008 – 2013 STRATEGIC PLAN

End-of-Year Report – June 8, 2009



SOMERS PUBLIC SCHOOLS
Somers, Connecticut

Dr. Maynard M. Suffredini, Jr.
Superintendent of Schools

GOAL #1

Link state and local curriculum standards, student assessments, and instruction so that students acquire the knowledge and skills they need to succeed.

➤ *Reading, Math, Writing, Science – 90% students at goal or proficient at every grade level*

- Extensive data analysis was established by the administration and teachers early in the school year
- All staff received binders/handouts on CMT/CAPT/SAT/AP data for their respective students/school and worked on the analysis at staff meetings and during professional development sessions
- Response to Intervention (RTI) protocols were disseminated to staff to assist with students who may be under performing
- RTI ad hoc committee was formed to work on implementation of protocols
- Instructional strategies were developed to address data issues
- Differentiated Instruction (DI) models were incorporated by staff into classroom management strategies

➤ *Life Skills – daily living, finances, interviewing, resume writing, taxes, etc.*

- Staff aligned testing formats with CSDE standards early in the year
- RTI and DI, along with Data Analysis review (DAR) were utilized and incorporated into student assessment information at SES
- Department mid-terms and finals at SHS have been established
- Common formative assessments throughout the district were utilized based upon the data from CMT/CAPT/SAT/AP
- At SES cross grade level teams worked on student progress in the area of reading
- At SES at the end of the year the following assessments will be done:
 - Degrees of Reading Power, Grades 3, 4, 5
 - Diagnostic Reading Assessment, Grades 1, 2
 - Individual Assessments will be done at each grade level in Writing and Mathematics
- Throughout the year professional development time was devoted to DI, RTI, and formative assessments

➤ *Life skills*

- At SHS a new Advisory Program was introduced to staff which included new curricula. In addition, a review of the Life Skills program and needs of the school was also completed at SHS.

➤ *Instructional strategies – parental involvement/professional development*

- DI, RTI, and DAR protocols and data were incorporated throughout the district
- Professional development focused on varied methodologies to improve student performance
- Monthly staff meetings addressed strategies to improve student test performance
- The use of technology within the classroom as an instructional tool was expanded districtwide
- Staff development throughout the year provided support for teachers to incorporate technology within their classroom
- On-line courses continue to be a focus. Some staff have received training in this area along with podcasting, blogging, and wiki's.

➤ *Dropout rate, post graduation survey, etc.*

- SHS has developed an alumni survey which will be used in collecting future data
- The administration has been reviewing the dropout data to assess program needs
- The new Alternative Ed program at SHS has experienced early successes in working with at-risk students in particular
- Plans are being made to expand on-line courses which will benefit at-risk students
- New counseling strategies have begun and work will continue in this area
- Expanded coordination between MBA and SHS counselors regarding program needs

➤ *Cultural awareness*

- A variety of programs have taken place throughout the year in each grade level with the focus on cultural awareness. School assemblies, field trips, and speakers have been utilized to expand the cultural awareness of students in our district. More work will continue in this area.

➤ *Appreciation for fine and performing arts*

- Numerous school events focusing on the fine and performing arts such as concerts, plays, art shows, and field trips have been a major part of the school experience

GOAL #2

Integrate technology throughout the district and expand the use of technology in the classroom to sustain a 21st century learning environment.

➤ *Internal/external*

- The newly implemented e-mail system has improved the overall efficiency for communications both within and outside of our district. As a result, we are now in compliance with federal law which requires us to archive all e-mails.
- The new student information system with the added modules is allowing for expanded communications both for our staff and parents as well. The Parent Portal module, scheduled to be fully operational this fall, will provide parents with immediate access to their children's academic performance.
- The PowerSchool software provides our staff with data and grade reporting analysis in a much more effective way

➤ *Administrative responsibilities*

- The new business software which links the town hall and school system on payroll, accounts receivable, accounts payable, etc. has been implemented effectively. This will improve all business data and recordkeeping for both the town and school department.
- The PowerSchool software provides the administration and staff with a much greater information data system than the previous software package. This will prove most beneficial in providing data to parents on student progress.

➤ *Vision*

- A new vision for the Technology Department was established this year in conjunction with the Superintendent of Schools, Director of Technology, and the Administrative Council.

Vision

To expand the learning experience for students, increase instructional strategies for staff and provide 21st century models of technology for communication and collaboration within the school department and the community.

➤ *Instructional strategies*

- The use of technology has been expanded across the district and across the curricula as well. Staff training through professional development and building meetings continued throughout the year in order to improve staff skills in the area of technology within the curriculum.
- The inclusion of technology within the classroom has also assisted in dealing with remedial programs. Through the assistance of an SEF grant, SES received equipment to assist students particularly in remedial work. In addition, a second SEF grant at SES provided equipment for a writing/newspaper extracurricular program.
- At MBA unit projects in technology were developed through the media center
- At SHS technology continues to be expanded even further through the new STEM program and across all departments
- Initiatives in on-line courses and staff training in new technology methodologies continue throughout the year and will continue in the future

➤ *Website*

- The district will have a new website at the end of this school year. The Superintendent of Schools and Director of Technology held meetings early on to discuss plans and formatting for our new website. The Director of Technology formed an ad hoc committee to work on the format and information to be included. The design should be finished in June and content will be added during the summer.

➤ *1:1 computer/student ratio*

- Overall, our computer/student ratio has improved. We are now at the following ratios: ES 3.2:1, MS 2.7:1, HS 1.9:1. Clearly, funding will have a direct impact on the successful completion of this benchmark.

➤ *Timeline for expansion of modules (Naviance, SDS...)*

- The Naviance system is fully in place and has been a major asset to the Guidance Department. The administration and counselors are continuing efforts in expanding the use with parents and students.

➤ *Support mechanism for staff training*

- A significant increase in technology training occurred throughout the year (wiki's, podcasts, blogs, PowerSchool software, etc.)
- On-line course training for some staff has taken place. This will continue in the future as we begin to move into a more structured on-line course curricula.
- There has been an overall improvement in staff support by the Technology Department.

GOAL #3

Maintain school facilities and grounds to provide a safe, healthy environment conducive to learning.

➤ *Cyclical facilities and grounds equipment system assessment*

- A system of rating each facility has been developed
- Building custodians submit regular reports to the Supervisor of Buildings & Grounds regarding the conditions of their respective buildings
- An end-of-year status report has been established outlining needs at each school building (see attached)

➤ *Program needs*

- Currently the facility needs that must be addressed are specifically for the SHS STEM program. Work continues in this area and funding will be a major part of the achievement of this benchmark, however, work continues in our redesign of the SHS technology program.

➤ *Enrollment data*

- The Superintendent of Schools and Administrative Council have closely monitored student enrollment at each school for each program.

FACILITY CONDITIONS REQUIRING UPGRADES

INTERIOR

SHS	MBA	SES
Lavatories-need painting & will need to upgrade the metal partitions to solid plastic/vinyl	Poor air quality in the shop area (saw dust travels down the gym hallway)-upgrade exhaust system and replace undersized air compressor	Carpet replacement-11 classrooms, main office and media center
Boiler room-repipe, leaking heat exchanger		Lavatories-need painting & will need to upgrade the metal partitions to solid plastic/vinyl
Poor air quality in the shop areas-upgrade exhaust system		Classrooms and hallways need painting

EXTERIOR

SHS	MBA	SES
Student parking lot needs repair due to frost heaving		Dryvit repairs needed (stucco)
Facia needs painting (gray metal trim just below the roof)		Repair/replace damaged glazed block (columns around the bus loop)
Baseball outfield needs to be leveled		Replace 2 sets of double doors leading from the gym to the playground, and install a roof over the doors.
Several roof leaks (claim pending)		Install a roof over the courtyard doors (this will keep the rain and snow from leaking into the hallway and media center).

Somers Public Schools

Ninth District Road
Somers, Connecticut 06071

ENROLLMENT

	<u>10/1/04</u>	<u>10/1/05</u>	<u>SPED</u>	<u>10/1/06</u>	<u>SPED</u>	<u>10/1/07</u>	<u>SPED</u>	<u>6/1/08</u>	<u>10/1/08</u>	<u>5/1/09</u>	<u>6/1/09</u>
Preschool	16	19	7	18	6	20*	10	25*	18**	23**	23**
Kindergarten—AM	47	56	4	57	3	49	3	53	54	55	55
Kindergarten—PM	50	51		58	2	52	3	53	42	43	43
Grade 1	123	108	6	106	4	124	6	125	114	108	108
Grade 2	119	125	7	114	3	109	7	111	125	127	127
Grade 3	129	122	10	133	11	112	7	113	114	113	113
Grade 4	133	131	13	128	12	135	17	133	115	113	113
Grade 5	129	134	13	131	13	129	15	132	134	136	136
Grade 6	135	135	9	141	14	140	16	140	132	131	131
Grade 7	141	138	11	136	8	148	15	146	144	143	143
Grade 8	151	139	15	138	12	140	13	140	149	153	153
Grade 9	156	162	11	154	16	148	17	147	142	140	140
Grade 10	144	143	14	148	9	141	14	141	143	148	148
Grade 11	142	134	18	137	15	149	8	153	139	138	138
Grade 12	124	143	7	133	15	130	10	127	153	153	153
TOTAL	1739	1740	145	1732	143	1726	161	1739	1718	1724	1724
SES	746	746	60	745	54	730	68	745*	716**	718**	718**
MBA	427	412	35	415	34	428	44	426	425	427	427
SHS	566	582	50	572	55	568	49	568	577	579	579
Vo-Ag	3	2		2		1		0	1	1	1
Cheney Tech	8	8		4		2		2	5	4	4
SPED Outside Pl.	11	12		14		14		20	16	20	20

* 2 community-based not enrolled in our PK program

**1 community-based not enrolled in our PK program

SOMERS BOARD OF EDUCATION

Ninth District Road

Somers, CT 06071

www.somers.k12.ct.us

MINUTES OF THE MEETING – June 8, 2009

Members Present:	T.Henderson, M.Marquardt, D.Atkinson, A.Kirkpatrick, J.Formeister, D.Palmer, T.Potrikus, E.Boucher, R.Lees
Members Absent:	
Administrators Present:	M.Suffredini, B.Boutwell, J.Houle, P.Collin, J.Morrow, N.Barry, S.Muirhead, G.Cotzin, R.Kapner, G.Cotzin, J.Oliver, R.Riola,
Staff Present:	L.Perkinson, C.Black
Citizens Present:	T.Lewis, L.Bailey
Students Present:	A.Vakalis, M.Sattar, A.Foster, K.Hughes, D.Provencher, D.Pascoe, T.Atkinson, T.Rentfro, L.Dumas, J.Blauvelt, J.Crisafi, R.Moustafa, P.Kalinowski, A.Grady, B.Milliken, A.Foster, V.Palazzolo, B.Langlois, S.Bailey, M.Arnold, W.Torres, C.Doulakis
Student Representatives:	None in attendance
Others:	

Note: The attached sign-in sheets do not reflect all who were in attendance.

1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:07 p.m. by Chairman Henderson in the Mabelle B. Avery Middle School-BOE Board Room.

2.0 PLEDGE OF ALLEGIANCE

3.0 APPROVAL OF MINUTES

3.1 May 26, Regular Meeting – It was MOVED (T.Potrikus) SECONDED (M.Marquardt) to approve the May 26, 2009 Board of Education regular meeting minutes as corrected.
PASSED 9-0

The May 26, 2009 BOE Minutes were corrected as follows:

11.1 - 3rd bullet corrected to read, "...ESEA money **may** come directly..."

4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

4.1 Linda Perkinson, President of the SESA, reported that the SESA members agreed to a 3-day furlough for the 2009-2010 school year to reinstate the 10-month high school secretarial position that was cut from the 2009-2010 budget.

5.0 CORRESPONDENCE

Chairman Henderson reported receipt of the following:

- A copy of *Scriptura*, a literary magazine written and edited by students at Somers High School.
- A letter from the CT State Department of Education informing the superintendent and the Board of Education that the District's Technology Plan that was submitted by Mr. Morrow has been accepted.

6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

6.1 It was MOVED (D.Palmer) SECONDED (T.Potrikus) to add Renewal of the Superintendent's Contract as item number 8.23 under New Business. PASSED 9-0

7.0 CONSENT AGENDA

7.1 Approval of 6/8/09 Bills – \$252,169.60
It was MOVED (A.Kirkpatrick) SECONDED (D.Atkinson) to approve the 6/8/09 bills in the amount of \$252,169.60. PASSED 9-0

8.0 NEW BUSINESS

8.1 Approval of Revised Curriculum Development Guide.
Dr. Judith Houle, Director of Curriculum, presented a revision to the current Curriculum Development Guide. This revision changes the current 5-year cycle to a 7-year cycle in order to provide the necessary time for the depth of implementation necessary to impact student learning.

The Board of Education Curriculum Subcommittee has reviewed this document and recommends approval.

It was MOVED (R.Lees) SECONDED (A.Kirkpatrick) to approve the Revised Curriculum Development Guide as presented. PASSED 9-0

8.2 Approval of Physical Education Curriculum
Dr. Judith Houle, Director of Curriculum, presented the revised Physical Education Curriculum for all core physical education courses in the Somers Public Schools. This document replaces the current curriculum, which was written in 1998. It is fully aligned with the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework* (2006).

Dr. Houle reported that some, but not all, of the health standards have been imbedded into the physical education standards where appropriate.

Technology has been integrated into the Physical Education curriculum where appropriate. FitStats Web, a fitness assessment and physical activity tracking online program, has been included in the long-range textbook plan.

The Health curriculum and P.E. electives for grades 11 and 12 will be written next.

The Board of Education Curriculum Subcommittee has reviewed the document and recommends approval.

It was MOVED (J.Formeister) SECONDED (T.Potrikus) to approve the revised Physical Education Curriculum as presented. PASSED 9-0

8.3 Approval of Science Electives Curricula
Dr. Judith Houle, Director of Curriculum, presented the curriculum for science electives, Chemistry and Forensics. These are courses that are currently offered at Somers High School and will not add any new courses to the core curriculum that was approved last year.

Chemistry has been aligned with standards at the state and national level. The Forensics curriculum was drafted from several different sources. There are no state standards for Forensics.

There are approximately three or four more science electives that need to be written.

The Board of Education Curriculum Subcommittee has reviewed these documents and recommends approval.

It was MOVED (J.Formeister) SECONDED (M.Marquardt) to approve the curriculum for science electives, Chemistry and Forensics, as presented. PASSED 9-0

8.4 Approval of World Language Curriculum

Dr. Judith Houle, Director of Curriculum, and Somers High School World Language teacher, Terry McCarthy, presented the revised World Language Curriculum for the Somers Public Schools. This document replaces the current curriculum, which was written in 1998. It is fully aligned with the Connecticut State Department of Education's *World Language Curriculum Framework* (2005).

Mrs. McCarthy stated that exposing the students at the elementary level to World Languages, has improved the student's pronunciation skills and cultural awareness when pursuing languages at the middle and high school level.

Mrs. McCarthy stated that the new World Language textbook has an interactive component that is working out very well.

The Board of Education Curriculum Subcommittee has reviewed the document and recommends approval.

It was MOVED (T.Potrikus) SECONDED (J.Formeister) to approve the revised World Language Curriculum as presented. PASSED 9-0

8.5 Second Warning/Adoption of DBS Code: 5113.2-Attendance & Excuses-Truancy

It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 5113.2-Attendance & Excuses-Truancy as presented. PASSED 9-0

8.6 Second Warning/Adoption of DBS Code: 5123-Promotion/Acceleration/Retention

It was (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 5123 Promotion/Acceleration/Retention as presented. PASSED 9-0

8.7 Second Warning/Adoption of DBS Code: 5131.3-Student Vehicles

It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 5131.3-Student Vehicles as presented. PASSED 9-0

8.8 Second Warning/Adoption of DBS Code: 5131.9-Out of School Misconduct

It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 5131.9-Out of School Misconduct as amended. PASSED 9-0

Amended as follows: "...and drugs" corrected to ...**or** drugs in the first sentence of paragraph three.

- 8.9** Second Warning/Adoption of DBS Code: 5134-Married/Pregnant Students
It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 5134-Married/Pregnant Students as presented. PASSED 9-0
- 8.10** Second Warning/Adoption of DBS Code: 6112-School Day
It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 6112-School Day as presented. PASSED 9-0
- 8.11** Second Warning/Adoption of DBS Code: 6114.1-Fire Emergencies
It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 6114.1-Fire Emergencies as presented. PASSED 9-0
- 8.12** Second Warning/Adoption of DBS Code: 6141.321-Student Telecommunications Acceptable Use Policy
It was MOVED (D. Atkinson) SECONDED (T. Potrikus) to adopt DBS Code: 6141.321-Student Telecommunications Acceptable Use Policy as presented. PASSED 9-0
- 8.13** Second Warning/Adoption of Supplemental Spelling Program for Grades 1-3
This supplemental spelling program, *Cast-A-Spell* was presented at the May 26, 2009 Board of Education meeting as a first warning.

It was MOVED (R. Lees) SECONDED (E. Boucher) to adopt the Supplemental Spelling Program, *Cast-A-Spell*, for Grades 1-3 for implementation at the start of the 2009-2010 school year.
PASSED 9-0

Chairman Henderson explained to the students in attendance the adoption process for board policies.

- 8.14** First Warning of DBS Code: 5131.81-Use of Portable Communication Devices
This is a new policy, substantially revised from the first warning. The policy now allows students to possess electronic devices and cell phones in school. Administrative Regulation is attached for information purposes only.
- 8.15** First Warning of DBS Code: 5125-Student Records; Confidentiality
This is a current policy with revisions recommended by CABE.
- 8.16** First Warning of DBS Code: 6146.2-Statewide Proficiency/Mastery Examinations
This is a current policy with revisions recommended by CABE that reflect No Child Left Behind and other recent legislation.
- 8.17** First Warning of DBS Code: 6171-Special Education
This is a current policy with revisions recommended by CABE.
- 8.18** First Warning of DBS Code: 6172.3-Curriculum Extensions
This is a current policy which has been revised and portions have been taken out of the policy and made into an Administrative Regulation, which has been determined to be more appropriate. These changes have been recommended by CABE.
- 8.19** First Warning of DBS Code: 6180-Evaluation of the Instructional Program
This is a current policy with updates only to the legal references.

8.20 First Warning of DBS Code: 9000-Role of Board and Members
This is a current policy with revisions recommended by CABE.

8.21 First Warning of DBS Code: 9322- Public and Executive Sessions
This is a current policy with revisions recommended by CABE.

Policies listed as 8.14 through 8.21 will be added to the July 13th Board of Education meeting agenda as Second Warnings.

8.22 Reinstate SHS 10-Month Secretary Position
Reinstatement of the Somers High School 10-month secretary position is possible due to the savings resulting from three furloughs days agreed to by the SESA. The superintendent recommends the board vote favorably to reinstate the 10-month secretarial position in the main office at Somers High School.

It was MOVED (M.Marquardt) SECONDED (A.Kirkpatrick) to reinstate the Somers High School 10-Month Secretary Position in the main office at Somers High School. PASSED 8-0-1 (T.Potrikus abstained)

The Board thanked the members of the SESA for their cooperation.

8.23 Renewal of the Superintendent's Contract
It was MOVED (D.Palmer) SECONDED (J.Formeister) to extend Dr. Maynard Suffredini's contract by one year. PASSED 9-0

Chairman Henderson stated that the Board is pleased with Dr. Suffredini's leadership and the gains that he has made since his arrival in Somers.

9.0 OLD BUSINESS – None

10.0 ADMINISTRATIVE REPORTS

10.1 Building Goal Results

Dr. Suffredini stated that all building goals were established in connection with the district's Strategic Plan.

The building principals and the Directors of Pupil Services and Technology and Information Services updated the Board on the progress of their individual building/program goals.

The elementary school focused on improving writing and implemented various strategies to improve student learning in this area. Faculty meetings, professional development days and grade level meetings were used to develop writing strategies. Data analysis is currently being reviewed and the results will be reported to the Board upon completion.

The middle school worked on developing formative assessments primarily in the areas of language arts and math. Short, frequent assessments were developed that help with the planning of the next lesson. The staff continued their work using Differentiated Instruction. Ms. Barry reported that the staff used their professional development time to reflect and collaborate with other teachers.

The high school spent the year working on Differentiated Instruction to improve student achievement within the classroom. A consultant from CREC presented DI methods during each of the district professional days. Collaboration time and faculty meetings were used to reinforce the concepts presented. This will be an on-going goal and a year-end analysis of staff growth in the area of DI will be done to determine future needs.

Mr. Cotzin also reported that the high school teachers developed their personal professional goals to align with the district's Strategic Plan.

In the area of Technology and Information Services, Mr. Morrow's goal was to work with the new Student Information System to develop the procedures, processes and reports needed to meet the obligations of the district. Mr. Morrow reported that every mandated report, attendance records, scheduling, teacher grade books, historical grade maintenance, and report cards have been redeveloped and are in use. The Parent Portal will be up and running in September.

Pupil Services worked on developing and implementing an effective Scientific Research-Based Intervention process to ensure a continuum of support to maximize the learning of all students.

A SRBI Ad hoc committee was established to develop guidelines. Professional development for teachers and paraprofessionals was held to train the staff in the use of the SRBI model of instruction and behavioral support. Through the use of Title 1 funds, parent communication increased and family programs were offered in the spring and fall. A parent workshop was held to explain the SRBI model of instruction.

Implementation of the SRBI model will be implemented over the next few years.

Dr. Collin reported that referrals to Special Education decreased in inappropriate referrals by 12% from 2007-2008.

10.2 Superintendent's Report

Dr. Suffredini updated the Board on the one confirmed case of the HINI virus at the high school. Dr. Suffredini was notified on Friday afternoon, June 5th. The custodial staff have been direct to disinfected the common use areas. Attendance in the district is being monitored. Students and staff have been advised to stay home if they are ill and a letter from building principals to parents was distributed advising the same and reminding people of proper preventive measures. Arrangements will be made with students who need to stay home due to illness to make-up required work.

10.2.1 Strategic Plan Update

Dr. Suffredini presented a summary of the accomplishments on the district's Strategic Plan and commended everyone for the work that they did this year on each goal.

The major focus of the district's Strategic Plan is to improve student performance and the building goals reflect the work being done in this area.

The use of technology has expanded significantly this year with the addition of the new student information system, Power School, the Parent Portal and new business

software. The district will have a new website at the end of this school year. The computer/student ratio has improved.

Technology training in wiki's, podcasts, blogs, PowerSchool has occurred throughout the year. On-line course training is being offered.

A system of rating each facility has been developed and a Facility Conditions Requiring Upgrades report has been created outlining needs at each school building. Estimates for each item listed on this report will be provided.

A Board of Education retreat will be scheduled during the summer to review the Strategic Plan and determine the future direction of the district.

A question was raised regarding how much time is spent on teaching life skills at the high school. Mr. Cotzin will review what currently is being taught and when.

10.2.2 Staff Evaluations

All administrators have submitted confirmation that all professional staff evaluations have been completed. In addition, all Central Office staff evaluations have been completed.

10.2.3 Dr. Suffredini reported that there has been no change in the district's enrollment since the May 2009 enrollment report. 1724 students enrolled in the district as of June 1, 2009.

11.0 COMMITTEE REPORTS

11.1 Budget

Mr. Boutwell reported that he will present a packet at the July BOE meeting that will include final payments and transfers to close out the 2008-2009 Budget for the Board's approval.

A.Kirkpatrick requested a current 2009-2010 budget summary.

11.2 Curriculum – No report

11.3 Policy – A meeting is schedule for July 2nd at 6:30 to conclude the policy audit.

11.4 Salary & Negotiations – The committee is working on scheduling a meeting with the custodial union.

11.5 Planning – No Report

11.6 Other Committees – No Report

12.0 PERSONNEL MATTERS/STAFF EVALUATIONS

Conducted prior to the start of the meeting.

13.0 OTHER

13.1 The Board has set a date for a summer retreat on Monday, August 3rd at 8:30 a.m. in the BOE Meeting Room.

13.2 Board members who will be attending graduation will notify Mr. Kapner.

13.3 The Somers Educational Foundation's Family Fun Day is on June 14th from 12:00-4:00 p.m.

14.0 ADJOURNMENT

It was MOVED (T.Potrikus) and SECONDED (A.Kirkpatrick) to adjourn the regular meeting of the Somers Board of Education at 9:23 p.m. PASSED 9-0

Respectfully submitted,

Debra Atkinson, Secretary
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.