**GROTON BOARD OF EDUCATION**
**REGULAR MEETING MINUTES**
**NOVEMBER 28, 2022 @ 6:00 P.M.**
**CENTRAL OFFICE, ROOM 11**

**MEMBERS PRESENT:** Chairperson Kim Shepardson Watson, Andrea Ackerman, Vice Chairperson, Dean Antipas, William Horgan, Elizabeth Porter, Matthew Shulman, Beverly Washington (Remote), Rita Volkmann (Remote)

**MEMBERS ABSENT:** Jay Weitlauf

**ALSO PRESENT:** Susan Austin, Philip Piazza, Clint Kennedy (Remote)

I. CALL TO ORDER – Superintendent Austin called the meeting to order at 6:01 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Zoë Antipas.

B. Election of Officers

Superintendent Austin asked for nominations for the position of Chairperson.

MOTION: Porter, Antipas: To nominate Kim Shepardson Watson as Chairperson of the Board of Education.

MOTION: Antipas, Porter: To close nominations.
PASSED – UNANIMOUSLY

VOTE ON MAIN MOTION: PASSED – UNANIMOUSLY

Chairperson Shepardson Watson asked for nominations for the position of Vice Chairperson.

MOTION: Volkmann, Antipas: To nominate Andrea Ackerman as Vice Chairperson of the Board of Education.

MOTION: Watson, Antipas: To close nominations.
PASSED – UNANIMOUSLY

VOTE ON MAIN MOTION: PASSED - UNANIMOUSLY

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

NONE

IV. RESPONSE TO COMMENTS FROM CITIZENS

NONE

V. STUDENT REPRESENTATIVE REPORT

The student representatives reported:

Isaiah Anderson (Senior)

- Winter Sports – Try outs are starting this week.
- Getting a visit from middle school (8th graders) on Thursday.
- Attended the CABE Conference

Katie Subashi (Senior)

- Music Program – The Caroling group will perform at the Nautilus on Saturday at 10:00 a.m.
- In March they will be going to Hawaii to sing at the Pearl Harbor Memorial.
- Fundraisers:
  - Pancake Breakfast on December 17th.
  - Movie Night on December 2nd.
  - The Amphora is sponsoring a Holiday Jubilee.
  - The Key Club has finished their fundraiser of their Thankful Bags.

Zoë Antipas (Junior)

- IB – Internal Assessments (IA) are coming up soon.
- Mid Terms are also coming up.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Assistant Superintendent Report **(ATTACHMENT #1, 2)**

- IB Career Program – Anne Keefe-Forbotnick gave an overview of the IB Career-related Programme at FHS beginning in the 2023-2024 school year.

- FHS Career Pathways – Ms. Chelsea Courtright noted that Groton was 1 of 10 school districts who applied and was granted a Joe Courtney Congressional grant. Ms. Courtright stated that under the clusters there are pathways. She also noted pathway options and recommendations, i.e. clubs/activities. Ms. Courtright shared an example of a flyer for students to review before making their choices.

  - Four Core Components
  - 2023-2024 will include pathways in Nursing, EdRising, Military Science, Project Lead the Way, and Business
  - The four overarching clusters are:
    - Business, Arts and Communication
    - Manufacturing, Architecture and Engineering
    - Human Services
    - Health Sciences

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

B. Superintendent Report

- Military Science Club (NNDCC) – Superintendent Austin introduced Terry Henkle and Tom Maraglino. It was noted that the NNDCC is a prerequisite to the NGROTC program. The FHS NNDCC (National Naval Defense Cadet Core) was authorized by the Department of Defense this past spring and requires 10% population, which is 100 students participate in the program. Mr. Terry Henkle addressed the club aspect of the program stating that basic leadership is a part of the program for students to develop leadership skills. He is already preparing for the club to start after the holidays and will be bringing the course curriculum to the BOE Curriculum Committee for review.

- EdRising Club – Superintendent Austin introduced Adam Diskin, Assistant Principal of FHS, stated that there are 2 advisers and that they use Naviance to reach students. He also noted that there are 12 students presently and they have set a goal to have 20 students. They are meeting once a week and have high hopes to increase the number of students. In the spring their hope is to have students connected to elementary classrooms.

  Dr. Piazza noted that the curriculum will go before the Curriculum Committee in December.

VII. COMMITTEE REPORTS

A. Policy – Dr. Ackerman noted that the Policy Committee met and worked on the policies on the agenda for a first reading. At the next meeting of the Policy Committee, they will address graduation requirements and the Mentoring program.
B. Curriculum – Mrs. Porter stated that the Curriculum Committee met and discussed the two courses on the agenda for approval; an EMT class, EdRising class, and a Naval Science 1 class; and they continued discussion of the auditing of the Course Catalog booklets for the middle school and high school.
C. Finance/Facilities – There was no report.
D. Communications – Mr. Shulman noted that the Communications Committee has met tonight and went over presentations at the CABE conference; had a Communication Plan update from Rebecca Beyus; and discussed the communication aspect of the Mentoring Program. The next meeting will be devoted to addressing an update to Groton's communications.
E. Negotiations – Mrs. Shepardson Watson noted that the Negotiations Committee will begin negotiations on the Paraprofessional contract.
F. LEARN – Mrs. Volkmann noted that the LEARN Board met. Jeffrey Newton, Superintendent of East Lyme Schools, gave an overview of the East Lyme Schools. LEARN has received a fully funded grant in the amount of $135,000 to develop an Education Youth Program for the new Coast Guard museum. They had a presentation from Bridget Gordan Hickey, Director of Special Education at LEARN, on the development of a districtwide support team. LEARN is working with districts like Groton on alternative programming for students.
G. TCC/RTM/BoE Liaison – Mrs. Shepardson Watson stated that she has met with Juliette Parker and that they have decided the Liaison Committee will meet quarterly and each of the bodies will be in charge of the agenda.
H. AGSA/GEA/BoE Liaison – Mrs. Shepardson Watson noted that the AGSA/GEA/BoE Liaison Committee met and discussed substitutes, Health policies, Safety Committee, Chronic Absences, and middle school space. (Not every teacher has a classroom because the state department only bonds new school buildings for 100% occupancy, which means teachers had to share the space.)

VII. COMMITTEE REPORTS – cont.

I. Groton Scholarship – Mrs. Porter noted that the Groton Scholarship Committee met last month and their next meeting is next week. Mrs. Porter noted that the letter requesting donations is going out soon.
J. Athletic Fields – Mrs. Shepardson Watson stated that the Athletic Fields will be on the agenda of the COW for next week.
K. Trails – There was no report.
L. Library Committee – Mr. Shulman stated that he spoke with Jennifer over the weekend on the One Card. Freshmen class is in the system, the sophomore class still has some technical issues, they are reaching out to the elementary schools, and stated that parental permission is needed.
M. State Council on Education Opportunities for Military Children – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Watson, Antipas: To approve the Consent Agenda with the correction of the spelling of the Student Representative's name.
**PASSED – UNANIMOUSLY**

B. Old Business

C. New Business

1. Discussion and possible action regarding a first reading of policy P 6141.52 Challenging Curriculum for Middle Years (Attachment #3)

MOTION: Horgan, Porter: To approve policy P 6141.52 Challenging Curriculum for Middle Years as a first reading.
PASSED - UNANIMOUSLY

2. Discussion and possible action regarding a first reading of policy P 3520.11 Electronic Information Security (Attachment #4)

MOTION: Shulman, Porter: To approve policy P 3520.11 Electronic Information Security as a first reading.
PASSED - UNANIMOUSLY

3 Discussion and possible action regarding a first reading of policy P 4113.12 Minimum Duty- Free Lunch Periods (Attachment #5)

MOTION: Antipas, Porter: To approve policy P 4113.12 Minimum Duty-Free Lunch Periods as a first reading.
PASSED - UNANIMOUSLY

VIII. ACTION ITEMS (cont'd)

C. New Business (cont'd)

4. Discussion and possible action regarding a first reading of policy P 3543.31 Electronic Communications Use and Retention (Attachment #6)

MOTION: Porter, Ackerman: To approve policy P 3543.31 Electronic Communications Use and Retention as a first reading.
PASSED - UNANIMOUSLY

5. Discussion and possible action regarding the approval of the Groton Education Association's Schedule C stipends for FY2023-FY2026 (Attachment #7)

MOTION: Volkmann, Horgan: To approve Groton Education Association's Schedule C stipends for FY2023- FY2026.
PASSED - UNANIMOUSLY

6. Discussion and possible action regarding the ratification of the Association of Groton School Administrators (AGSA) contract for the period of July 1, 2023 to June 30, 2027 (It is anticipated that this item will be held in executive session)

MOTION: Antipas, Horgan: To table this item.
PASSED - UNANIMOUSLY

7. Discussion and possible action regarding the approval of the American Sign Language Level 2 curriculum (Attachment #8)

MOTION: Washington, Porter: To approve the American Sign Language Level 2 curriculum.
PASSED - UNANIMOUSLY

8. Discussion and possible action regarding the approval of the American Sign Language Level 3 curriculum (Attachment #9)

MOTION: Shulman, Porter: To approve the American Sign Language Level 3 curriculum.
PASSED - UNANIMOUSLY

9. Discussion and possible action regarding the proposed 2023-2024 school calendar (Attachment #10)

MOTION: Horgan, Shulman: To approve the proposed 2023-2024 school calendar.
YES – Shepardson Watson, Ackerman, Antipas, Horgan, Shulman
NO – Volkmann
ABSTAINED – Porter, Washington
PASSED

## IX. INFORMATION AND PROPOSALS

Letters, communications, and comments by Board members on meeting items and any other items in their jurisdiction.

- Mrs. Volkmann noted:
  - She was impressed with the GEA Hall of Fame luncheon.
  - She attended the Football game over the Thanksgiving holiday.
  - She noted an article by Mike DeMauro on Senior Charles Cabusao and Coach Mike Ellis, Jr.
- Mr. Shulman noted his attendance at the CABE convention. He stated that he and Superintendent Austin attended a workshop on the Blue Print for Connecticut Education.
- Dr. Horgan noted:
  - His attendance at the CABE convention where he attended a workshop on security and shared that they recommended that all Boards should have an Executive Session to have a discussion on the security plan
- Dr. Ackerman noted her attendance at the CABE convention.
- Mrs. Shepardson Watson noted:
  - That next month is a shorter time and there will be only 1 COW meeting and the Regular meeting.
  - That January begins the budget season.
  - That the Board will be meeting on December 5, 2022 to discuss NEASC.
  - That the Board will have a COW meeting on December 5, 2022 and will have guests to discuss the Athletic Fields.

## X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

NONE

## XI. ADJOURNMENT

MOTION: Ackerman, Horgan: To adjourn at 8:39 p.m.
**PASSED UNANIMOUSLY**

# Career Pathways at Fitch High School



Do Something Today That Your Future Will Thank You For

Attachment #1

# Career Cluster and Pathway Introduction




The Career Pathways Program consists of a variety of pathways that include an array of specialized courses, core required coursework and elective offerings.

All courses will prepare Fitch High School students for graduation, with the knowledge and skills required for postsecondary success.

The design of the pathways program takes into consideration the whole student, allowing them to explore and expand their experiences and opportunities throughout high school with a focus on their individual college and career aspirations.




# Pathways Program Outline

- Students will select a career cluster and pathway during the spring semester of their freshman year.

- With support from school counselors students will:
  - Develop a four-year, sequential pathway plan
  - Must have a minimum of 4 pathway courses,
  - May include additional recommended courses to support the development of the chosen pathway knowledge and skills for the student.
  - Program will align with post secondary college and career goals.

# Pathways Program Outline (Continued)




- Additional opportunities for:
  - Advanced Placement (AP)
  - International Baccalaureate (IB)
  - IB Career-Related Program
  - Dual enrollment credits
  - Industry recognized certifications (where applicable).

- Career connection activities
  - business/industry panels
  - career fairs
  - college fairs
  - internships, job shadowing, and possible employment related workshop
  - teacher externships to bring the work experience to the classroom. Create a connection between what the job/industry is looking for and what is being taught in the classroom.

# Business, Arts & Communication Cluster






## Pathway Options

Information & Technology Pathway

Finance Pathway

Marketing Pathway

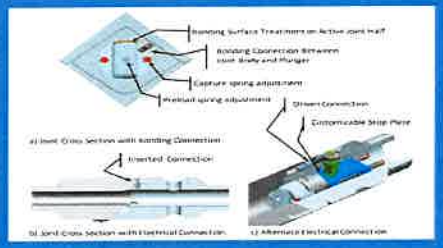
Digital Communication Pathway

Journalism and Broadcasting Pathway

## Recommended Clubs/Activities

Amphora
Debate Club/Debate Team
Key Club
Math Team
Photography Club
School Store
Student Leadership/Council
Technology Club

# Manufacturing, Architecture & Engineering Cluster







**Pathway Options**

Manufacturing Pathway

Engineering Pathway

Architecture Pathway

S.T.E.M. Pathway

**Recommended Clubs/Activities**

Robotics

Gaming Club

Math Team

Technology Club





# Human Services Cluster



## Pathway Options

Restaurant, Food & Beverage Services Pathway

Government, Public Administration Pathway

Education and Training Pathway

Military Science Pathway

## Recommended Clubs/Activities

Animal Rights Club

American Sign Language Club

Best Buddies

Black Student Union

Environmental Club

EdRising

Key Club

Keyettes



# Health Sciences Cluster







**Pathway Options**

Nursing Pathway

Emergency Medical Technician (EMT) Pathway

Biomedical Pathway (TBD)

**Recommended Clubs/Activities**

Key Club

Keyettes Club

National Honor Society

More Than Words

Student Leadership

Unified Sports

Our Pathways Program supports our students in their efforts to R.I.S.E.

They will be Resilient individuals
They will be Innovative learners
They will be Socially aware citizens and,
They will be Engaged communicators




https://www.canva.com/design/DAFSrnlv1KU/zJlWwrsghtPcUSCPEg00KA/view?utm_content=DAFSrnlv1KU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

"The best way to predict your future is to create it."

~Abraham Lincoln

# Health Science



**Health science focuses on careers in planning, managing, providing therapeutic services, diagnostic services, health information, and support services.**

**Students take all required courses for graduation. If Health Sciences is the chosen pathway, there are various recommended courses to take that will enhance their experience and fulfill career pathway requirements as well .**

## Recommended Pathway Electives

**Human Biology**
**Chemistry**
**Physics**
**IB Sports I and II**
**Personal Training**
**PLTW Biomedical Science**
**DHO**
**Nursing**
**EMT training**
**First Aid/CPR**



# Tomorrow's Careers



| High School/Certification | Associate/College | Masters/Docterate |
|---|---|---|
| Medical Secretary<br>Home Health Aide<br>Pharmacy Technician<br>Fitness Trainer/Instructor<br>Childcare Worker<br>Medical Records Technician<br>Dental and Nursing Assistant<br>Licensed Practical Nurse<br>Phlebotomist<br>Radiation Therapist<br>Hairdresser/Skincare Specialist<br>Massage Therapist<br>Job Coach | Diagnositic Medical Technician<br>Physical Therapy Assistant<br>Veterinary Technician<br>Medical Laboratory Technician<br>Morticians and Funeral Director<br>Registered Nurse<br>Dieticians and Nutritionist<br>Substance Abuse Counselor<br>Health Educator | Nurse Practitioner<br>Speech Pathologist<br>Occupational Therapist<br>Physician Assistant<br>Mental Health Counselor<br>Social Worker<br>Clinical Counseling<br>Chiropractor<br>Physical Therapist<br>Dentist/Orthodontist<br>Research Scientist<br>Physician<br>Optometrist<br>Veterinarian<br>Pharmacist<br>Psychiatrist<br>Psychologist |

## Clubs & Activities

Student Association
Tech Ed Club
Student Leadership
Renaissance Crew
Animal Rights Club
Environmental Club
Key Club
More Than Words
Peer Mediation
Spectrum
Unified Sports

## Internship & Local Business

Doctor's/Dentist's Offices
Physical Therapy Centers
Nursing and Rehabilitation Centers
Hosptials/Emergency Clinics
Hairdressing Salons
Veterinary Hospitals
Social Services Agencies
YMCA
Non-Profit Organizations
Health/Fitness Centers
Pharmacies

## Next Steps

Take Career Inventories on Naviance

Discuss College and Career plans with school counselor

Meet with college & career counselor for career-related opportunities in your area of interst

# IB Career-related Programme
# FHS
# SY 2023-2024




Dr. Anne Keefe-Forbotnick

IB Career-related Programme Coordinator

Attachment #2

## The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the "academic vs practical" divide.

## CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships.

*"The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations."*

Sian Carr, Head of School
Skinners' Kent Academy, UK

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# A flexible educational framework

**With the CP, schools are able to create their own distinctive version of the programme and select career pathways that suit their local community needs. By meeting the needs, backgrounds and contexts of their student population, schools can offer an education that is relevant to their students.**




### *Career-related studies*

Schools select the career pathways they want to offer, such as:

- business
- engineering
- health and bioscience
- arts and design
- sports management.

### *Diploma Programme courses*

All CP students are required to take at least two DP courses. Typically, the DP subjects selected align with students' chosen career pathway.

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# Core components of the CP

**All CP students are required to complete the career-related courses associated with their selected career pathway and take at least two Diploma Programme (DP) courses. Additionally, they must complete the CP core in order to receive the International Baccalaureate Certificate of the Career-related Programme.**




***Language development:*** *A* central tenet of an IB education, language development ensures students have access and are exposed to a second language in order to increase their understanding of the wider world and enhance their skillsets within a highly competitive global workforce.

***Personal and professional skills course:*** This course aims to develop responsibility, practical problem-solving, ethical understanding, perseverance and an appreciation of identity and perspective, as well as understanding of the complexity of the modern world.

***Service learning:*** Practical application of knowledge and skills towards meeting an identified community need enables students to develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability.

***Reflective project***: The reflective project is an in-depth body of work submitted towards the end of the programme. Students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

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# IB Career-Programmes
# School Year 2023-2024

**Nursing:**

*__2 IB Diploma Classes__: Relating to their Career-related Programme

*__IB CP Core:__ Personal and Professional Skills, Service-Learning, Reflective Project and Language Development

*__CRS Classes:__ Diversified Health Occupations and Certified Nursing Assistant

**Business:**

*__2 IB Diploma Classes__: Relating to their Career-related Programme

*__IB CP Core:__ Personal and Professional Skills, Service-Learning, Reflective Project and Language Development

*__CRS Classes:__ Personal Finance

**PLTW:**

*__2 IB Diploma Classes__: Relating to their Career-related Programme

*__IB CP Core:__ Personal and Professional Skills, Service-Learning, Reflective Project and Language Development

*__CRS Classes:__ PLTW



# Identifying and collaborating with career-related studies providers

The IB works with a variety of career-related-studies (CRS) providers around the globe. Schools seeking to develop career pathways with professional communities can benefit from our existing collaborations.

All CRS providers undergo a rigorous curriculum evaluation to ensure that their courses align with the CP pedagogy and meet IB quality standards.

National Academy Foundation (NAF)

Business & Technology Education Council (BTEC)

Project Lead The Way (PLTW)

Coming Soon

Savannah College of Art & Design (SCAD)

Chartered Institute for Securities & Investment (CISI)

Institute of Chartered Accountants in England and Wales (ICAEW)

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# What makes CP students unique?

- They can apply their knowledge to real-world scenarios and situations
- They have a strong foundation of academic and career-related skills
- They can think critically and creatively
- They develop superior research and presentation skills
- They communicate clearly and effectively
- They consider new perspectives and other points of view
- They are internationally minded and globally aware



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# QUESTIONS?



P 6141.52

**Instruction**

## Challenging Curriculum Policy for Middle Years

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in Middle Years (6-9), in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptions and services. Any student who is capable of or is highly motivated and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so in their Middle Years.

An advanced course or program as defined in this policy means an honors class such as Honors Algebra I in the 8th grade, and the International Baccalaureate Middle Years Programme (IBMYP) which all students in grades 6 through 10 participate in, as offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program to meet the needs of District students.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students in these Middle Years by providing the IBMYP as it prepares students for high level, rigorous curriculum and instruction in their future grades. The Board desires to nurture potential in all students and to challenge all students through differentiation and responsive instruction. The needs of all students including high potential learners will be equitability addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes regulations, as required criteria for the identification of students in their Middle Years who may be eligible, interested, and motivated to take or enroll in an advanced course or program. Consider appropriate programming for students identified as gifted, as per policy #6172.1, "Gifted and Talented Students."

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

### Criteria

For purposes of this policy these are students who are capable, highly motivated, or wish to participate in advanced courses and should be encouraged to enroll in these programs.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

**Instruction**

**Challenging Curriculum Regulations (Criteria for Identification of Eligible Middle Years Students)**

**Procedures/Criteria**

The following District and School-level principles will encourage students who are capable, highly motivated, and/or wish to participate in advanced courses to enroll in these programs.

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students that makes later advanced coursework a viable option and accessible to all;
2. Create multiple access points to advanced courses and programs allowing students to access these programs throughout their middle school experience;
3. Use multiple methods by which a student may enroll, including but not limited to:

    a. Consider student strengths, interests, and motivation;
    b. Encouragement and support of students can come from, but not limited, to parents, teachers, administrators, school counselors, or other school personnel;
    c. Enrollment not exclusively based on a student's prior academic performance;
    d. Monitor student performance, including growth over time;

4. Offer a robust set of student supports, including tutoring and/or mentoring, access to technology, access to enrichment opportunities, as well as support from school counselors, that help all students succeed in advanced courses or programs.

5. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and provide these materials in multiple languages.

6. Provide a foundation of rigor, relevance, and high expectations through IB Middle Years Program for all students in Middle Years, so students are prepared to take high level classes.

**Identification Process**

Middle school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge.

District administrators and school counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in policy P 6141.52. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks equitable course enrollment. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in their Middle Years, indicating content, process, products, and learning environments.

**Challenging Curriculum Policy – cont.**

**Academic Plan**

The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage during the Middle Years.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school credit or result in career readiness.

The academic plan may be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

**Business and Non-Instructional Operations**

Electronic Information Security

The objective of electronic information security is to ensure business continuity and minimize business damage by preventing, controlling and minimizing the impact of security breaches. The purpose of this policy is to protect the Groton Public Schools electronic information resources from threats, whether internal or external, deliberate or accidental. Electronic information resources are defined as all District computer equipment, including any desktop or laptop computers and all hardware owned or leased by the District; the District's computer network, and any computer software licensed to the District; and stored data. This policy shall apply to all users, whether or not affiliated with the District, of District electronic information resources as well as to all uses of those resources, wherever located.

Groton Public Schools will maintain access management processes to ensure that appropriate access will be afforded to electronic information resources.

Availability of the electronic information infrastructure is crucial to the continued effectiveness of the Groton Public Schools. The District will develop and implement procedures in accordance with prevailing industry standards and applicable federal and state law to manage environmental, developmental, and disaster recovery requirements.

The District will educate all users regarding acceptable use and proper security procedures for electronic information resources.

The District will manage electronic information resources in accordance with applicable federal and state law and regulations, including laws regarding the confidentiality of student and personnel information and access to public records.

The District will manage electronic information resources in accordance with the current District cyber insurance provider (reviewed yearly in accordance with insurance policy renewal).

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.

10-209 Records not to be public.

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.

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 503 12-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53 182-53273

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 4113.12

**Personnel**

**Minimum Duty-Free Lunch Periods**

The Board of Education (BOARD), in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff. For non-certified staff, the BOARD will provide the duty-free lunch period as defined by the Connecticut Department of Labor.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 3543.31

**Business and Non-Instructional Operations**

Office Services/Records and Reports

Electronic Communications Use and Retention

This policy applies to the retention, storage, and destruction of electronic information and records within the District and does not supersede any state or federal laws, or any other District policies regarding confidentiality, information dissemination, or standards of conduct. Generally, electronic information should be used only for legitimate District business; however, brief and occasional e-mail messages may be sent and received pursuant to policy 4118.4 and policy 4118.5.

Electronic communications are a transmittal of a communication between two or more computers or electronic devices, whether or not the message is converted to hard copy format, whether or not the message is viewed upon receipt or stored for later retrieval, and whether or not the transmittal is through a local, district or global computer network.

Electronic communications, including records made with other software and sent in e-mail, which are sent or received by the Board of Education (Board) or District employees pertaining to the business of the schools may be subject to public disclosure and inspection as public records under the Connecticut Freedom of Information Act and discovery in litigation as evidence in support of a claim. The Superintendent or his/her designee shall be responsible for implementing administrative regulations concerning the placing of a "hold" on electronic and paper records that may reasonably be anticipated to be subject of discovery in the course of litigation.

Use of electronic mail should conform to the same standards of judgment, propriety and ethics as other forms of school business-related communications.

The District is obligated to respect and, where necessary, to protect confidential data. The Board recognizes technical and legal limitations may restrict the District's ability to protect confidentiality. Electronic communication is recognized as similar to a paper document for legal purposes. The Board understands it may be legally compelled to disclose electronic information including business or personal use of e-mail to community members in accordance with the Freedom of Information Act. Such information will be disclosed to governmental authorities or, in the context of litigation, to other third parties. E-mail may also contain information that should be retained in the official records of the District.

Electronic communication on District computers or electronic communication systems shall be retained only as long as necessary. The same record retention policy that applies to paper records applies to electronically stored information, including e-mail communications. Therefore, like paper records, the content and function of an electronic record, including e-mail communications, determines the retention period for that document and will be retained in accordance with the Management and Retention Guide for State and Municipal Government Agencies (General Letter 98-1) administered by the Connecticut State Library, Public Records Administrator.

In addition to the Board's retention guidelines, all District employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve litigation. The Superintendent or his/her designee shall develop administrative regulations to preserve such records and electronically stored information that could potentially be related to any matter currently in litigation or which may be anticipated to result in future litigation.

The responsible authority for the maintenance and security of records shall be the Superintendent of Schools or his/her designee. The Superintendent shall designate a Records Custodian who will be responsible for implementation of District policies and administrative regulations pertaining to the preservation of paper records and electronically stored information, including e-mails and to respond to requests to inspect electronic mail pursuant to the Freedom of Information Act.

When security of certain financial, student, and other confidential information must be maintained, employees shall take appropriate security measures such as the use of personal identification passwords and/or encryption codes. Employees shall safeguard the confidentiality of passwords and codes and shall take reasonable steps to ensure that computer terminals do not become available for unauthorized use.

Users are responsible for appropriate access to and use of electronic mail systems. Illegal or improper use of the electronic mail systems, including, but not limited to, pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights are prohibited.

Use of the electronic mail systems for which the District will incur an expense without written permission of a supervisor is prohibited.

Violation of this policy shall constitute just cause for appropriate disciplinary action.

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

1-15 Application for copies of public records.

1-200 Definitions.

1-210 to 1-213 Access to public records.

1-211 Access to computer stored records.

1-214 Public contracts as part of public records.

1-225 to 1-240 Meetings of public agencies.

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.

10-221 Boards of education to prescribe rules.

11-8a Retention, destruction and transfer of documents.

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

31-48d Employers engaged in electronic monitoring required to give prior notice to employees.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V Disposition of Education Records (Revised 1983).

General Letters 98-1, 96-2 and 2001-1 of the Public Records Administrator Record Retention Schedules Towns, Municipalities, and Boards of Education.

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.).

Department of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C.

1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Rules 34 and 45 of the Federal Rules of Civil Procedure (2006 Amendments).

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

**Business and Non-Instructional Operations**

Office Services/Records and Reports

Electronic Communications Use and Retention Regulation

Retention Guidelines

These regulations supplement and do not replace District policy and regulations pertaining to student records.

Content and function of electronic messages determine the message's retention period. The determination of record status shall be on the same basis as is used for paper records. The District will comply with all of the minimum standards set forth in the Municipal Records Retention Schedule, M8 of the Connecticut Records Administration. Electronic messages sent and received by public officials fall within three broad categories:

1. Transitory messages, including copies posted to several persons and casual and routine communications similar to telephone conversations.
2. Public Records with a less than Permanent Retention Period; and
3. Public Records with a Permanent or Permanent/Archival Retention Period.

Retention guidelines for each of these categories are as follows:

Transitory Messages-No Retention Requirement

Public officials and employees receiving such communications may delete them at will immediately without obtaining the approval of the Office of the Public Records Administration and State Archives or the District's Custodian of Records. Transitory messages are not essential to the fulfillment of statutory obligations or to the documentation of district functions.

Examples include, but are not limited to:

Messages that address routine administrative, curricular and co-curricular matters, announcements of meetings, schedules of events, etc.

Messages that take the place of informal discussion and which if they were printed would not be retained in school records.

Messages that transmit generic information and are not specific to a student's educational program.

Messages that address personal matters unrelated to the District.

Voice mail is transitory in nature and may be deleted at will. However, there are times when such messages may require a longer retention period, such as in the case where the message may be potentially used as evidence in a trial, such as a bomb threat, or in some other illegal activity. Voice mail may also be subject to the discovery process in litigation.

Less than Permanent Messages-Retention Requirement

Follow retention schedule for equivalent hard copy records as specified in the Municipal Records Retention Schedule, M8 of the Connecticut Records Administration, retention schedule. The record must be in hard copy or electronic format, which can be retrieved and interpreted for the legal retention period.

When there is a doubt about the retrievability of an electronic record over the life span of that record, the record should be printed out.

The District may delete or destroy the records only after making and retaining a hard copy or after receiving signed approval from the Office of the Public Records Administrator.

Examples include, but are not limited to:

Messages that address significant aspects of a specific student's educational program including, but not limited to, health, discipline, special education program, interaction with DCF, and communication with parents relating to specific aspects of the student's interaction with the District.

Messages that address and/or provide information used in making policy decisions, concerning curricular or co-curricular activities, personnel actions, or that relate to the business transactions of the District.

Messages that address activities of significant interest in the community relating to the District.

Permanent or Permanent /Archival-Retention Requirement

Records must be retained permanently.

Retention may be in the form of a hard-copy printout or stored on microfilm that meets microfilm standards issued in General Letter 96-2 of the Public Records Administrator. The information must be eye readable without further direction.

Examples include, but are not limited to:

Policy and Procedures manuals

Physician's standing orders

Nursing protocols

Public officials and District employees are advised that e-mail messages sent as part of their workdays are not "private" but are discoverable communications and may be subject to FOI. Since messages may be retained at different locations or levels of the system, users must remember that their communications can be retrieved during formal discovery processes.

Maintenance/Retention of Electronic Mail

Records created using an e-mail system and electronically stored information will be saved/archived by the District for their required retention period by one of the following methods approved by the District's Record's Custodian:

1. Print message or record and store in appropriate hard copy file.
2. Place in computer folders and save on hard drive.
3. Save to removable disk which is then stored in an appropriate location.
4. Transfer to an automated records management software application.
5. Manage at the server by an automated classification system.

A review shall take place periodically, but at least annually, for the purpose of reviewing electronically stored information. The District's Record Custodian and the District's Technology Administrator are responsible for this review.

No system wide process for automatic deletion of electronic information will be implemented without notice to any individual who may have such information and each such individual will verify that they have reviewed and archived information that must be retained. Following this review, all e-mails and/or electronically stored information that have not been archived according to District policies and procedures shall be designated for

deletion or archiving, and the affected District employees will be notified about the procedures to be followed to implement this process. The Records Custodian or his/her designee shall follow up with notified employees to ensure compliance.

In addition, the Records Custodian, in cooperation with the District Systems Administrator, shall ensure that any process for automatic deletion of electronic information from the system will not delete information stored in folders and/or system locations that have been designated as appropriate for archiving electronically stored information.

Holds on the Destruction of Paper Records and Electronic Information

Upon receipt of notice that the District is involved in litigation as a party to a lawsuit, the District is issued a subpoena by a party to a lawsuit in which it is not a party, or if the District receives information that would lead a reasonable person to anticipate the possibility of litigation, the Records Custodian shall immediately take steps to ensure that paper records and electronically stored information related to the litigation or potential litigation are preserved from deletion or destruction. Action to preserve records and electronically stored information shall include, but are not limited to, the postponing or canceling of any automatic deletion of electronically stored information until relevant information and documents can be identified and stored, notification to employees of a "litigation hold" to prevent the deletion and destruction of documents that might be related to the litigation or potential litigation, and the identification of documents and information that are subject to preservation. This "litigation hold" triggers the duty to preserve documents, such as transitory messages, that otherwise could be deleted under the District's record retention policy.

The Records Custodian shall issue a "litigation hold" memorandum that specifically describes the types of documents and information that must be preserved and describes how those materials are to be identified, maintained and stored. The memorandum shall specifically state that the duty of preservation is ongoing and that it is the responsibility of employees to continue to identify and preserve relevant documents until notified via a subsequent memorandum that the "litigation hold" is no longer in effect. All employees who are sent a "litigation hold" memorandum are to acknowledge receipt and understanding of the memorandum in writing, which may be in the form of an e-mail response. A copy of any "litigation hold" memorandum shall to be sent to the District Instructional Technology Department.

The Records Custodian shall be responsible for the collection and coordination of the retention of documents that are subject to the "litigation hold," including electronically stored information. He/she shall work with the District's Instructional Technology personnel to ensure compliance with the "litigation hold."

The Records Custodian shall determine the types of electronically stored information that exist and where that information is maintained, identify where both identified paper documents and electronically stored information will be stored, and implement procedures to ensure that District employees are complying with the "litigation hold." No system wide process for automatic deletion of electronic information will be implemented while a "litigation hold" is in effect without prior notice to the Records Custodian and verification by the Records Custodian that the deletion process will not destroy documents or information that is subject to a "litigation hold." The Records Custodian shall reissue the "litigation hold" memorandum, as deemed necessary, and will ensure that the "litigation hold" memorandum is provided to new employees who may have access to relevant information. The Records Custodian shall ensure that all steps taken by the District to identify and preserve relevant information are documented.

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

1-15 Application for copies of public records.

1-200 Definitions.

1 210 to 1-213 Access to public records.

1-211 Access to computer stored records.

1-214 Public contracts as part of public records.

1-225 to 1 240 Meetings of public agencies.

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Department of Education. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Rules 34 and 45 of the Federal Rules of Civil Procedure (2006 Amendments).

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331.

Regulation approved:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Groton Public Schools
GEA Schedule C Stipend Negotiations - Final Proposal
Fiscal Year 2023-26

| Sport/Activity | Boys/Girls | School | Position | Experience | Prior Contract FY2022 Rate | FY2023 Rate | FY2024 Rate | FY2025 Rate | FY2026 Rate |
|---|---|---|---|---|---|---|---|---|---|
| Football | N/A | Fitch High School | Head Coach | Under 5 years | $5,989 | $6,049 | $6,110 | $6,167 | $6,251 |
| Football | N/A | Fitch High School | Head Coach | Over 5 years | $7,382 | $7,456 | $7,531 | $7,602 | $7,705 |
| Football | N/A | Fitch High School | Assistant | Under 5 years | $4,104 | $4,146 | $4,188 | $4,227 | $4,285 |
| Football | N/A | Fitch High School | Assistant | Over 5 years | $4,922 | $4,972 | $5,022 | $5,069 | $5,138 |
| Basketball | Boys | Fitch High School | Head Coach | Under 5 years | $5,855 | $5,914 | $5,974 | $6,030 | $6,112 |
| Basketball | Boys | Fitch High School | Head Coach | Over 5 years | $6,767 | $6,835 | $6,904 | $6,969 | $7,064 |
| Basketball | Boys | Fitch High School | Assistant | Under 5 years | $4,044 | $4,085 | $4,126 | $4,165 | $4,222 |
| Basketball | Boys | Fitch High School | Assistant | Over 5 years | $4,676 | $4,723 | $4,771 | $4,816 | $4,882 |
| Basketball | Girls | Fitch High School | Head Coach | Under 5 years | $5,855 | $5,914 | $5,974 | $6,030 | $6,112 |
| Basketball | Girls | Fitch High School | Head Coach | Over 5 years | $6,767 | $6,835 | $6,904 | $6,969 | $7,064 |
| Basketball | Girls | Fitch High School | Assistant | Under 5 years | $4,044 | $4,085 | $4,126 | $4,165 | $4,222 |
| Basketball | Girls | Fitch High School | Assistant | Over 5 years | $4,676 | $4,723 | $4,771 | $4,816 | $4,882 |
| Baseball | N/A | Fitch High School | Head Coach | Under 5 years | $5,409 | $5,464 | $5,519 | $5,571 | $5,647 |
| Baseball | N/A | Fitch High School | Head Coach | Over 5 years | $6,153 | $6,215 | $6,278 | $6,337 | $6,423 |
| Baseball | N/A | Fitch High School | Assistant | Under 5 years | $3,700 | $3,737 | $3,775 | $3,811 | $3,863 |
| Baseball | N/A | Fitch High School | Assistant | Over 5 years | $4,429 | $4,474 | $4,519 | $4,562 | $4,624 |
| Softball | N/A | Fitch High School | Head Coach | Under 5 years | $5,409 | $5,464 | $5,519 | $5,571 | $5,647 |
| Softball | N/A | Fitch High School | Head Coach | Over 5 years | $6,153 | $6,215 | $6,278 | $6,337 | $6,423 |
| Softball | N/A | Fitch High School | Assistant | Under 5 years | $3,700 | $3,737 | $3,775 | $3,811 | $3,863 |
| Softball | N/A | Fitch High School | Assistant | Over 5 years | $4,429 | $4,474 | $4,519 | $4,562 | $4,624 |
| Track - Outdoor | Boys | Fitch High School | Head Coach | Under 5 years | $5,344 | $5,398 | $5,452 | $5,503 | $5,578 |
| Track - Outdoor | Boys | Fitch High School | Head Coach | Over 5 years | $6,153 | $6,215 | $6,278 | $6,337 | $6,423 |
| Track - Outdoor | Boys | Fitch High School | Assistant | Under 5 years | $3,609 | $3,646 | $3,683 | $3,718 | $3,769 |
| Track - Outdoor | Boys | Fitch High School | Assistant | Over 5 years | $4,429 | $4,474 | $4,519 | $4,562 | $4,624 |
| Track - Outdoor | Girls | Fitch High School | Head Coach | Under 5 years | $5,344 | $5,398 | $5,452 | $5,503 | $5,578 |
| Track - Outdoor | Girls | Fitch High School | Head Coach | Over 5 years | $6,153 | $6,215 | $6,278 | $6,337 | $6,423 |
| Track - Outdoor | Girls | Fitch High School | Assistant | Under 5 years | $3,609 | $3,646 | $3,683 | $3,718 | $3,769 |
| Track - Outdoor | Girls | Fitch High School | Assistant | Over 5 years | $4,429 | $4,474 | $4,519 | $4,562 | $4,624 |
| Track - Indoor | N/A | Fitch High School | Head Coach | Under 5 years | $4,150 | $4,192 | $4,234 | $4,274 | $4,332 |
| Track - Indoor | N/A | Fitch High School | Head Coach | Over 5 years | $4,676 | $4,723 | $4,771 | $4,816 | $4,882 |
| Track - Indoor | N/A | Fitch High School | Assistant | Under 5 years | $3,862 | $3,901 | $3,941 | $3,978 | $4,032 |
| Track - Indoor | N/A | Fitch High School | Assistant | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Swimming | Boys | Fitch High School | Head Coach | Under 5 years | $3,906 | $3,946 | $3,986 | $4,024 | $4,079 |
| Swimming | Boys | Fitch High School | Head Coach | Over 5 years | $4,922 | $4,972 | $5,022 | $5,069 | $5,138 |

Attachment # 7

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Swimming | Boys | Fitch High School | Assistant | Under 5 years | $3,609 | $3,646 | $3,683 | $3,718 | $3,769 |
| Swimming | Boys | Fitch High School | Assistant | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Swimming | Girls | Fitch High School | Head Coach | Under 5 years | $3,906 | $3,946 | $3,986 | $4,024 | $4,079 |
| Swimming | Girls | Fitch High School | Head Coach | Over 5 years | $4,922 | $4,972 | $5,022 | $5,069 | $5,138 |
| Swimming | Girls | Fitch High School | Assistant | Under 5 years | $3,609 | $3,646 | $3,683 | $3,718 | $3,769 |
| Swimming | Girls | Fitch High School | Assistant | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Soccer | Boys | Fitch High School | Head Coach | Under 5 years | $4,830 | $4,975 | $5,125 | $5,173 | $5,243 |
| Soccer | Boys | Fitch High School | Head Coach | Over 5 years | $4,899 | $5,046 | $5,198 | $5,247 | $5,318 |
| Soccer | Boys | Fitch High School | Assistant | Under 5 years | $3,334 | $3,435 | $3,539 | $3,572 | $3,621 |
| Soccer | Boys | Fitch High School | Assistant | Over 5 years | $3,814 | $3,929 | $4,047 | $4,085 | $4,141 |
| Soccer | Girls | Fitch High School | Head Coach | Under 5 years | $4,830 | $4,975 | $5,125 | $5,173 | $5,243 |
| Soccer | Girls | Fitch High School | Head Coach | Over 5 years | $4,899 | $5,046 | $5,198 | $5,247 | $5,318 |
| Soccer | Girls | Fitch High School | Assistant | Under 5 years | $3,334 | $3,435 | $3,539 | $3,572 | $3,621 |
| Soccer | Girls | Fitch High School | Assistant | Over 5 years | $3,814 | $3,929 | $4,047 | $4,085 | $4,141 |
| Cross Country | Boys | Fitch High School | Head Coach | Under 5 years | $3,807 | $3,846 | $3,885 | $3,922 | $3,975 |
| Cross Country | Boys | Fitch High School | Head Coach | Over 5 years | $4,307 | $4,351 | $4,395 | $4,436 | $4,496 |
| Cross Country | Girls | Fitch High School | Head Coach | Under 5 years | $3,807 | $3,846 | $3,885 | $3,922 | $3,975 |
| Cross Country | Girls | Fitch High School | Head Coach | Over 5 years | $4,307 | $4,351 | $4,395 | $4,436 | $4,496 |
| Golf | N/A | Fitch High School | Head Coach | Under 5 years | $3,654 | $3,691 | $3,728 | $3,763 | $3,814 |
| Golf | N/A | Fitch High School | Head Coach | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Golf | N/A | Fitch High School | Assistant | Under 5 years | $2,525 | $2,551 | $2,577 | $2,601 | $2,637 |
| Golf | N/A | Fitch High School | Assistant | Over 5 years | $2,583 | $2,609 | $2,636 | $2,661 | $2,697 |
| Volleyball | N/A | Fitch High School | Head Coach | Under 5 years | $4,830 | $4,879 | $4,928 | $4,974 | $5,042 |
| Volleyball | N/A | Fitch High School | Head Coach | Over 5 years | $4,922 | $4,972 | $5,022 | $5,069 | $5,138 |
| Volleyball | N/A | Fitch High School | Assistant | Under 5 years | $3,334 | $3,368 | $3,402 | $3,434 | $3,481 |
| Volleyball | N/A | Fitch High School | Assistant | Over 5 years | $3,691 | $3,728 | $3,766 | $3,802 | $3,854 |
| Wrestling | N/A | Fitch High School | Head Coach | Under 5 years | $5,239 | $5,292 | $5,345 | $5,395 | $5,468 |
| Wrestling | N/A | Fitch High School | Head Coach | Over 5 years | $5,537 | $5,593 | $5,649 | $5,702 | $5,779 |
| Wrestling | N/A | Fitch High School | Assistant | Under 5 years | $3,591 | $3,627 | $3,664 | $3,699 | $3,749 |
| Wrestling | N/A | Fitch High School | Assistant | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Lacrosse | Boys | Fitch High School | Head Coach | Under 5 years | $4,833 | $4,930 | $5,029 | $5,076 | $5,145 |
| Lacrosse | Boys | Fitch High School | Head Coach | Over 5 years | $4,922 | $5,021 | $5,122 | $5,170 | $5,240 |
| Lacrosse | Boys | Fitch High School | Assistant | Under 5 years | $3,334 | $3,401 | $3,470 | $3,503 | $3,551 |
| Lacrosse | Boys | Fitch High School | Assistant | Over 5 years | $3,692 | $3,766 | $3,842 | $3,878 | $3,931 |
| Lacrosse | Girls | Fitch High School | Head Coach | Under 5 years | $4,833 | $4,930 | $5,029 | $5,076 | $5,145 |
| Lacrosse | Girls | Fitch High School | Head Coach | Over 5 years | $4,922 | $5,021 | $5,122 | $5,170 | $5,240 |
| Lacrosse | Girls | Fitch High School | Assistant | Under 5 years | $3,334 | $3,401 | $3,470 | $3,503 | $3,551 |
| Lacrosse | Girls | Fitch High School | Assistant | Over 5 years | $3,692 | $3,766 | $3,842 | $3,878 | $3,931 |
| Tennis | Boys | Fitch High School | Head Coach | Under 5 years | $3,819 | $3,858 | $3,897 | $3,934 | $3,988 |
| Tennis | Boys | Fitch High School | Head Coach | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Tennis | Girls | Fitch High School | Head Coach | Under 5 years | $3,819 | $3,858 | $3,897 | $3,934 | $3,988 |
| Tennis | Girls | Fitch High School | Head Coach | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Gymnastics | N/A | Fitch High School | Head Coach | Under 5 years | $3,906 | $3,946 | $3,986 | $4,024 | $4,079 |
| Gymnastics | N/A | Fitch High School | Head Coach | Over 5 years | $3,937 | $3,977 | $4,017 | $4,055 | $4,110 |
| Cheerleading | N/A | Fitch High School | Head Coach | Under 5 years | $3,784 | $3,898 | $4,015 | $4,053 | $4,108 |
| Cheerleading | N/A | Fitch High School | Head Coach | Over 5 years | $4,922 | $5,070 | $5,223 | $5,272 | $5,344 |
| Cheerleading | N/A | Fitch High School | Assistant | Under 5 years | $2,082 | $2,145 | $2,210 | $2,231 | $2,262 |
| Cheerleading | N/A | Fitch High School | Assistant | Over 5 years | $3,692 | $3,803 | $3,918 | $3,955 | $4,009 |
| Fencing | N/A | Fitch High School | Head Coach | Under 5 years | $4,325 | $4,369 | $4,413 | $4,455 | $4,516 |
| Fencing | N/A | Fitch High School | Head Coach | Over 5 years | $4,866 | $4,915 | $4,965 | $5,012 | $5,080 |
| Fencing | N/A | Fitch High School | Assistant | Under 5 years | $3,243 | $3,276 | $3,309 | $3,340 | $3,386 |
| Fencing | N/A | Fitch High School | Assistant | Over 5 years | $3,784 | $3,822 | $3,861 | $3,897 | $3,950 |
| Field Hockey | N/A | Fitch High School | Head Coach | Under 5 years | $4,833 | $4,978 | $5,128 | $5,176 | $5,246 |
| Field Hockey | N/A | Fitch High School | Head Coach | Over 5 years | $4,922 | $5,070 | $5,223 | $5,272 | $5,344 |
| Field Hockey | N/A | Fitch High School | Assistant | Under 5 years | $3,334 | $3,435 | $3,539 | $3,572 | $3,621 |
| Field Hockey | N/A | Fitch High School | Assistant | Over 5 years | $3,692 | $3,803 | $3,918 | $3,955 | $4,009 |
| Unified Sports | N/A | Fitch High School | Head Coach | Under 5 years | $3,807 | $3,807 | $3,807 | $3,843 | $3,895 |
| Unified Sports | N/A | Fitch High School | Head Coach | Over 5 years | $4,307 | $4,307 | $4,307 | $4,348 | $4,407 |
| Faculty Manager | N/A | Fitch High School | Faculty Manager | Under 5 years | $2,729 | $2,757 | $2,785 | $2,811 | $2,849 |
| Faculty Manager | N/A | Fitch High School | Faculty Manager | Over 5 years | $2,953 | $2,983 | $3,013 | $3,042 | $3,084 |
| Basketball | Boys | Groton Middle School | Coach | N/A | $3,276 | $3,309 | $3,343 | $3,375 | $3,421 |
| Basketball | Boys | Groton Middle School | Assistant | N/A | $2,211 | $2,234 | $2,257 | $2,278 | $2,309 |
| Basketball | Girls | Groton Middle School | Coach | N/A | $3,276 | $3,309 | $3,343 | $3,375 | $3,421 |
| Basketball | Girls | Groton Middle School | Assistant | N/A | $2,211 | $2,234 | $2,257 | $2,278 | $2,309 |
| Track | N/A | Groton Middle School | Coach | N/A | $2,777 | $2,833 | $2,890 | $2,917 | $2,957 |
| Track | N/A | Groton Middle School | Assistant | N/A | $1,875 | $1,913 | $1,952 | $1,971 | $1,998 |
| Softball | N/A | Groton Middle School | Coach | N/A | $2,777 | $2,805 | $2,834 | $2,861 | $2,900 |
| Softball | N/A | Groton Middle School | Assistant | N/A | $1,875 | $1,894 | $1,913 | $1,931 | $1,958 |
| Cross Country | N/A | Groton Middle School | Coach | N/A | $2,331 | $2,378 | $2,426 | $2,449 | $2,483 |
| Cross Country | N/A | Groton Middle School | Assistant | N/A | $1,573 | $1,605 | $1,638 | $1,654 | $1,677 |
| Soccer | Boys | Groton Middle School | Coach | N/A | $2,403 | $2,452 | $2,502 | $2,526 | $2,561 |
| Soccer | Boys | Groton Middle School | Assistant | N/A | $1,622 | $1,655 | $1,689 | $1,705 | $1,729 |
| Soccer | Girls | Groton Middle School | Coach | N/A | $2,403 | $2,452 | $2,502 | $2,526 | $2,561 |
| Soccer | Girls | Groton Middle School | Assistant | N/A | $1,622 | $1,655 | $1,689 | $1,705 | $1,729 |
| Cheerleading | N/A | Groton Middle School | Coach | N/A | $1,566 | $1,598 | $1,630 | $1,646 | $1,669 |
| Wrestling | N/A | Groton Middle School | Coach | N/A | $2,403 | $2,452 | $2,502 | $2,526 | $2,561 |
| Wrestling | N/A | Groton Middle School | Assistant | N/A | $1,622 | $1,655 | $1,689 | $1,705 | $1,729 |
| Unified Sports | N/A | Groton Middle School | Coach | N/A | $2,331 | $2,355 | $2,379 | $2,402 | $2,435 |
| Intramural | N/A | Groton Middle School | Coach | N/A | $2,380 | $2,428 | $2,477 | $2,501 | $2,535 |
| Coordinator | N/A | Groton Middle School | Coordin | N/A | $1,889 | $1,908 | $1,928 | $1,946 | $1,973 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| School Newspaper | N/A | Fitch High School | Advisor | N/A | $3,676 | $1,530 | $1,546 | $1,561 | $1,583 |
| Amphora | N/A | Fitch High School | Advisor | N/A | $2,932 | $2,962 | $2,992 | $3,020 | $3,061 |
| Yearbook | N/A | Fitch High School | Advisor | N/A | $3,957 | $1,500 | $1,515 | $1,530 | $1,551 |
| Student Council | N/A | Fitch High School | Advisor | N/A | $3,089 | $3,089 | $3,089 | $3,118 | $3,161 |
| Keyettes | N/A | Fitch High School | Advisor | N/A | $1,673 | $1,690 | $1,707 | $1,723 | $1,747 |
| Debating Club | N/A | Fitch High School | Advisor | N/A | $1,047 | $1,068 | $1,090 | $1,101 | $1,116 |
| Senior Class Advisors | N/A | Fitch High School | Advisor | N/A | $744 | $1,200 | $1,212 | $1,224 | $1,241 |
| Junior Class Advisor | N/A | Fitch High School | Advisor | N/A | $267 | $600 | $606 | $612 | $621 |
| Sophmore Class Advisor | N/A | Fitch High School | Advisor | N/A | $160 | $500 | $505 | $510 | $517 |
| Freshman Class Advisor | N/A | Fitch High School | Advisor | N/A | $160 | $500 | $505 | $510 | $517 |
| Math Team | N/A | Fitch High School | Advisor | N/A | $1,538 | $1,554 | $1,570 | $1,585 | $1,607 |
| SADD Advisor | N/A | Fitch High School | Advisor | N/A | $1,047 | $1,068 | $1,090 | $1,101 | $1,116 |
| Honor Society Advisor | N/A | Fitch High School | Advisor | N/A | $1,414 | $1,414 | $1,414 | $1,428 | $1,448 |
| Future Bus Leaders/FBLA Advisor | N/A | Fitch High School | Advisor | N/A | $2,507 | $1,500 | $1,515 | $1,530 | $1,551 |
| Falcon Coop Advisor | N/A | Fitch High School | Advisor | N/A | $2,507 | $2,533 | $2,559 | $2,583 | $2,618 |
| Key Club Adivsor | N/A | Fitch High School | Advisor | N/A | $1,673 | $1,690 | $1,707 | $1,723 | $1,747 |
| Band Director | N/A | Fitch High School | Advisor | N/A | $5,078 | $5,129 | $5,181 | $5,230 | $5,301 |
| Marching Band | N/A | Fitch High School | Advisor | N/A | $2,562 | $2,588 | $2,614 | $2,639 | $2,675 |
| Choral | N/A | Fitch High School | Advisor | N/A | $3,053 | $3,084 | $3,115 | $3,144 | $3,187 |
| Drama | N/A | Fitch High School | Advisor | N/A | $4,689 | $4,736 | $4,784 | $4,829 | $4,895 |
| Drama - Music | N/A | Fitch High School | Advisor | N/A | $2,348 | $2,372 | $2,396 | $2,419 | $2,452 |
| Summer Band Camp | N/A | Fitch High School | Advisor | N/A | $1,572 | $1,588 | $1,604 | $1,619 | $1,641 |
| Chemical Hygiene Officer | N/A | Fitch High School | Advisor | N/A | $2,085 | $2,106 | $2,128 | $2,148 | $2,177 |
| More than Words | N/A | Fitch High School | Advisor | N/A | $2,020 | $2,041 | $2,062 | $2,082 | $2,111 |
| Best Buddies | N/A | Fitch High School | Advisor | N/A | $0 | $2,041 | $2,062 | $2,082 | $2,111 |
| Black Student Union | N/A | Fitch High School | Advisor | N/A | $0 | $2,041 | $2,062 | $2,082 | $2,111 |
| Spectrum | N/A | Fitch High School | Advisor | N/A | $0 | $1,167 | $1,179 | $1,190 | $1,207 |
| Teacher Pathway | N/A | Fitch High School | Advisor | N/A | $0 | $2,041 | $2,062 | $2,082 | $2,111 |
| Military/JROTC | N/A | Fitch High School | Advisor | N/A | $0 | $2,041 | $2,062 | $2,082 | $2,111 |
| Band Winterguard/Percussion | N/A | Fitch High School | Advisor | N/A | $0 | $2,041 | $2,062 | $2,082 | $2,111 |
| Robotics Team | N/A | Fitch High School | Head Coach | Under 5 years | $4,522 | $4,522 | $4,522 | $4,565 | $4,627 |
| Robotics Team | N/A | Fitch High School | Head Coach | Over 5 years | $4,963 | $4,963 | $4,963 | $5,010 | $5,078 |
| Robotics Team | N/A | Fitch High School | Assistant | Under 5 years | $3,325 | $3,325 | $3,325 | $3,356 | $3,402 |
| Robotics Team | N/A | Fitch High School | Assistant | Over 5 years | $3,649 | $3,649 | $3,649 | $3,683 | $3,733 |
| School Newspaper | N/A | Groton Middle School | Advisor | N/A | $1,894 | $1,018 | $1,029 | $1,039 | $1,054 |
| Yearbook | N/A | Groton Middle School | Advisor | N/A | $1,686 | $1,686 | $1,686 | $1,702 | $1,725 |
| Student Council | N/A | Groton Middle School | Advisor | N/A | $2,127 | $2,127 | $2,127 | $2,147 | $2,176 |
| Drama | N/A | Groton Middle School | Advisor | N/A | $2,089 | $2,131 | $2,174 | $2,195 | $2,225 |
| Drama - Music | N/A | Groton Middle School | Advisor | N/A | $1,062 | $1,084 | $1,106 | $1,117 | $1,133 |
| Jazz Band | N/A | Groton Middle School | Advisor | N/A | $2,127 | $2,170 | $2,214 | $2,235 | $2,266 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pride Club | N/A | Groton Middle School | Advisor | N/A | $0 | $1,167 | $1,179 | $1,190 | $1,207 |

| | | | | | FY2022 Rate | FY2023 Rate | FY2024 Rate | FY2025 Rate | FY2026 Rate |
|---|---|---|---|---|---|---|---|---|---|
| Enrichment | | | | | $372 | $500 | $500 | $500 | $500 |
| Enrichment | | | | | $372 | $500 | $500 | $500 | $500 |
| | | | | | | | | | |
| Summer School Teacher | | | | | $39.32 | $39.52 | $39.72 | $39.92 | $40.12 |
| Homeboud Instr | | | | | $31.19 | $31.35 | $31.51 | $31.67 | $31.83 |
| Adult Ed | | | | | $31.19 | $31.35 | $31.51 | $31.67 | $31.83 |
| Curriculum Work | | | | | $39.32 | $39.52 | $39.72 | $39.92 | $40.12 |
| | | | | | | | | | |
| Building Tech Support | | | | | $1,946 | $1,966 | $1,986 | $2,005 | $2,033 |
| Head Teachers | | | | | $2,085 | $2,106 | $2,128 | $2,148 | $2,177 |
| Special Education | | | | | $951 | $961 | $971 | $981 | $995 |

# Groton Public Schools
# Curriculum Map

ASL 2 Honors

World Language 9-12

## INTRODUCTION

| Course Purpose: |
| --- |
| This honors level 2 ASL course motivates and enables students to reinforce concepts, skills, and proficiency targets acquired in Level 1 through applied usage of American Sign Language in a variety of real world situations.<br><br>Students will further develop their language fluency and advance their level of comprehension and expression of ASL in culturally appropriate ways. This continuation level enables students to hone their expressive and receptive ASL skills through role playing common Deaf-hearing encounters. Students will use context specific signs, NMMs (Non-Manual Markers) and grammar to communicate throughout activities and scenarios. They will use spontaneous ASL to present information, pose questions, and express opinions, and they will use rehearsed ASL to retell the stories integrated within each unit. Students will use inquiry based exploration to examine cultural topics, connect hearing culture to Deaf Culture, and further develop intercultural competence.<br><br>Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student need and course activities.<br><br>By the end of this course, students will have gained the Intermediate-Low ACTFL (American Council on the Teaching of Foreign Languages) level of Interpretive (i.e. receptive ASL watching), Interpersonal (i.e. signed exchanges), and Presentational (i.e. expressive ASL signing).<br><br>Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student need and course activities. |

| Major Learning Goals and Understandings: |
| --- |

Attachment #18

World Language Student Learning Expectation(s):

- Gain proficiency in ASL (American Sign Language)
- Develop respect and understanding of the diverse range of hearing technologies, hearing status, and visual communication modalities
- Develop ASL skills in a range of authentic contexts for a variety of audiences and purposes
- Develop target ASL skills through the use of live signing/signers as well as a variety of video resources and video-based technologies
- Understand the nature of language and the process of language learning as a tool that integrates linguistic, cultural, and social components
- Identify ASL/Deaf cultural products and perspectives and connect these to the student's own
- Develop curiosity, inquiry, and lifelong interest in and enjoyment of language learning in general but also specifically ASL

FHS Student Learning Expectation(s):

SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
SE3 Work independently and collaboratively to solve problems and accomplish goals.
SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

| **Units/Theme/Concept and # of Weeks**<br>Quarter = 9 weeks, Semester = 18 weeks, Trimester = 12 weeks, Year = 36 weeks — usually spread over 40 weeks | |
|---|---|
| Pre-ASL2 Pre-ASL2 Review (3 weeks) SN Pre-Unit Bookmark | 1. Describing People and Things (9 weeks) SN Unit 7 Bookmark |
| 2. Making Requests/Asking for Advice (6 weeks) SN Unit 8 Bookmark | 3. Describing Places (6 weeks) SN Unit 9 Bookmark |
| 4. Giving Opinions About Others (6 weeks) SN Unit 10 Bookmark | 5. Discussing Plans and Goals (6 weeks) SN Unit 11 Bookmark |

**SN stands for the Signing Naturally ASL Curriculum.*
***Storytelling and Fables from SN Unit 12 are built into each unit.*

**Mappers/Authors:**
**Kristi Duchscherer**
**Rebecca Rabinsky-Ankrom**
Date Approved:

**Part 1 - Unit/Theme/Concept**

| Grade: | Subject: | Course: | Combined Length of Units: |
|---|---|---|---|
| 9-12 | World Language | ASL 2 Honors | 36 weeks |

| Common Core State Standards |
|---|
| Alignment of Common Core State Standards to National Standards for Learning Languages |
| Supporting Standards<br>**ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels |
| Connecticut State Standards |

| Part 2 – Standards | | | |
|---|---|---|---|
| **MYP Overarching Themes - Global Contexts**<br>• Identities and relationships<br>• Orientation in space and time<br>• Personal and cultural expressions<br>• Scientific and technical innovation<br>• Globalization and sustainability<br>• Fairness and development | **MYP Language Acquisition Related Concepts (Phases 1 and 2)**<br>• Accent<br>• Audience<br>• Context<br>• Conventions<br>• Form<br>• Function<br>• Meaning<br>• Message<br>• Patterns<br>• Purpose<br>• Structure<br>• Word/Sign Choice | **MYP Emergent Communicators- Phases 1 and 2 can:**<br>• Understand and respond to simple signed messages<br>• identify messages, facts, opinions, and feelings and ideas presented in sign and demonstrate their comprehension in short expressive signed form<br>• interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts<br>• be aware that language varies according to purpose and audience | **Bloom's Taxonomy at Level 2**<br>Recognize, label, define, summarize, illustrate, plan, describe, apply, organize, classify, research, analyze, categorize, compare, contrast, review, create, design, compose, evaluate, criticize, defend, recommend |

| MYP Language Acquisition Key Concepts | MYP ATL - Approaches To Learning | |
|---|---|---|
| • Communication<br>• Connections<br>• Creativity<br>• Culture | • Thinking Skills<br>• Social Skills<br>• Communication Skills<br>• Self-management Skills<br>• Research Skills | |

**Big Idea and Essential Questions**

- **Big Ideas - MYP Statements of Inquiry**
  ***"statement (of inquiry) expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself" (Erickson 2007 and Marzano 2010)***

  **The statement of inquiry:**
  - represents a contextualized, conceptual understanding
  - describes a complex relationship that is worthy of inquiry
  - explains clearly what students should understand and why that understanding is meaningful
  - can be qualified (using phrases such as "often", "may" and "can") if it is not true in all situations, but is still an important idea, can be formulated at different levels of specificity

- **Essential Questions**
  - Factual - what is …?; narrow range of correct responses
  - Conceptual - how…? multiple possible responses
  - Debatable - which do you support & why? give an opinion and justify it; make a value judgment

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (viewing and presenting in ASL) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

| | |
|---|---|
| Authentic assessment | Summative assessments |
| Concept maps | Oral presentations/rubric |
| Formative assessments | Written report/rubric |
| Portfolio / rubric | Performance assessment/rubric |
| Self-assessment | Case study/ seminar/ mathematical thinking/ rubric |
| Peer assessment | |

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Part 1 - Pre-ASL2**

Global Concept: Identities and Relationships

| Grade: | Subject: | Course: | Length of Unit: |
|---|---|---|---|
| 9-12 | World Language | ASL 2 Honors | 3 weeks |

| Connecticut Core Standards |
|---|
| Alignment of Common Core State Standards to National Standards for Learning Languages |
| **ACTFL/MYP/World Readiness-5 C's Standards** |
| https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf |
| MYP Language Acquisition Manual |
| MYP Language Acquisition Standards |
| ACTFL Can Do Statements - all proficiency levels |
| ACTFL Can Do Statements - NOVICE levels |

| Part 2 – Pre-ASL2<br>Standards | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br><br>-Basic ASL vocabulary including ASL1 essential words and phrases<br><br>-the correct alphabet handshape for fingerspelling names<br><br>-how to follow and give commands<br><br>-the expressive and | **The students will be able to:**<br>1. Compare and correct alphabet handshape formations while fingerspelling names<br>2. Comprehend/execute signed commands and give commands<br>3. Name items belonging to a category (colors, clothing, people, activities, animals, cities,travel, time, school, chores)<br>4. Name the opposites or signs commonly associated with given signs<br>5. Sign cardinal numbers 1 to 100<br>6. Give ages and orient the number toward the person being referred to | 1. Compare and contrast alphabet and number formation to the model making adjustments as needed<br><br>2. Generate vocabulary opposite of or associated with specific categories<br><br>3. Apply cardinal number knowledge to play a group card game<br><br>4. Interview in small groups and/or partners using yes-no and wh-word questions to discover similarities, differences, likes, haves, needs, and wants. |

| | | |
|---|---|---|
| receptive vocabulary related to various categories<br><br>-the opposite and/or associated vocabulary when given an ASL 1 term<br><br>-cardinal numbers 1-100 and age numbers<br><br>-how to ask and answer yes-no questions and wh-word questions<br><br>-how to describe family and relations<br><br>-how to tell and retell stories<br><br>-cultural norms and appropriate behavior | 7. Ask wh-word questions and orient signs toward the person being referred to<br>8. Ask questions for a survey using the verbs LIKE, HAVE, NEED, WANT<br>9. Sign yes-no questions and wh-word questions<br>10. Describe their family and how family members are related using possessive pronouns<br>11. Retell a childhood story<br>12. Demonstrate cultural appropriate behaviors by developing skits | 5. Role-play in whole group and then partners family relations that elicit a family vocabulary word response<br><br>6. Develop a group skit on culturally appropriate norms and behaviors |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - ASL 2 builds upon ASL 1 vocabulary, phrases, skills, and cultural behavior knowledge.
- **Essential Questions:**
  - **Factual:** What vocabulary, phrases, skills, and cultural behaviors are foundational from ASL 1?
  - **Conceptual:** How does ASL1 (SN textbook Units 1 - 6) provide a strong foundation on which to communicate in ASL?
  - **Debatable:** How does summer break affect the continuation of ASL language learning?

## Part 3 – Pre-ASL2
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Peer interview using yes-no and wh-word question on similarities, differences, likes, haves, wants, and needs
- Self-evaluation of ASL1 skills and knowledge
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod),
  3.) cultural knowledge

**Summative assessments**

- Group cultural behavior skit
- Childhood expressive storytelling
- Receptive comprehension for categories (colors, clothing, people, activities, animals, cities, travel, time, school, chores)

## Part 4 – Pre-ASL2
### Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 1: Describing People and Things**<br>Global Concept: Globalization and Sustainability | | | |
|---|---|---|---|
| **Grade:**<br>9-12 | **Subject:**<br>World Language | **Course:**<br>ASL 2 Honors | **Length of Unit:**<br>9 weeks |

| **Connecticut Core Standards** |
|---|
| Alignment of Common Core State Standards to National Standards for Learning Languages |
| **ACTFL/MYP/World Readiness-5 C's Standards** |
| https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels |

| **Part 2 – Unit 1: Describing People and Things**<br>**Standards** | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br><br>-SN Unit 7 related vocabulary | **The students will be able to:**<br>1. Identify people present in a space<br>2. Monitor and adjust letter formation by fingerspelling clothing related words | 1. Identify people using vocabulary and classifiers in partners and groups |

| | | |
|---|---|---|
| -The following Classifiers: Body Classifiers (BCLs), Body Part Classifiers (BPCLs), Body Part SASSes (BPSASSes), Descriptive Classifiers (DCL), Instrumental Classifiers (ICLs), Locative Classifiers (LCLs)<br><br>-Facial Expressions ("oo," "mm," "cha," "ee," "puffed," "open mouth")<br><br>-Proper letter formation and number formations 1-100<br><br>-How to determine the meaning and select the conceptually accurate sign for HAVE, DRIVE-TO, TAKE, PICK-UP<br><br>-Culturally appropriate ways to greet and leave an ASL conversation | 3. Monitor and adjust number formation by playing number games<br>4. Describe personal items and accessories<br>5. Translate sentences with HAVE, DRIVE-TO, TAKE, PICK-UP<br>6. Determine if additional verbs must be used, specifically if there is a direct object (TAKE-FROM or PICK-UP to DRIVE-TO) or person involved (DROP-OFF, CARRY-TO, GO-TO, or DRIVE-TO)<br>7. Maintain conceptual accuracy and spatial agreement in verb translations<br>8. Ask how many<br>9. Describe lost, stolen, or forgotten items<br>10. Tell the year<br>11. Complete greetings and leave-takings<br>12. Comprehend storytelling<br>13. Build fluency by re-telling a story | 2. Describe clothing and accessories using vocabulary and classifiers in partners and groups<br><br>3. Apply cardinal number knowledge to play a partner guessing game<br><br>4. Analyze and translate sentences with HAVE, DRIVE-TO, TAKE, PICK-UP in partners and groups<br><br>5. Role-play in whole group and then partners describing a lost, stolen, or left behind item<br><br>6. Analyze greetings and leave-taking of Deaf events<br><br>7. Evaluate Family Portrait story and compare and contrast answers with partners<br><br>8. Create a fashion show in groups where members take turns describing the person, clothing, and accessories |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - We can and should describe people and things using classifiers to add clarity and depth to our ASL communication.
- **Essential Questions:**
  - **Factual:** What classifiers groups are used to describe people, clothing, accessories, and body positions?
  - **Conceptual:** Why is conceptual accuracy essential when describing people and things?
  - **Debatable:** How many classifiers do I need for my communication partner to fully understand what I am describing?

## Part 3 – Unit 1: Describing People and Things
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Project: Create skit in groups where members take turns describing a person/people, clothing, and accessories (e.g. a Halloween costume party, a New York fashion show, Macy's Thanksgiving Day Parade)
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; describe 5 people of various ethnicities, their clothing and accessories, retell The Tailor),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; My Favorite Leather Jacket),
  3.) cultural knowledge

**Summative assessments**

- Partner dialogue and skits describing people and outfits
- Observation of greetings and leave-takings in Deaf event/s
- Expressive storytelling (e.g. Family Portrait)
- Receptive comprehension of minidialogues (e.g. A Memorable Costume)
- SN Unit 7 Self-Assessment

## Part 4 – Unit 1: Describing People and Things
### Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- ➢ Current events and authentic materials are a key component of the learning experience

- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 2: Making Requests and Asking for Advice**<br>Global Concept: Personal and Cultural Expression | | | |
|---|---|---|---|
| **Grade:**<br>9-12 | **Subject:**<br>World Language | **Course:**<br>ASL 2 Honors | **Length of Unit:**<br>6 weeks |

| **Connecticut Core Standards**<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| **ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels |

| **Part 2 – Unit 2: Making Requests and Asking for Advice**<br>**Standards** | |
|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | **Bloom's Taxonomy Levels** |

| | | Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
|---|---|---|
| **The students will know:**<br><br>-SN Unit 8 Related Vocabulary<br><br>-Agreement Verbs: tell, call, send, borrow, lend, bawl out, bother/annoy, tease, and ignore<br><br>-How to comprehend conjunctions !Thought occur! And !Wrong! Within the context of situations<br><br>-How to ask for signs that they want to use but don't yet know<br><br>-How to interrupt in a culturally appropriate way<br><br>-Why it's only appropriate for a Deaf person to give a sign name | **The students will be able to:**<br>1. Understand and use the Months of the Year<br>2. Understand and use agreement verbs: TELL-TO, PHONE-TO, SEND-TO, INFORM-TO, PAY-TO, BAWL-OUT-TO, BOTHER-TO, TEASE-TO, BORROW/LEND, and IGNORE-TO<br>3. Understand and explain situations that involve conditions<br>4. Understand and use forms of negation: NOT, NONE, 'wave-no', NOT-YET, NOT WANT, FORBID and REFUSE<br>5. Understand and give PHONE NUMBERS<br>6. Understand and use (conjunction !THOUGHT OCCUR!, !WRONG!) longer utterances that include explaining a situation and then asking for advice<br>7. Ask for a sign (that is not known or not remembered) using strategies other than fingerspelling the word in English<br>8. Understand and use 'tag' questions<br>9. Interrupt when entering or exiting Deaf spaces in culturally appropriate ways<br>10. Articulate the nuances of Sign Names in ASL (how names are given, different types of sign names)<br>11. Comprehend storytelling<br>12. Build fluency by re-telling a story | 1. Thoroughly create or explain real situations and ask for help or a favor<br>2. Analyze situations and how to accept or politely decline requests<br>3. Evaluate a situation so that I can offer thoughtful advice/suggestion(s)<br>4. Apply what I know of ASL conjunctions to accurately explain situations and then ask for help or advice<br>5. Use the months of the year and incorporate numbers to express current, past and future events and their frequency<br>6. Apply agreement verbs to show subjects and objects of an utterance<br>7. Understand and use a broader range of negation terms to more completely explain my reasoning or actions<br>8. Apply what I know to ask for a sign that I don't know without simply fingerspelling an English word/equivalent to ask for it<br>9. Apply what I know to effortlessly and appropriately enter and exit with minimal interruption<br>10. Understand and give phone numbers<br>11. Understand how sign names are created and used |

| | | |
|---|---|---|
| | | 12. Analyze and apply what I know of ASL and about classifiers to figure out the meaning of "The Motel Story" |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - We can ask for help as well as respond to requests for help or advice and respond in direct, kind and culturally appropriate ways.
- **Essential Questions:**
  - **Factual:** Why is it important that we be as thorough as possible in describing a situation before we ask for help?
  - **Conceptual:** How does the use of ASL conjunctions and verb agreement impact the description of a given situation?
  - **Debatable:** …How might my understanding or expression of a situation and the advice or help sought impact my ability to respond appropriately or get the help or advice that I need, when I need it?

## Part 3 – Unit 2: Making Requests and Asking for Advice

**Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Comprehend ASL prompts (e.g. teacher-created, "The Candy Bar," The Motel Story") where situations are expressed, advice solicited, help asked for in EdPuzzle or in person, during class
- Express situations (real or created) in ASL where help or advice is desired in person or using GoReact/FlipGrid/Screencastify
- Engage in skits where situations are thoroughly described, help/advice solicited, and responded to with acceptance or refusal
- Retell the Story "One Fine Day" individually, in small group format or in large group format

**Summative assessments**

- Observation of interruptions to enter or exit an ASL/Deaf Culture event
- Expressive storytelling (e.g. "One Fine Day")
- SN Unit 8 Self-Assessment
- Partner dialog skits demonstrating the different targeted ASL conjunctions !THOUGHT OCCUR! And !WRONG!

| **Part 4 – Unit 2: Making Requests and Asking for Advice**<br>**Common Assured Learning Experiences** |
|---|
| ➢ Students experience and use the target language in all communicative modes<br>➢ Lessons focus on meaningful communication<br>➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases<br>➢ Students explore the target language individually, in pairs, in groups and in whole-class activities<br>➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate<br>➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom<br>➢ Current events and authentic materials are a key component of the learning experience<br>➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process<br>➢ Creation of personal projects is encouraged<br>➢ Students interact with, investigate and compare cultures and global concepts<br>➢ Field trips or other connections with the community are integrated in the learning experience whenever possible |

| **Part 1 - Unit 3: Describing Places**<br>Global Concept: Globalization and Sustainability | | | |
|---|---|---|---|
| **Grade:**<br>9-12 | **Subject:**<br>World Language | **Course:**<br>ASL 2 Honors | **Length of Unit:**<br>6 weeks |

| **Connecticut Core Standards**<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| **ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels |

| **Part 2 – Unit 3: Describing Places**<br>**Standards** | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br><br>-SN Unit 9 Related Vocabulary<br><br>-The following Classifiers: Descriptive Classifiers (DCL), Locative Classifiers (LCLs), and Element Classifiers (ECLs)<br><br>-how to describe places including neighborhoods and restaurants<br><br>-clock numbers and time<br><br>-how to use perspective | **The students will be able to:**<br>1. Discuss neighborhoods including places with signs and fingerspelling<br>2. Sign clock numbers to discuss schedules<br>3. Describe neighborhoods including giving directions NEXT-tO, ACROSS-FROM<br>4. Describe restaurants including giving directions and where to turn<br>5. Sign clock numbers to ask wh-word questions about daily routines<br>6. Suggest a place to eat including a description of the environment, what people do there, and give opinion<br>7. Give directions with perspective shift to tell where a place is located | 1. Tell where one lives by describing the neighborhood including what is NEXT-TO it, what is liked or not liked, and future plans<br><br>2. Identify names and types of business<br><br>3. Apply clock number time knowledge to describe one's schedule<br><br>4. Analyze and translate yes-no sentences<br><br>5. Role-play in whole group and then partners describing restaurants including the use of LCLs, DCLs, and ECLs |

| | | |
|---|---|---|
| shift when describing locations and places<br><br>-how to ask and answer yes-no questions<br><br>-the culturally appropriate behavior for an absence or tardiness | 8. Translate and answer yes-no questions<br><br>9. Inform the teacher and others the reason for their absence or tardiness to class or events | 6. Create a skit in partners or groups in which directions are given including reference points<br><br>7. Devise a skit in partners or groups in which a place to eat is suggested<br><br>8. Evaluate Stop the Traffic story and compare and contrast answers with partners<br><br>9. Role-play "Does the Alibi Hold Up?" in groups of 2 suspects and 2 investigators, interview, review, and conclude |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - We can describe places, give directions, and understand details about our neighborhood and community.
- **Essential Questions:**
  - **Factual:** What is the word order for translating yes-no questions?
  - **Conceptual:** How can direction be expressed using map orientation, reference points, and perspective shifts?
  - **Debatable:** Does TMI (too much information) exist in Deaf American culture?

**Part 3 – Unit 3: Describing Places**
**Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

| Formative assessments | Summative assessments |
|---|---|
| • Project: Create a group skit in which members must ask and answer questions using place description and time (your own version of "Does the Alibi Hold Up?" with suspect/s and investigator/; a crime scene investigation; a mock court trial)<br>• Unit Test comprised of:<br>1.) expressive signing (e.g. Flipgrid/GoREACT entry; create a narrative describing where one lives and/or works, retell The Lion and the Mouse),<br>2.) receptive comprehension (e.g. EdPuzzle/Nearpod; The Hitchhiker),<br>3.) cultural knowledge | • Tell where one lives by describing the neighborhood including what is NEXT-TO it, what is liked or not liked, and future plans<br>• Create an expressive narrative to explain why you're late to class<br>• Receptive comprehension of mini dialogues and/or stories (e.g. Stop the Traffic and/or The Hitchhiker)<br>• SN Unit 9 Self-Assessment |

## Part 4 – Unit 3: Describing Places

**Common Assured Learning Experiences**

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- ➢ Current events and authentic materials are a key component of the learning experience
- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
- ➢ Creation of personal projects is encouraged
- ➢ Students interact with, investigate and compare cultures and global concepts

| |
|---|
| ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible |

| **Part 1 - Unit 4: Giving Opinions About Others**<br>Global Concept: Personal and Cultural Expression | | | |
|---|---|---|---|
| **Grade:**<br>9-12 | **Subject:**<br>World Language | **Course:**<br>ASL 2 Honors | **Length of Unit:**<br>6 weeks |

| **Connecticut Core Standards**<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| **ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels |

| **Part 2 – Unit 4: Giving Opinions About Others**<br>**Standards** | |
|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |

| **The students will know:** | **The students will be able to:** | |
|---|---|---|
| -SN Unit 10 Related vocabulary<br><br>-Number signs related to money & cost/price<br><br>-Correct ASL grammatical structure for asking and answering -WH questions<br><br>-Common handshapes for ASL classifiers used as LCLs, ICLs and DCLs<br><br>-Use temporal aspect to describe a person's tendencies<br><br>-Use predicative adjectives to describe a person's qualities<br><br>-Follow a sequence to tell and understand where an item is located in a room<br><br>-Use contrastive structure to ask WHICH -WH questions | 1. Ask and share the cost/price of something using cents, dollars, and both, dollars and cents combined<br>2. Share their own personal tendencies (personality traits) as well as their perceptions of others' tendencies and their opinions of these tendencies<br>3. Describe temporal aspects of themself and others (punctuality, attendance)<br>4. Describe their own work tendencies as well as those of others (approach to work, completion of tasks, focus)<br>5. Compare their tendencies and personal qualities with the tendencies and personal qualities of others as well as compare qualities of others<br>6. Ask and answer -wh questions with correct ASL structure (time, location, topic, -wh question)<br>7. Understand and use correct ASL structure with predicative adjectives (adjectives used after the subject, not before, as in English)<br>8. Understand and describe the locations of items in a home, using LCLs, ICLs and DCLs<br>9. Understand and use the -wh question form WHICH, using contrastive structure and correct topicalization<br>10. Politely interrupt a conversation to deliver a message<br>11. Tell a story about something they have misplaced by following narrative structure and incorporating language elements to describe the search | 1. Analyze and compare their own personal characteristics and tendencies with those of others<br>2. Create grammatically correct ASL utterances that use predicative adjectives<br>3. Compare what they learn about prices and quantities of goods in ASL and apply to make the most cost effective purchases<br>4. Apply knowledge of LCLs to play a game of "hot or cold?" to determine the object in question<br>5. Analyze and decide what jobs would be best for you and others, based on what you know of their personal and work tendencies<br>6. Analyze and apply what I know of ASL and about classifiers to figure out the meaning of "A Lesson Learned" |

| | | |
|---|---|---|
| | | |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - We can describe how we are all alike, and also how we are all different!
- **Essential Questions:**
  - **Factual:** How can you describe non-physical characteristics of yourself as well as other people?
  - **Conceptual:** How can you describe locations of different items in your household?
  - **Debatable:** Is it rude for you to express what you really think of another person or their tendencies?

## Part 3 – Unit 4: Giving Opinions About Others
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Interview a partner to find out about their personality characteristics and present the information gleaned either in a small or large group setting
- Conduct a 'mock' job interview to learn more about a job candidate and their approaches to work and working
- Participate in skits whereby one person is a 'seller', trying to convince others to buy their product, and 'buyers' are trying to negotiate a price to get as much for their set/limited amount of money as they can
- "Spend" a specified amount of money on a specified minimum number of products or goods and present to the large group what you purchased and how much you spent for each item as well as in total

**Summative assessments**

- SN Unit 10 Self-Assessment
- Present information about personality and work characteristics of 5 other classmates in small or large groups or with a video platform
- Develop a storyboard for a story about looking for something lost or misplaced and then either create a video or tell the story live, in person, During class or using video platform (Flipgrid/GoReact/Screencastify)
- Receptive comprehension of mini dialogues and/or stories (e.g. "The Missing Sandwich", "A Lesson Learned" and/or student presentations of interview results)

| **Part 4 – Unit 4: Giving Opinions About Others**<br>**Common Assured Learning Experiences** |
|---|
| ➢ Students experience and use the target language in all communicative modes<br>➢ Lessons focus on meaningful communication<br>➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases<br>➢ Students explore the target language individually, in pairs, in groups and in whole-class activities<br>➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate<br>➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom<br>➢ Current events and authentic materials are a key component of the learning experience<br>➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process<br>➢ Creation of personal projects is encouraged<br>➢ Students interact with, investigate and compare cultures and global concepts |

| **Part 1 - Unit 5: Discussing Plans and Goals**<br>Global Concept: Science and Technical Innovation | | | |
|---|---|---|---|
| **Grade:**<br>9-12 | **Subject:**<br>World Language | **Course:**<br>ASL 2 Honors | **Length of Unit:**<br>6 weeks |

| **Connecticut Core Standards**<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| **ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels |

| **Part 2 – Unit 5: Discussing Plans and Goals**<br>**Standards** | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br><br>-SN Unit 11 Related Vocabulary<br><br>-how to discuss a person's level of knowledge<br><br>-areas of study and majors<br><br>-the correct forms and and movements for different number types | **The students will be able to:**<br>1. Discuss one's knowledge, abilities, skills, and ineptness<br>2. Sign individual numbers and number combinations 1-15 in the following categories: cardinal, age, clock, money, year, and lengths of time<br>3. Ask an opinion about someone and share desirable and undesirable personal qualities<br>4. Ask and answer hypothetical questions<br>5. Sign and/or fingerspell U.S. states and Canadian provinces<br>6. Make and cancel plans including the calendar date and inviting others<br>7. Ask, summarize, and answer the last time they did an activity<br>8. Discuss five goals: travel, personal, learning, adventure, and volunteer<br>9. Navigate situations as an ASL student out in the community in a culturally appropriate way | 1. Conduct a survey 10 classmates on their age the first time they did a specific activity and tell the results<br>2. Recall the correct number sign when shown a flashcard in partners and groups<br>3. Role-play various personalities in partnerships<br>4. Create a narrative about making and canceling plans<br>5. Apply numbers in playing "Matching Number Combination" game<br>6. Analyze and design "Bucket Lists"<br>7. Comprehend and produce "Brother on the Roof" story<br>8. Discuss what it means to be an ASL Student in the Community after viewing videos<br>9. Analyze Chuck Baird's DeVIA paintings |

| | | |
|---|---|---|
| -how to use reaction signs as predictive adjectives<br><br>-how to invite, accept, decline, and cancel plans<br><br>-De'VIA art and how a piece of art is in that genre | | |

**Big Idea and Essential Questions**

- **Big Idea(s):** We can discuss our life aspirations- our plans and goals.
- **Essential Questions:**
  - **Factual:** How are U.S. states and Canadian provinces communicated in ASL?
  - **Conceptual:** What is DeVIA, and why is it so important in Deaf culture?
  - **Debatable:** What is the role of an ASL student in the Deaf community?

**Part 3 – Unit 5: Discussing Plans and Goals**
**Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Create an expressive narrative to discuss future plans and explain five goals (travel, personal, learning, adventure, and volunteer)
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; create a narrative describing goals, "Your Bucket List"),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; "John's Bucket List," "Busted!"),

**Summative assessments**

- Create an interpersonal partner skit for making plans, needing to cancel, and future scheduling
- Receptive comprehension of mini dialogues and/or stories (e.g. "Brother on the Roof", interpersonal skits)
- SN Unit 11 Self-Assessment

3.) cultural knowledge

## Part 4 – Unit 5: Discussing Plans and Goals

**Common Assured Learning Experiences**

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts

**Groton Public Schools**
**Curriculum Map**
ASL 3 Honors
World Language 10-12

INTRODUCTION

| Course Purpose: |
| --- |
| This honors level 3 course compliments previous ASL learning and enables students to develop advanced skills to communicate. Students will increase their vocabulary through a wide variety of relevant topics and develop everyday conversation skills through role-playing and projects. Students will translate written text into ASL and improve on their ability to make formal presentations in the target language. Honors ASL 3 students will enhance students' visual comprehension skills and amplify their manual expressive skills in culturally appropriate ways. Students will use inquiry based exploration to examine cultural topics, connect hearing culture to Deaf Culture, and further develop intercultural competence.<br><br>Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student need and course activities.<br><br>By the end of this course, students will have gained the Intermediate-Mid ACTFL (American Council on the Teaching of Foreign Languages) level of Interpretive (i.e. receptive ASL watching), Interpersonal (i.e. signed exchanges), and Presentational (i.e. expressive ASL signing).<br><br>ASL 3 learners are *strongly encouraged* to earn the ***Connecticut State Seal of Biliteracy*** by taking the American Sign Language proficiency assessment that determines eligibility. This certification is awarded upon graduation to students who complete high school English language requirements and demonstrate at least Intermediate-Mid level proficiency in another language. |

| Major Learning Goals and Understandings: |
| --- |
| World Language Student Learning Expectation(s):<br>• Gain proficiency in ASL (American Sign Language)<br>• Develop respect and understanding of the diverse range of hearing technologies, hearing status, and visual communication modalities<br>• Develop ASL skills in a range of authentic contexts for a variety of audiences and purposes<br>• Develop target ASL skills through the use of live signing/signers as well as a variety of video resources and video-based technologies<br>• Understand the nature of language and the process of language learning as a tool that integrates linguistic, cultural, and social components<br>• Identify ASL/Deaf cultural products and perspectives and connect these to the student's own<br>• Develop curiosity, inquiry, and lifelong interest in and enjoyment of language learning in general but also specifically ASL<br><br>FHS Student Learning Expectation(s): |

Attachment #9

| | | |
|---|---|---|
| | SE1 | Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving. |
| | SE2 | Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes. |
| SE3 | | Work independently and collaboratively to solve problems and accomplish goals. |
| | SE4 | Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. |
| | SE5 | Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions. |
| | SE6 | Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior. |

| **Units/Theme/Concept and # of Weeks**<br>Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks | |
|---|---|
| Pre-ASL3 ASL2 Review (3 weeks) Pre-ASL3 Bookmark | 1. Narrating Unforgettable Moments (6 weeks) SN18 Bookmark |
| 2. Sharing Interesting Facts (4 weeks) SN19 Bookmark | 3. Explaining Rules (4 weeks) SN20 Bookmark |
| 4. Telling About Accidents (6 weeks) SN21 Bookmark | 5. Talking About Money (3 weeks) SN22 Bookmark |
| 6. Discussing Health Conditions (6 weeks) SN24 Bookmark | 7. Making Major Decisions (4 weeks) SN23 Bookmark |

**SN stands for the Signing Naturally ASL Curriculum.*

**Mappers/Authors:**
**Kristi Duchscherer**
**Rebecca Rabinsky-Ankrom**
Date Approved:

| **Part 1 - Unit/Theme/Concept** | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Units:**<br>36 weeks |

| Common Core State Standards<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| Supporting Standards<br>**ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf |

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|---|
| MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - NOVICE levels<br>ACTFL Can Do Statements - INTERMEDIATE levels |
| Connecticut State Standards |

| Part 2 – Standards | | | |
|---|---|---|---|
| **MYP Overarching Themes - Global Contexts**<br>• Identities and relationships<br>• Orientation in space and time<br>• Personal and cultural expressions<br>• Scientific and technical innovation<br>• Globalization and sustainability<br>• Fairness and development | **MYP Language Acquisition Related Concepts (Phases 3 and 4)**<br>• Accent<br>• Audience<br>• Context<br>• Conventions<br>• Form<br>• Function<br>• Meaning<br>• Message<br>• Patterns<br>• Purpose<br>• Structure<br>• Word/Sign Choice | **MYP Capable Communicators- Phases 3 and 4 can:**<br>• Understand, interpret, and respond to a variety of signed messages<br>• Interpret specific information, main ideas, and detail in somewhat complex expressive signing and demonstrate their comprehension of a variety of signed messages<br>• Draw some conclusions and recognize main opinions and attitudes in signed messages<br>• Converse to express opinions and experiences in a range of familiar and some unfamiliar situations on topics of personal interest and global significance, in a limited range of interpersonal and cultural context<br>• Begin to communicate information containing relevant and developed ideas and justified opinions on events, experiences, and some concepts explored in class<br>• Begin to identify main aspects of format and style and have a sense of audience and purpose | **Bloom's Taxonomy at Level 3:**<br>Create: develop, formulate, investigate, write<br>Justify:, judge, support, value, critique,<br>Analyze: relate, compare, contrast, question<br>Apply: use, demonstrate, interpret, sketch/illustrate,<br>Understand: explain, identify, recognize, report<br>Remember: list, memorize, repeat, state, recall |
| **MYP Language Acquisition Key Concepts**<br>• Communication<br>• Connections<br>• Creativity | **MYP ATL - Approaches To Learning**<br>• Thinking Skills<br>• Social Skills | | |

| | | | |
|---|---|---|---|
| • Culture | • Communication Skills<br>• Self-management Skills<br>• Research Skills | | |

**Big Idea and Essential Questions**

- **Big Ideas - MYP Statements of Inquiry**
  *"statement (of inquiry) expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself" (Erickson 2007 and Marzano 2010)*

  **The statement of inquiry:**
  - represents a contextualized, conceptual understanding
  - describes a complex relationship that is worthy of inquiry
  - explains clearly what students should understand and why that understanding is meaningful
  - can be qualified (using phrases such as "often", "may" and "can") if it is not true in all situations, but is still an important idea, can be formulated at different levels of specificity

- **Essential Questions**
  - Factual - what is …?; narrow range of correct responses
  - Conceptual - how…? multiple possible responses
  - Debatable - which do you support & why? give an opinion and justify it; make a value judgment

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

| | |
|---|---|
| Authentic assessment<br>Concept maps<br>Formative assessments<br>Portfolio / rubric<br>Self-assessment<br>Peer assessment | Summative assessments<br>Oral presentations/rubric<br>Written report/rubric<br>Performance assessment/rubric<br>Case study/ seminar/ mathematical thinking/ rubric |

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Part 1 - Pre-ASL3: ASL 2 Review**
Global Concept: Identities and Relationships

| **Grade:** | **Subject:** | **Course:** | **Length of Unit:** |
|---|---|---|---|
| 10-12 | World Language | ASL 3 Honors | 3 weeks |

**Connecticut Core Standards**
Alignment of Common Core State Standards to National Standards for Learning Languages

**ACTFL/MYP/World Readiness-5 C's Standards**
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf
MYP Language Acquisition Manual
MYP Language Acquisition Standards
ACTFL Can Do Statements - all proficiency levels
ACTFL Can Do Statements - INTERMEDIATE levels

**Part 2 – Pre-ASL3: ASL 2 Review**

| Standards | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br>-Classifiers and their common handshapes<br><br>-facial expressions<br><br>-letter and number formations including clock and money numbers<br><br>-conceptually accurate sign selection<br><br>-how to ask for an unknown sign<br><br>-how to describe places and locations<br><br>- how to ask and answer yes/no questions and WH questions<br><br>-how to describe people<br><br>-how to make and cancel plans<br><br>-culturally appropriate behavior | **The students will be able to:**<br>1. Identify classifiers including: Body Classifiers (BCLs), Body Part Classifiers (BPCLs), Body Part SASSes (BPSASSes), Descriptive Classifiers (DCL), Instrumental Classifiers (ICLs), Locative Classifiers (LCLs), Element Classifier<br>2. Produce the correct facial expressions ("oo," "mm," "cha," "ee," "puffed," "open mouth")<br>3. Produce proper letter formation and number formations 1-100 including clock and money numbers<br>4. Determine the meaning and select the conceptually accurate sign for HAVE, DRIVE-TO, TAKE, PICK-UP<br>5. Ask for unknown signs<br>6. Describe places including neighborhoods and restaurants using perspective shift and location sequence<br>7. Ask and answer yes-no questions and WH questions<br>8. Describe a person including their qualities, tendencies, level of knowledge<br>9. Invite, accept, decline, and cancel plans<br>10. Do the following in a culturally appropriate way: enter and leave a conversation, interrupt, explain reasons for absence or tardiness, discuss De'VIA art | -Sort classifier shapes into the correct category<br><br>-Match the facial expression with the correct sign and/or signed phrase<br><br>-Apply cardinal numbers to clock time and money costs<br><br>-Compare signs and select the conceptually accurate sign to match a prompt<br><br>-Role-play asking for an unknown sign<br><br>-Create a narrative to describe a person and place<br><br>-Design a survey asking yes/no and WH questions<br><br>-Role play inviting, declining, and canceling plans<br><br>-Justify why you were hypothetically late to class |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - ASL 3 builds upon ASL 2 and 1 vocabulary, phrases, skills, and culture knowledge.
- **Essential Questions:**
  - **Factual:** How are numbers related to clock time signed? How are numbers related to money signed?
  - **Conceptual:** Why is perspective shift used when describing neighborhoods, restaurants, and other places?

- **Debatable:** Do all Deaf people mouth (i.e. showing the ASL NMMs and/or English words on the mouth?

## Part 3 – Pre-ASL3: ASL 2 Review
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Self-evaluation of ASL1 and ASL2 skills and knowledge
- Unit Test comprised of:
  1.) expressive signing (e.g. Flip/GoREACT entry, Justify why you were hypothetically late to class),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod, yes/no and WH questions from survey),
  3.) cultural knowledge

**Summative assessments**

- Create an expressive narrative describing a person and place
- Receptive comprehension for cardinal numbers, clock time numbers, and money cost numbers

## Part 4 – Pre-ASL3: ASL 2 Review
### Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities

- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 1: Narrating Unforgettable Moments (SN18)**<br>Global Concept: Identities and Relationships | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Unit:**<br>6 weeks |

**Connecticut Core Standards**

Alignment of Common Core State Standards to National Standards for Learning Languages

**ACTFL/MYP/World Readiness-5 C's Standards**

https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf
MYP Language Acquisition Manual
MYP Language Acquisition Standards
ACTFL Can Do Statements - all proficiency levels
ACTFL Can Do Statements - INTERMEDIATE levels

**Part 2 – Unit 1: Narrating Unforgettable Moments (SN18)**

| Standards | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br>-SN Unit 18 content related vocabulary<br><br>-Ways of correctly using role shift to help enhance the telling of a story<br><br>-The importance of maintaining spatial agreement when using role shift<br><br>-How to sequence classifiers in order to fully describe what happened in a story<br><br>-How to time their reactions to coincide with falls, trips, or other types of mishaps in a narrative<br><br>-How to elaborate on a story by giving descriptions, sharing thoughts and giving reasons | **The students will be able to:**<br>1. Use basic role shift, ICLs and LCLs to show how objects or are passed or move between two different people as well as trace the route of the object<br>2. Use basic role shift and ECLs to describe a mishap with liquids<br>3. Use LCLs and SCLs, as well as associated NMMs to show how a trip or fall happened and the reactions involved during and after falls<br>4. Use initiator's view and receiver's view, SCLs, LCLs, BCLs and BPCLs and to show touching another person as well as being touched by another person<br>5. Use DCLs, BPCLs, LCLs and ECLs to describe a wide variety of injuries<br>6. Tell a complete narrative with at least two characters, with elaboration as to descriptions, sharing thoughts, giving reasons and showing reactions while telling what happened | -Create a variety of interpersonal narratives that display the movement of projectiles, elements, people and vehicles<br><br>-Understand narratives in the concrete sense but also reasoning as to why something happened and a person's reaction to it<br><br>-Take understanding of a previous event and then apply to future decision making<br><br>-Apply use of a variety of classifier types and perspectives to add depth, breadth and richness to storytelling<br><br>-Analyze storytelling to help gain deeper understandings of who people are and why they might make some of the decisions that they do |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - Personal narratives help us to connect with other people and to share and deepen our understandings of one another
- **Essential Questions:**
  - **Factual:** Is there a specific amount of classifiers required for an expressive narrative in order to sufficiently illustrate an event as well as my feelings about that event?
  - **Conceptual:** How does using Role Shift correctly enhance and enable the correct understanding of an expressive narrative?

- **Debatable:** In sharing narratives about personal experiences, do people limit the inclusion of details related to their responses and feelings about an event/events to maintain personal boundaries? Conversely, do people share (more) information related to their responses and feelings about an event/events in order to foster deeper understanding on a more personal level?

## Part 3 – Unit 1: Narrating Unforgettable Moments (SN18)
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- "First Day on the Job" receptive checks for understanding (quiz/EdPuzzle assignment)
- In a small group or with a partner, tell a story about a mishap they have experienced
- "Down Cactus Hill" receptive checks for understanding (quiz/EdPuzzle assignment)
- In a small group or with a partner, tell a story about falling or having a near fall situation
- "Caught in the Act" receptive checks for understanding (quiz/EdPuzzle assignment)
- "Taken for a Ride" receptive checks for understanding (quiz/EdPuzzle assignment)

**Summative assessments**

- Present a draft of their "Unforgettable Moments" narrative in GoReact/ Flipgrid for teacher Feedback (in preparation for formal presentation, to Occur during class)
- Make a formal presentation of their "Unforgettable Moments" narrative In person, during class, incorporating draft feedback received from instructor.

## Part 4 – Unit 1: Narrating Unforgettable Moments (SN18)
### Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom

- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 2: Sharing Interesting Facts (SN19)**<br>Global Concept: Orientation in Space and Time | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Unit:**<br>4 weeks |

| **Connecticut Core Standards** |
|---|
| Alignment of Common Core State Standards to National Standards for Learning Languages |
| **ACTFL/MYP/World Readiness-5 C's Standards** |
| https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf |
| MYP Language Acquisition Manual |
| MYP Language Acquisition Standards |
| ACTFL Can Do Statements - all proficiency levels |
| ACTFL Can Do Statements - INTERMEDIATE levels |

| **Part 2 – Unit 2: Sharing Interesting Facts (SN19)**<br>**Standards** | |
|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | **Bloom's Taxonomy Levels** |

| | | Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
|---|---|---|
| **The students will know:**<br>-SN Unit21 related vocabulary<br><br>-how to translate facts and statistics using the topic-comment, contrastive, and rhetorical structure<br><br>-how to use classifiers and role shift when describing facts<br><br>-listing skills: ranking, naming top five, and naming top, most, and oldest | **The students will be able to:**<br>1. Translate English sentences containing the phrase "one out of __" and "more than half of ___"<br>2. Use topic-comment and contrastive structures to organize and present the information<br>3. Use percentages, fractions, and ratios to distinguish the part from the whole<br>4. Present information using rhetorical questions and one of the following listing skills: ranking, naming top five, and naming top, most, and oldest<br>5. Organize information using contrastive structure, topic-comment, and rhetorical structure<br>6. Translate facts in the following structure: name topics, pose the question, supply answer, give interpretation, OR pose the question, name the topic, supply the answer, give interpretation<br>7. Analyze meanings and use contrastive structure to translate facts<br>8. Use classifiers and role shift to describe and illustrate a fact using the following structure: broach the subject, name topic, rhetorical question, and explain | -Analyze and translate facts using: set up the whole, tell about the part, and contrast with the rest<br><br>-Determine the correct listing skill when given an English sentence about an interesting fact<br><br>-Create a class survey question, collect data, and share results using the corresponding listening skills (i.e. ranking, naming top five, or naming top, most, oldest)<br><br>-Analyze facts for meaning and translate to ASL with a partner<br><br>-Create an interesting fact skit with a partner using the following structure: broach the subject, name topic, rhetorical question, and explain |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - Relaying interesting or amusing information can be surprising and makes for an interesting conversation.
- **Essential Questions:**
  - **Factual:** What are three ways facts can be listed?
  - **Conceptual:** What are the steps for translating an English sentence into ASL structure?
  - **Debatable:** Is role shifting necessary when describing a fact?

**Part 3 – Unit 2: Sharing Interesting Facts (SN19)**
**Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Analyze and translate facts using: set up the whole, tell about the part, and contrast with the rest
- Create an interesting fact skit with a partner using the following structure: broach the subject, name topic, rhetorical question, and explain

**Summative assessments**

- Determine the correct listing skill when given an English sentence about an interesting fact
- Create a class survey question, collect data, and share results using the corresponding listening skills (i.e. ranking, naming top five, or naming top, most, oldest)

## Part 4 – Unit 2: Sharing Interesting Facts (SN19)

**Common Assured Learning Experiences**

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- ➢ Current events and authentic materials are a key component of the learning experience
- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
- ➢ Creation of personal projects is encouraged
- ➢ Students interact with, investigate and compare cultures and global concepts
- ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

| Part 1 - Unit 3: Explaining Rules (SN20)<br>Global Concept: Fairness and Development | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Unit:**<br>4 weeks |

| **Connecticut Core Standards**<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| **ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - INTERMEDIATE levels |

| **Part 2 – Unit 3: Explaining Rules (SN20)**<br>**Standards** | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br>-SN Unit20 related vocabulary<br><br>-how to translate an English sentence to ASL<br><br>-how to use conditional clauses, relative clauses, when clauses, and rhetorical questions<br><br>-Classifiers: Locative LCL and Instrument ICL, plural CL | **The students will be able to:**<br>1. Discuss driving rules: signs and symbols, speed limits, right of way, and personal safety<br>2. Choose appropriate signs ranging from "authoritative" to "diplomatic" when explaining an everyday rule<br>3. Give clear instructions using conditional sentences and rhetorical questions for playing a card game<br>4. Explain a new card game to the group using classifiers, conditional sentences, relative clauses, and a combination of explanation, demonstration, and play to explain the game<br>5. Teach peers "group" games using plural classifiers, rhetorical | -Explain a rule using an ASL conditional clause<br><br>-Compare other cultural rules and symptoms to their own culture<br><br>-Translate written English rules to ASL using the correct word order and appropriate degree of the concept "no"<br><br>-Create skit and role-play the rule |

| | | |
|---|---|---|
| -how to explain driving rules, card game rules, and group game rules | questions, when clauses, conditional clauses, and strategies to manage the group during play | -Explain card game rules to a partner and/or group<br><br>-Analyze "I Doubt It" card game video explanation by Byron<br><br>-Teach a group game to the class |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - In our daily lives, we find reasons to discuss rules we live by and rules we play by.
- **Essential Questions:**
  - **Factual:** How is an English "if, then" statement translated into ASL?
  - **Conceptual:** What signs are more authoritative for the concept of "no" and which are more diplomatic for the concept of "no."
  - **Debatable:** What part of the game is best explained using demonstration? What part of the game is best explained during game play?

## Part 3 – Unit 3: Explaining Rules (SN20)
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry, explain a new card game ),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod, "Stefanie's Lady, Tiger, Camera" game explanation),
  3.) cultural knowledge (center of attention okay, make sure all can see, how to manage a group during play, long goodbyes)

**Summative assessments**

- Partners pick 3 rules to live by and create a skit to act out
- Teach a group game to the class using plural classifiers, rhetorical questions, when clauses, conditional clauses, and use strategies to manage the group during game play

## Part 4 – Unit 3: Explaining Rules (SN20)
### Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

**Part 1 - Unit 4: Telling About Accidents (SN21)**
Global Concept: Science and Technical Innovation

| **Grade:** | **Subject:** | **Course:** | **Length of Unit:** |
|---|---|---|---|
| 10-12 | World Language | ASL 3 Honors | 6 weeks |

**Connecticut Core Standards**
Alignment of Common Core State Standards to National Standards for Learning Languages

| ACTFL/MYP/World Readiness-5 C's Standards |
|---|
| https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - INTERMEDIATE levels |

| Part 2 – Unit 4: Telling About Accidents (SN21)<br>Standards | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br>-Classifiers: Semantic Classifiers SCLs, Locative Classifiers LCLs, Instrument Classifiers ICLs, Body Classifiers BCLs, Descriptive Classifiers DCLs, Body Part Classifiers BPCLs<br><br>-how to sequence accident narratives with movement agreement including how to superimpose a matching facial expression<br><br>-facial expressions/head movements: "ahh," "pow," "mahmah +bouncing head" "ee +head forward," "mm+bobbing head,"<br><br>-how to role shift to change perspectives and show attitudes and reactions | **The students will be able to:**<br>1. Use classifiers, facial expressions, and movement agreement to effectively describe action sequence involving a horse<br>2. Use classifiers and facial expressions to effectively describe action sequence involving a bicycle<br>3. Improve language fluency by retelling a learned story as well as telling own story<br>4. Coordinate the movement of their body and face with the actions taken while driving, sequence classifiers to describe a situation, and use role shifting to change perspectives and show one's reaction to what is happening<br>5. Tell about getting a ticket for a moving violation using appropriate classifiers to describe what happened and use role shifting to change perspectives and to show attitudes and reactions<br>6. Tell about a two-car accident using appropriate classifiers to describe what happened and use role shifting to change perspectives and to show attitudes and reactions<br>7. Tell about a one-car accident using appropriate classifiers, varying expressions, and accurate speed of signs to indicate confusion, things out of control, and speed | -Discuss "Nikki's Horse Incident"<br><br>-Demonstrate narrative sequence situation exercises for horses, bicycles, and cars<br><br>-Develop a narrative with a partner adding information such as how a person fell or landed<br>-Retell an accident: half the class retells "Missy's Bicycle Incident" and half retells "Nikki's Dirt Bike Incident"<br><br>-Compare the expressive bike retells to the original video in terms of classifiers, facial expression, movement agreement, and sequence<br><br>-Discuss "Byron's Motorcycle Incident"<br><br>-Role play as witnesses and cops for "Anthony's Car Incident"<br><br>-Create car collision expressive narratives |

| | | |
|---|---|---|
| | 8. Apply learning to describe an accident experienced | -Discuss "Missy's Car Accident" |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - Sharing our personal accident experiences using classifiers, facial expressions, movement agreement, and role shifting can be entertaining, enlightening, and instructional.
- **Essential Questions:**
  - **Factual:** What classifier is usually used to represent vehicles like bikes, cars, trucks, and motorcycles?
  - **Conceptual:** How do facial expressions and head movements add meaning when describing an accident?
  - **Debatable:** How often can you switch classifiers during a singular, expressive accident narrative?

## Part 3 – Unit 4: Telling About Accidents (SN21)
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Self-evaluation of SNUnit 21 skills and knowledge
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; create own accident narrative),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; "Missy's Car Accident"),
  3.) cultural knowledge (importance of facial expression, head movement, NMMs)

**Summative assessments**

- Receptive comprehension of "Terrylene's Moving Violation"
- Expressive signing of "Missy's Bicycle Incident"/ "Nikki's Dirt Bike Incident
- Role play as witnesses and cops for "Anthony's Car Incident"

## Part 4 – Unit 4: Telling About Accidents (SN21)
### Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities

- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 5: Talking About Money (SN22)**<br>Global Concept: Personal and Cultural Expression | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Unit:**<br>3 weeks |

| **Connecticut Core Standards** |
|---|
| Alignment of Common Core State Standards to National Standards for Learning Languages |
| **ACTFL/MYP/World Readiness-5 C's Standards** |
| https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - INTERMEDIATE levels |

| **Part 2 – Unit 5: Talking About Money (SN22)** |
|---|

| Standards | | |
|---|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br>-SN Unit 22 related vocabulary<br><br>-the correct money sign for a specific situation<br><br>-advantages and disadvantages of paying by cash, check, and credit card<br><br>-how debt, bills, and contributions impact balances<br><br>-how to maintain a discussion involving a financial situation | **The students will be able to:**<br>1. Sign and comprehend money-related vocabulary used to discuss purchases, income, and methods of payment<br>2. Sign and comprehend vocabulary related to banking services<br>3. Sign and comprehend vocabulary related to debt, bills, and contributions.<br>4. Sign and comprehend vocabulary related to large purchases<br>5. Comprehend money-related signed narratives<br>6. Discuss a money-related situation and come to a group consensus on a solution | -Demonstrate the correct money sign for a fill-in-the-bank ASL sentence<br><br>-Develop situations using a set of three money signs<br><br>-Play guess the money sign<br><br>-Debate the advantages and disadvantages to the following payment methods: cash, check, credit card<br><br>-Recognize money signs and determine correct answers based on watching Dialogue Video 1, Dialogue Video 2, Dialogue Video 3, Dialogue Video 4, and Dialogue Video 5<br><br>-Create a partner dialogue when given 4 words and/or phrases<br><br>-Role play money-related Situations 1 and Situation 2 with students in the following roles: teenager, reluctant parent, willing parent, and advisor (e.g. buying a used or new car, getting a bank card)<br><br>-Play "Password" game with money vocabulary |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - Talking about money is inevitable as we compare prices, discuss purchases, brag about bargains, and commiserate debts.
- **Essential Questions:**
  - **Factual:** How do you explain a bounced check?
  - **Conceptual:** What money-related signs are necessary to know in order to open a checking account?

- **Debatable:** At what age should people have access to different financial instruments (e.g. debit card, credit card, etc.)?

## Part 3 – Unit 5: Talking About Money (SN22)
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; create a money dialogue using 4 vocabulary terms),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; "Buying a Car- New or Used"),
  3.) cultural knowledge

**Summative assessments**

- Debate the advantages and disadvantages to the following payment methods: cash, check, credit card
- Role play money-related Situations 1 and Situation 2 with students in the following roles: teenager, reluctant parent, willing parent, and advisor

## Part 4 – Unit 5: Talking About Money (SN22)
### Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 6: Discussing Health Conditions (SN24)**<br>Global Concept: Science and Technical Innovation | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Unit:**<br>6 weeks |

| **Connecticut Core Standards**<br>Alignment of Common Core State Standards to National Standards for Learning Languages |
|---|
| **ACTFL/MYP/World Readiness-5 C's Standards**<br>https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - INTERMEDIATE levels |

| **Part 2 – Unit 6: Discussing Health Conditions (SN24)**<br>**Standards** | |
|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |

| The students will know: | The students will be able to: | |
|---|---|---|
| -Related human health and anatomy vocabulary (SN Unit 24)<br><br>-How to describe our human anatomy and how various parts function<br><br>-How to integrate classifiers, role shift and rhetorical questions to describe the normal processes of our hearing, visual, digestive and reproductive systems<br><br>-How to use phrases to discuss and present symptoms, causes and treatments for a variety of health conditions | 1. Understand vocabulary and descriptions for a variety of our normal, bodily processes (hearing, visual, digestive, circulatory, respiratory, skeletal, muscular/nervous and reproductive systems)<br>2. Describe our human anatomy and at least the basic functions of our hearing, visual, digestive and reproductive systems<br>3. Describe symptoms, causes and treatments of several (hay fever, arthritis, hepatitis A, anemia, shingles, migraine and athlete's foot) health conditions<br>4. Present on health conditions by using topicalization to name the condition, using rhetorical questions to describe the causes and using rhetorical questions to explain prevention and treatment. | -Create presentation to describe basic human anatomy<br><br>-Partner work to describe and provide feedback related to bodily functions/body systems and how they function<br><br>-Role play visits to the doctor where one individual has an ailment and is seeking identification and treatment options from a 'professional'<br><br>-Analyze symptoms provided to determine the possible ailment<br><br>-Evaluate treatment options to decide on the best course of action<br><br>-Create partner dialogues where ailments/symptoms are discussed, identification of ailments estimated and treatment options discussed between friends<br><br>-Complete survey related to the range of symptoms, ailments and treatments that we cover in this unit (for use in Family Feud Game) |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - Throughout life, people find themselves having to present rather complex ideas to others such as health conditions in which purposeful organization and clarity in communication are key.
- **Essential Questions:**
  - **Factual:** …What are the most common health ailments that we might need to discuss in our lifetime?
  - **Conceptual:** …How can I explain a variety of health ailments using only ASL?
  - **Debatable:** …Which methods of prevention and treatment of various health ailments are most ideal in a given situation?

## Part 3 – Unit 6: Discussing Health Conditions (SN24)
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- In class and/or homework assignments where students describe the normal processes of our respiratory, visual, hearing, digestive and reproductive systems
- Complete survey of ailments, symptoms and treatments (provided in ASL and also in English to complete an online survey in GoogleForms)
- Compete in a game of FAMILY FEUD, where a range of ailments, symptoms and treatments (as well as situations) are presented and must be responded to interactively

**Summative assessments**

- Create slideshow/powerpoint presentations with incorporated videos describing the normal processes of our respiratory, visual, hearing, digestive and reproductive systems.
- Present a health ailment in person, including symptoms, causes and Treatments for the condition.

## Part 4 – Unit 6: Discussing Health Conditions (SN24)
### Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- ➢ Current events and authentic materials are a key component of the learning experience
- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process

- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

| **Part 1 - Unit 7: Making Major Decisions (SN23)**<br>Global Concept: Globalization and Sustainability | | | |
|---|---|---|---|
| **Grade:**<br>10-12 | **Subject:**<br>World Language | **Course:**<br>ASL 3 Honors | **Length of Unit:**<br>4 weeks |

| **Connecticut Core Standards** |
|---|
| Alignment of Common Core State Standards to National Standards for Learning Languages |
| **ACTFL/MYP/World Readiness-5 C's Standards** |
| https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf<br>MYP Language Acquisition Manual<br>MYP Language Acquisition Standards<br>ACTFL Can Do Statements - all proficiency levels<br>ACTFL Can Do Statements - INTERMEDIATE levels |

| **Part 2 – Unit 7: Making Major Decisions (SN23)**<br>**Standards** | |
|---|---|
| **Key (GLE) Content Knowledge and Concepts/Skills** | **Bloom's Taxonomy Levels**<br>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |

| **The students will know:** | **The students will be able to:** | |
|---|---|---|
| -SN Unit 23 related-vocabulary<br><br>-how to use ASL to inform, discuss, and persuade<br><br>-contrastive structures: like/don't like; problem/solution, etc.<br><br>-how to use CLs and facial expressions as a single vocabulary term (e.g. power steering vs. non-power steering)<br><br>-the continuum of car conditions relative to it's function (e.g. GOOD, BROKEN)<br><br>-factors that affect a person's college choice<br><br>-kinds of change and reasons for change<br><br>-narrative structure for explaining major life decisions | 1. Learn vocabulary needed to talk about their homes and home-related topics<br>2. Learn vocabulary to talk about features of a car, and common car problems<br>3. Discuss factors that affect one's decision in making life changes-choosing a college. Changing jobs, changing relationships, or moving<br>4. Practice explaining decisions they've made that affect their lives in important ways | -create a "dream house" to share in an expressive narrative<br><br>-design a skit in partner pairs to give housesitter instructions<br><br>-create an expressive advertisement for their place to sublet (e.g. AirB&B) for the summer<br><br>-Design a skit for partners relative to inheriting money with Life Partner A and Life Partner B<br><br>-Develop receptive comprehension by watching Ken's "Looking for a House"<br><br>-Describe why they picked their car or how they ended up with that vehicle (real or fictitious)<br><br>-Role-play a parent-child car buying situation following the Situation cards (e.g. new vs. used, gas vs. electric)<br><br>-Develop receptive comprehension by watching Byron's "Buying a Car"<br><br>-Role-play friends discussing life after high school following the Situation cards (e.g. which college they should attend, getting a job directly after high school vs. going to college directly after high school)<br><br>-Develop receptive comprehension by watching Missy's "Deciding to Marry" |

| | | |
|---|---|---|
| | | -Create and share a narrative about one major life decision |

**Big Idea and Essential Questions**

- **Big Idea(s):**
  - Discussing the impact of major life decisions (e.g. choosing a college, moving, buying a car) is a common topic of conversation and of interest to others.
- **Essential Questions:**
  - **Factual:** How do the signs BAD!, LOUSY!, and TROUBLE++ differ in meaning?
  - **Conceptual:** What factors affect a person's college choice?
  - **Debatable:** Must all signed stories include language to fast forward through parts such as "distributional aspect inflection" (a repeated verb to show how many times/places were considered e.g. LIKE, DON'TLIKE, LIKE, etc.) and "continuous aspect inflection? (a continual verb showing lengthy consideration for a decision e.g. THINK++)"

## Part 3 – Unit 7: Making Major Decisions (SN23)
### Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

**Formative assessments**

- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; Create a narrative about one major life decision),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; teacher created video about a major life decision- the topic of college selection is suggested),
  3.) cultural knowledge

**Summative assessments**

- Create an expressive advertisement for their place to sublet (e.g. AirB&B) the summer
- Role-play a parent-child car buying situation following the Situation cards

## Part 4 – Unit 7: Making Major Decisions (SN23)
### Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
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- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Attachment #/0

# DRAFT - 2023-2024 School Calendar

Early dismissal

No school

**Start Date 8/30/2023**

| JULY 2023 | | | | 0/0 |
|---|---|---|---|---|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

**3,4 July 4th Recess**
5-27 Sp. Ed. Summer School
31 Sp.Ed. Ext ABA Summer Session
Summer School 9-12 at FHS - TBD

| AUGUST 2023 | | | | 2/2 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

1-10 Sp.Ed. Ext ABA Summer Session
25 Convocation/School Meetings
**30 First Day of School**

| SEPTEMBER 2023 | | | | 20/22 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

4 Labor Day
26 TLI-Early Dismissal

| OCTOBER 2023 | | | | 21/43 |
|---|---|---|---|---|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

9 Columbus Day
17 TLI-Early Dismissal
25, 26, 27 Parent/Teacher Conference

| NOVEMBER 2023 | | | | 17/60 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

7 Professional Development
10 Veteran's Day
22, 23, 24 Thanksgiving Recess

| DECEMBER 2023 | | | | 16/76 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

12 TLI-Early Dismissal
22 Early Dismissal
25-29 Winter Holiday Recess

| JANUARY 2024 | | | | 21/97 |
|---|---|---|---|---|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

1 New Year's Day
9 TLI-Early Dismissal
15 Martin Luther King Day

| FEBRUARY 2024 | | | | 19/116 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | |

13 TLI-Early Dismissal
19, 20 Presidents Day Recess

| MARCH 2024 | | | | 19/135 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

8 Professional Development
12 TLI-Early Dismissal
20, 21, 22 Parent/Teacher Conference
29 Good Friday

| APRIL 2024 | | | | 17/152 |
|---|---|---|---|---|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

8-12 Spring Recess
23 TLI-Early Dismissal

| MAY 2024 | | | | 22/174 |
|---|---|---|---|---|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

14 TLI-Early Dismissal
27 Memorial Day

| JUNE 2024 | | | | 7/181 |
|---|---|---|---|---|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| | | | | |

**11 Last Day of School, Early Dismissal**
12-14 Snow Make-Up day
FHS Graduation - TBD*
19 Juneteenth Day