

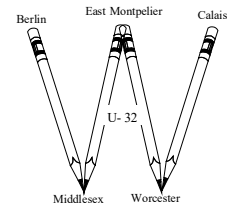
# Washington Central Unified Union School District

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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761



**WCUUSD Quality Committee  
Meeting Agenda  
6.1.22 5:00-5:45 pm  
U-32  
IN-PERSON  
930 Gallison Hill Rd. Montpelier, VT  
Cafeteria**

**Virtual Meeting Information**

**<https://tinyurl.com/39y9rexb>**

**Meeting ID: 879 5254 4644**

**Password: 958362**

**Dial by Your Location: 1-929-205-6099**

- |                                                                              |            |
|------------------------------------------------------------------------------|------------|
| 1. Call to Order                                                             | 4 minutes  |
| 2. Approve Minutes of 5.4.22 – pg. 2                                         | 5 minutes  |
| 3. Discussion/Action                                                         | 31 minutes |
| 3.1. Global Citizenship Student Learning Outcome – pg. 4                     |            |
| 3.2. Proposed Education Quality Committee Work Calendar for 2022-23 – pg. 31 |            |
| 4. Future Agenda Items                                                       | 5 minutes  |
| 4.1. Co-Curriculars                                                          |            |
| 4.2. Advanced Placement                                                      |            |
| 4.3. Special Education, Interventions, and Drop-out rates                    |            |
| 4.4. Review of Curriculum Audit                                              |            |
| 5. Adjourn                                                                   |            |

# Washington Central Unified Union School District

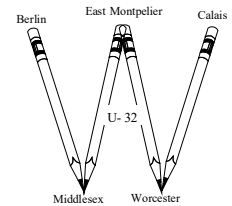
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Jennifer Miller-Arsenault  
Interim Superintendent



## Washington Central Unified Union School District Education Quality Meeting Unapproved Minutes

5.4.22 5:00-5:45 pm

U-32

IN PERSON

930 Gallison Hill Rd. Montpelier, VT  
Cafeteria

**Present:** Kari Bradley, Ursula Stanley, Diane Nichols-Fleming, Mckalyn Leclerc, Flor Diaz Smith, Lindy Johnson

**Administrator:** Jen Miller-Arsenault

1. **Call to Order:** Kari Bradley called the meeting to order at 5:09 p.m.
2. **Approve Minutes of 4.6.22:** Lindy Johnson moved to approve the minutes of April 6, 2022. Seconded by Mckalyn Leclerc, this motion carried unanimously.
3. **Discussion/Action**
  - 3.1. **Next Year's Ed Quality Committee Work:** Kari Bradley noted that the calendar will include four monitoring reports over the course of the year; for focus at other Ed Quality Committee meetings, some possibilities that have been discussed in the past: co-curriculars, advanced placement, special education, post-secondary outcomes. Flor Diaz Smith spoke about the desire to discuss the topic of Health Education, including "Sexual Citizenship." She would like to address Social/ Emotional Learning within that domain. Ursula Stanley suggested a "deeper dive" around the topic of drop-out rates (e.g. causes, factors, etc.) Lindy Johnson: is there some data, some contributing factors (related to drop out rates) that may be addressed earlier than high school. Kari Bradley intends to build a calendar for the committee that aligns with the work plan of the WCUUSD board. Ursula Stanley suggested addressing the topic of special education earlier in the year so that it can precede or coincide with budget planning. Flor Diaz Smith stated that an overall goal for this work is to help the board as a whole answer the questions: how are the kids doing? What are we doing to improve outcomes? How will we know when we get there? Ursula Stanley spoke about public engagement: making sure, when we address these three questions, that we present information without "jargon" and in a way that the broader community will be able to digest. Kari Bradley

stated that these topics would be good public forum themes.

- 3.2. Budget Parameters:** Kari Bradley stated that in order to affect change, we should be considering year-around program planning as well as budget planning. He noted that the challenge that remains over the years has been math and literacy proficiency for students with IEPs and free and reduced lunch. He invited other committee members to speak about other areas of focus. Ursula Stanley stated that she feels this is good guidance for the administration - to provide a broader framework/ parameter and then to have the administration come back to share their approach to the broader framework, similar to how we approach the budget. Kari Bradley suggested that we bring to the full board, the idea of presenting this parameter to administration, related to math & literacy proficiency for students with IEPs and free and reduced lunches. Diane Nichols-Fleming would like to add a future agenda item - review of the curriculum audit.

**4. Future Agenda Items**

- 4.1. Global Citizenship SLO
- 4.2. Co-Curriculars
- 4.3. Advanced Placement
- 4.4. Special Education, Interventions, and Drop-out rates
- 4.5. Review of curriculum audit

**5. Adjourn: The meeting adjourned by consensus at 5:33 p.m.**

Respectfully submitted,  
Lisa Grace, Committee Recording Secretary

# WCUUSD Global Citizenship SLO

Education Quality Committee  
June 1, 2022

## STUDENT LEARNING OUTCOMES



WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.



### GLOBAL CITIZENSHIP

- #1 **CIVIC LITERACY** Understand and participate in a democratic society.
- #2 **ECONOMICS** Make economic decisions that demonstrate understanding of the interaction between humans, the environment, government, and the economy.
- #3 **GEOGRAPHY** Propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.
- #4 **HISTORY** Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.
- #5 **CULTURE** Demonstrate understanding of the complexity of culture in their native or second language.

#### WORLD LANGUAGE

Demonstrate understanding of the complexity of culture in their native or second language.

- 🔍 Use the second language to express themselves in various modes of communication.
- 🔍 Compare the structure of their native language to second language.
- 🔍 Demonstrate understanding of the complexity of culture in their native or second language.
- 🔄 Access new information and culture through the second language.

WASHINGTON CENTRAL  
SUPERVISORY UNION





# WCUUSD Mission Statement

WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.



# Modified Making Meaning Protocol

As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?

# Curriculum: Standards and Performance Indicators\*

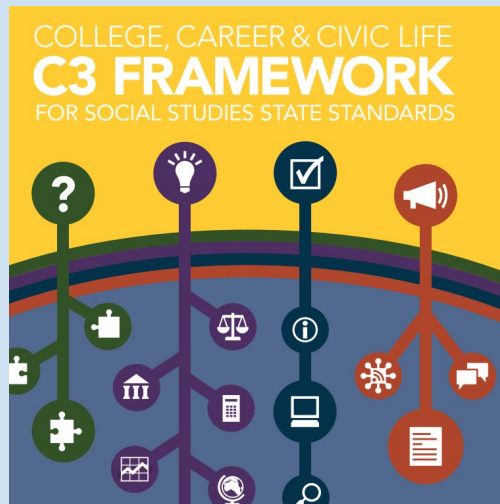
Aligned to College, Career, and Civic Life C3 Framework for Social Studies State Standards

1. **Civics:** Understand and participate in a democratic society.
2. **History:** Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.
3. **Social Sciences:** Apply concepts from social sciences (economics, psychology, sociology, anthropology, and geography) to interpret the world around them.

\*Revised from 5 standards to 3 in August 2020.

Covid Global Cit Updated Progression, 2020-2021		
File Edit View Insert Format Data Tools Extensions		
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A1		
	A	B
1		Formerly
2	GC 1: Civics: Understand and participate in a democratic society.	GC 1
3		
4	1a: Evaluate purpose, structure, and function of governments, including explaining roles and responsibilities of government.	GC 1a
5	1b: Access varied print and digital media to gain an understanding of current events and to make connections between past and present	GC 1b
6	(Any TS 3)	
7		
8	GC 2: History: Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.	GC 4
9		
10	2a: Connect the past, present, and future by analyzing and interpreting periods of change and continuity in history, for example, cause and effect of specific historical events.	GC 4a
11	2b: Evaluate recurring themes in history, using chronological reasoning, to make predictions.	GC 4b
12	2c: Examine the causes and consequences of cultural change and development (interaction, assimilation, and diffusion).	GC 5b
13		
	GC 3: Social Sciences: Apply concepts from social sciences (economics,	7

# C3 Framework



Adopted by VT State Board of Education in 2017

## Civic and Political Institutions

In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. That requires mastery of a body of knowledge about law, politics, and government.

*Indicators of Dimension 2—Civic and Political Institutions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 9.*

**TABLE 9: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Civic and Political Institutions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Civ.1.K-2.</b> Describe roles and responsibilities of people in authority.	<b>D2.Civ.1.3-5.</b> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<b>D2.Civ.1.6-8.</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	<b>D2.Civ.1.9-12.</b> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
<b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.	<b>D2.Civ.2.3-5.</b> Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	<b>D2.Civ.2.6-8.</b> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	<b>D2.Civ.2.9-12.</b> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
<b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.	<b>D2.Civ.3.3-5.</b> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	<b>D2.Civ.3.6-8.</b> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
<b>D2.Civ.4.K-2.</b> <i>Begins in grades 3-5</i>	<b>D2.Civ.4.3-5.</b> Explain how groups of people make rules to create responsibilities and protect freedoms.	<b>D2.Civ.4.6-8.</b> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	<b>D2.Civ.4.9-12.</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
<b>D2.Civ.5.K-2.</b> Explain what governments are and some of their functions.	<b>D2.Civ.5.3-5.</b> Explain the origins, functions, and structure of different systems of government.	<b>D2.Civ.5.6-8.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution and other foundational documents.	<b>D2.Civ.5.9-12.</b> Evaluate citizens' and institutions' effectiveness in addressing social and political issues.

## Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.

The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

*Indicators of Dimension 2—Historical Sources and Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 22.*

**TABLE 22: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Historical Sources and Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.9.K-2.</b> Identify different kinds of historical sources.	<b>D2.His.9.3-5.</b> Summarize how different kinds of historical sources are used to explain events in the past.	<b>D2.His.9.6-8.</b> Classify the kinds of historical sources used in a secondary interpretation.	<b>D2.His.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.
<b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past.	<b>D2.His.10.3-5.</b> Compare information provided by different historical sources about the past.	<b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
<b>D2.His.11.K-2.</b> Identify the maker, date, and place of origin for a historical source from information within the source itself.	<b>D2.His.11.3-5.</b> Infer the intended audience and purpose of a historical source from information within the source itself.	<b>D2.His.11.6-8.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	<b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
<b>D2.His.12.K-2.</b> Generate questions about a particular historical source as it relates to a particular historical event or development.	<b>D2.His.12.3-5.</b> Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<b>D2.His.12.9-12.</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
<i>Begins at grade 3-5</i>	<b>D2.His.13.3-5.</b> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to define the extent to which the source is relevant and credible.	<b>D2.His.13.6-8.</b> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	<b>D2.His.13.9-12.</b> Critique the appropriateness of the historical sources used in a secondary interpretation.



# Curriculum: Standards and Performance Indicators\*

Aligned to [American Council on the Teaching of Foreign Language \(ACTFL\) World-Readiness Standards for Learning Languages](#)

1. **Communication:** Students use the second language to express themselves in various modes of communication.
2. **Comparisons:** Students compare the structure of their native language to the second language.
3. **Culture:** Students demonstrate understanding of the complexity of culture in their native or second language.

\*Students are not required to achieve proficiency in these standards in order to graduate from U-32.

WL1 - COMMUNICATION				
Students use the second language to express themselves in various modes of communication.				
	Beginning	Developing	Proficient	Advanced
1.a Speaking:	I can express basic information through rehearsed dialogues and presentations.	I can express myself using basic structures through planned dialogues and presentations on various topics.	I can express myself with minor errors using complex grammar and structure through unrehearsed dialogue, debates, interviews, and presentations.	I can express myself with high accuracy using advanced grammar and structure through improvised dialogue, debates, interviews, and presentations.
1.b Listening:	I can understand speech targeted to language learners on basic topics.	I can understand speech targeted to language learners on a variety of topics.	I can understand native speakers discussing familiar topics.	I can understand native speakers discussing a variety of topics.
1.c Writing:	I can respond to questions on limited topics using basic vocabulary.	I can develop detailed, organized texts on familiar topics using basic vocabulary and structure.	I can develop detailed, coherent texts on various topics using rich vocabulary and sentence structures unique to the target language.	I can write fluidly on a variety of topics and demonstrate understanding of advanced grammar and vocabulary.
1.d Reading:	I can identify the topic of a text in the target language by comprehending simple vocabulary, familiar words, and short phrases.	I can understand some vocabulary and themes from familiar topics in a text in the target language.	I can understand most of a text in the target language through its familiar vocabulary and themes, and I can talk about the text.	I can understand and summarize authentic, complex sources on a variety of topics in the target language.

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

## American Council on the Teaching of Foreign Language (ACTFL) World-Readiness Standards for Learning Languages



### WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

# Elementary Global Citizenship



Performance Indicator: Identify and use the basic elements of a physical or digital map or globe.

4th graders flood a landform model. Students make predictions about how the landscape will change with each flood. They map the changes each time.



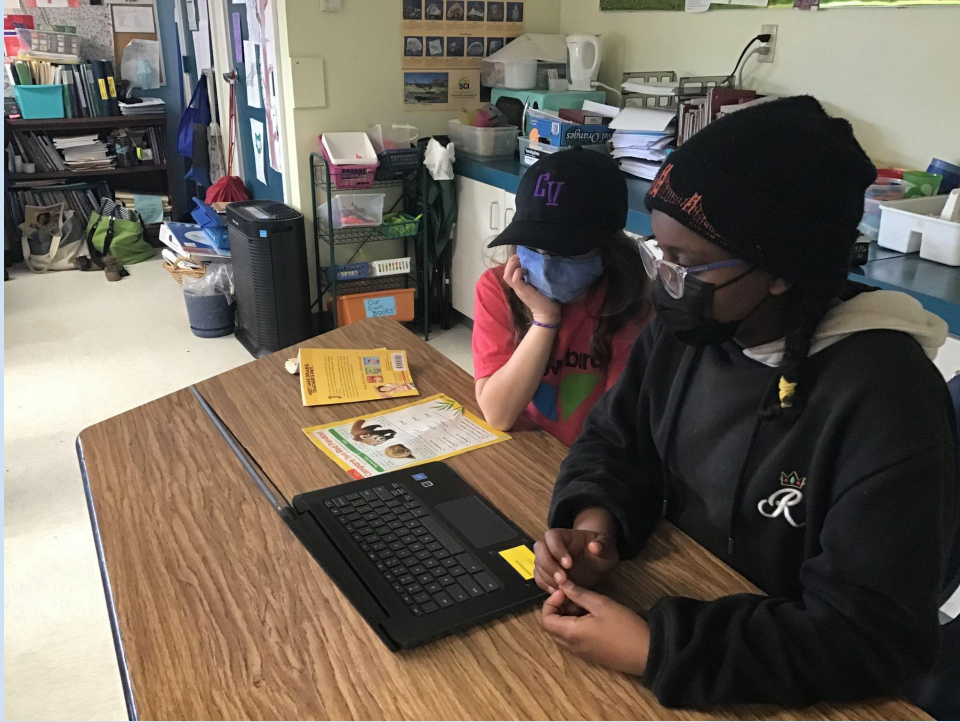
# Elementary Global Citizenship



5th and 6th graders use primary sources to deepen their understanding of what life was like in America in the early 1900's. They used a graphic organizer to help them source, analyze, and interpret photographs from the National Child Labor Committee Collection at the Library of Congress.



# Elementary Global Citizenship



6th graders work with their 1st/2nd grade book buddies. The 6th graders are sharing slideshows of their country/culture research projects with their buddies.



# Middle School Global Citizenship



# High School Global Citizenship

Welcome to the official beginning of the Global Studies Climate Migration unit! This should be an exciting unit, however this is also its pilot episode, meaning it's never been done before. So please bear with your teacher, Geoff, as he hopefully guides you all through your studies.

Our main goal through this unit is to do our best to analyze one very complicated theme: the challenges created by climate migration. Through our examination of this topic, we will draw conclusions about how the world can and should respond to disruptions caused by climate change and climate migration. Our unit will culminate with a persuasive letter to the President of the United States as well as Vermont's Congressional Delegation. In this letter, you will make a **claim** to your audience about how you think the world can and should respond to climate migration, and then use information from our studies to persuade your audience to agree with your claim.

Because you will be making and supporting a claim about climate change, climate migration, and how the world can respond, we must think about four Essential Questions throughout our unit:

- 1) *"How can we effectively use evidence to support a claim?"*
- 2) *"How do past actions influence future responsibility?"*
- 3) *"Who is a climate migrant?"*
- 4) *"How can/should the world respond to climate migration?"*

To begin, we will examine how past actions have contributed to climate change, and discuss how those influence future responsibility as the effects grow more impactful. From there, we will need to analyze how and where climate change is causing people to migrate in order to understand the scope of the issue, as well as who climate migrants even are. And finally, we will evaluate ways in which the world could respond to these challenges, and discuss how inequality impacts the ability of different communities to respond.

Global Studies

Name:

**Past Actions/Future Responsibility Claim Paragraph**

Class: 1 2 3 4 5 6 7

**Essential Question:** How do past actions influence the responsibility of different countries to respond to the future challenges of climate change?

Use the space below to outline your claim and evidence, in response to the question above. Make sure to identify whether your evidence is Data, an Image, an Observation, a Correlation, a Quote, or an Example.

**Claim:**

The countries that benefited the most from fossil fuels should be the ones to take action against climate change and help other countries take action.

**Important Evidence (Add further evidence beyond a and b as you see fit):**

- a) [GDP and emissions maps](#)
- b) [Effects of oil on the niger river delta](#)
- c) [How climate change affects global weather patterns](#)

**Paragraph:** Now put everything together into paragraph form in the space below. Be sure to include your claim and an explanation of why your evidence supports your point.

The countries that benefited the most from fossil fuels should be the ones to take action against climate change and help other countries take action. Many countries such as the US, China, and the UK have used fossil fuels for a long time and that has led to them having some of the highest GDPs and GDP per capita in the world. Those fossil fuels have caused the greenhouse effect to happen much more than is naturally occurring. The greenhouse effect has caused global temperatures to rise by about 1-degree Celsius in the last century, even though this increase seems small, it has already hugely affected global weather patterns, this has increased the number of things like droughts, hurricanes, floods, heatwaves, and extreme temperature changes. The extraction of fossil fuels such as oil has also destroyed the surrounding environments and ecosystems.

The Niger River Delta has had oil extracted from it since 1956, now its surface has a layer of oil on it and most of the animals that used to live there now are dead. According to the Rise For Bayelsa campaign, about 40 million liters of oil are spilled across the Niger Delta every year, this has had devastating effects on the environment and the



# High School Global Citizenship

## Moral Dilemma Project

The purpose here is to **engage with the stories** in our community that connect with the questions and issues in this course. Your assignment is to conduct a long interview, or several interviews, with someone who can tell you a compelling story about...

Making a hard decision...

....struggling through an experience with the law

... exercising power over other people

...an ethical dilemma

...a time when they were affected by their government

...etc.

The only requirement here is that you do not interview a parent. Family history stories are great, but you can also interview neighbors, acquaintances, or be brave and connect with a stranger. For example, in Berlin at the hospital there are labor and delivery nurses who could all tell you harrowing stories. At the American Legion there are veterans, each with their own experience to share. Every police officer, lawyer, legislator or judge has been part of challenging stories that raise questions about justice and democracy: the themes of this course.

**More broadly, any issue of fairness is a rich opportunity.** Was there a scandal about the outcome of a race at Thunder Road? Is there a policy or issue here at school that you could explore through a student's experience?

You have a lot of time to figure this out. The first step is to think about who you know or which issues you are interested to learn more about. Then we'll brainstorm ideas.

*Civic Literacy: I can apply concepts from the social sciences to interpret the world around me.*

Score	1	2	3	4
Skill	I can <b>define</b> specific concepts from the social sciences.	I can <b>apply</b> specific concepts from class to new examples.	I can <b>independently apply</b> specific concepts to new examples.	I can use specific concepts to <b>independently evaluate</b> positions or arguments, by connecting this story to an outside example (not used in class)...
"Looks Like"  Ex: libertarian thinking	I can identify a definition of libertarian thinking on a multiple choice quiz.	After a class discussion or after the teacher has provided a framework, I can show I understand libertarian thinking by connecting to specific points.	After a lesson, without any discussion or framework to identify the relevant concepts, I can demonstrate a thorough understanding by connecting libertarian thinking to <b>two or more</b> details from the example.	I can compare arguments that use libertarian thinking, evaluating their effectiveness by connecting /comparing to another example from current events, history, literature or movies...and explain, using a couple details.

# High School Global Citizenship

## US History

### Time Capsule Project #1: Civil War-Era Newspaper

Welcome to your US History Time Capsule Project! For this first stage of the project, you'll be creating a newspaper page from the Civil War-era (don't freak out, you'll be given a template to get you started). Keep in mind, this is only the first stage of our Time Capsule Project to gain a better understanding of the American experience by trying to see it from the eyes of the people who were actually there, creating history.

The overall goals of this year-long assignment are to:

1. Gain an understanding of American life at various points or moments throughout American history.
2. Evaluate opposing viewpoints or "sides" throughout the American experience.
3. Walk in the shoes of another by attempting to describe and understand history by viewing it through their eyes.

### Your Task:

1. Use the template provided on our Google Classroom to begin constructing your newspaper. You've got the choice to be a Northern Union paper or Southern Confederate paper. Choose your paper's city of origin. Pick a street address or make one up (feel free to get creative).
2. Pick your newspaper's date. Keep in mind this is one of the most important details of the project! *You can't have a paper published in, say, 1863 and mention Lincoln's assassination...cause, you know...it hadn't happened yet.*
3. Your newspaper should include the following elements:
  - a. An article depicting different aspects of life during the Civil War era. Feel free to write about current battles/victories/losses (*keep in mind the date you've chosen!*), politics, current events, daily life, etc.
  - b. Add a photo from the time (any photo from the era) and write a full, detailed description. Provide a back story.
  - c. Two pieces of "pop-culture" evidence.
    - i. The first piece of evidence could be a (choose one):
      - Book review
      - Theater review
      - Army recruitment ad.
    - ii. The second piece of evidence could be a (choose one):
      - Advertisement
      - Political Cartoon

## The Southern Belles Daily

MAY, 10 1861

14 BLOSSOM ST. COLUMBIA, SC 10560

### Miss Havisham's Etiquette Column

It has come to my attention that young ladies are no longer adhering to the correct manners that befits a southern belle. We may be at war but that is no excuse for lowering our standards. Today I will be talking about the most important rules a young lady must follow if she is ever to draw the attention of a handsome captain for her hand in marriage.

Firstly, a lady never smokes in public, as this is unhygienic and unacceptable behavior. Secondly she must always refer to a gentleman as 'sir' or address him by his correct army rank. A lady must wear white gloves at all times to prevent her delicate hands from getting dirty. There is nothing worse than an oily residue on your hands and this must be avoided at all costs. Ladies, you must remember to bathe regularly and be clean on your person and with your clothes and apparel. This is a great sign of proper breeding and stature and cleanliness is next to godliness. If you ever expect a respectable man to treat like a queen, you must look like one!

At our dances where we go to support our dear men as they prepare to lead us into battle, it is vital that every



Last week at the Blossom Dancehall everyone came out from farmers the bankers and celebrated it's grand opening

At the grand opening almost everyone showed up for a wonderful night of dancing and merriment. Ladies of all caliber wore their very best dress and face. The Dancehall, which had only been finished a few days before the opening held up to 250 people and charged \$0.05 admissions. A night of mingling and laughter commenced with the beautiful sounds of string instruments in the background. Even Violet Houston, the most eligible girl in Columbia blessed the event with her presence respectfully accompanied by her cousin Robert Houston. The Blossom Dance Hall's next opening has not been mentioned yet but we're all standing by for the mention of another Charming event there.

## The New York Herald

MAY, 10 1861

14 PRINTING HOUSE SQUARE, NEW YORK, NEW YORK

### Japanese Ambassadors Return to Tokyo After 10 Month Stay

San Francisco To-day, three samurai ambassadors and seventy-four of their company left these United States to return to Tokyo. This first official visit made by Japanese diplomats to our nation ever in history was prompted by the opening of Japan two years ago, with our nation hopeful to create kind trade relations with Japan, and the Japanese for diplomatic recognition. As they departed, the officers had fearful faces, and waved paper fans over the rails of the navy ship. However, the American crowd met them with "profound silence", said one journalist from the New York Times. The government funded trip conceived in order to promote political relations with the Japanese cost the United States around 50,000 dollars, which stirred some controversy among clerics.



Japanese illustration of our nation's capital. A member of the Japanese diplomatic delegation stands in the Capitol building. Washington monument, and the Long Bridge with its side of rail and street cars (bottom) is shown.





# Elementary World Language

*Mi Animal*



ED GATO

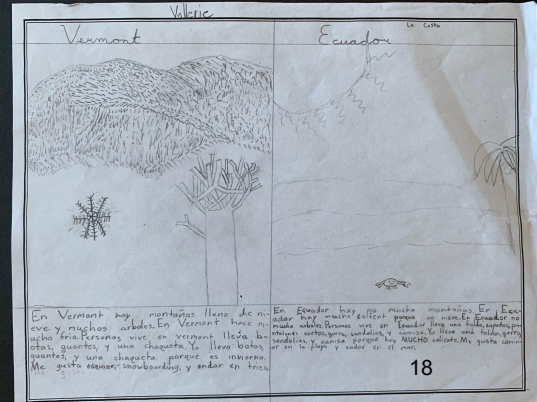


Me llamo Rosie.  
yo soy bonita y especial. ♡ ☆

Querida Familia,  
¡Hola! Estoy en  
Ecuador. En la costa  
hay muchas playas.  
Yo nado con un  
delfin en el mar.  
En la playa yo  
llevo camisa,  
sandalias, gorro, y  
pantalones cortos.  
¿Como están? ¡Adiós!  
Es extraño!



05602 U.S.A.

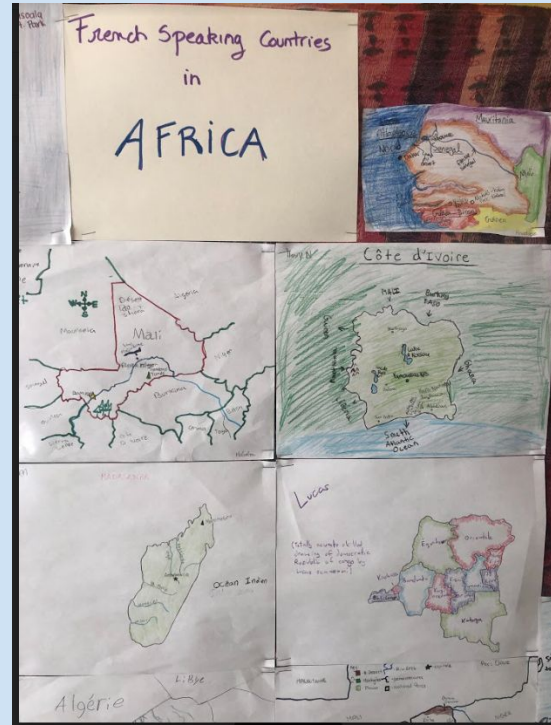


A progression of student work K-6. Rumney is currently our only elementary school that offers world language.

# Middle and High School World Language

Performance Indicator: Identify and describe geographical locations and features of French or Spanish speaking countries in the second language.

These maps were created by students in Level I. At the beginning of the year each student adopts a French speaking country. They start by drawing a geographical map of their country and presenting it to classmates. Then, each time they start a new unit, for example learning to talk about food and meals, they research what food and meals look like in their adopted country. Linking thematic units with cultural content helps students develop cultural awareness.





# Middle and High School World Language



Left: French IV comparing a specific aspect of culture between a French speaking culture and our own.  
Center: Students previewed each song, learned about the artisti, and discussed the artists' messages.  
Right: AP Spanish conversation about highlights of the world language program while studying at U-32 and future plans to use Spanish.

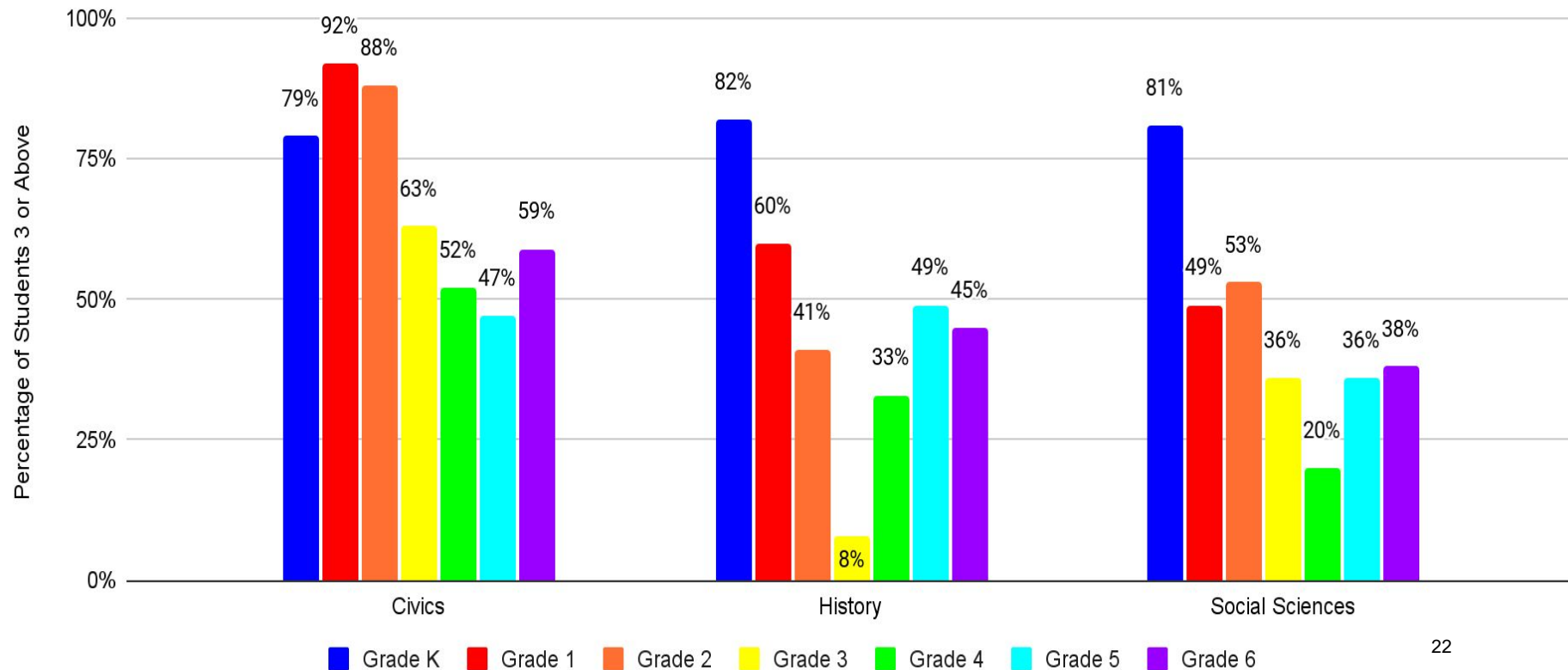


# Analysis of Data

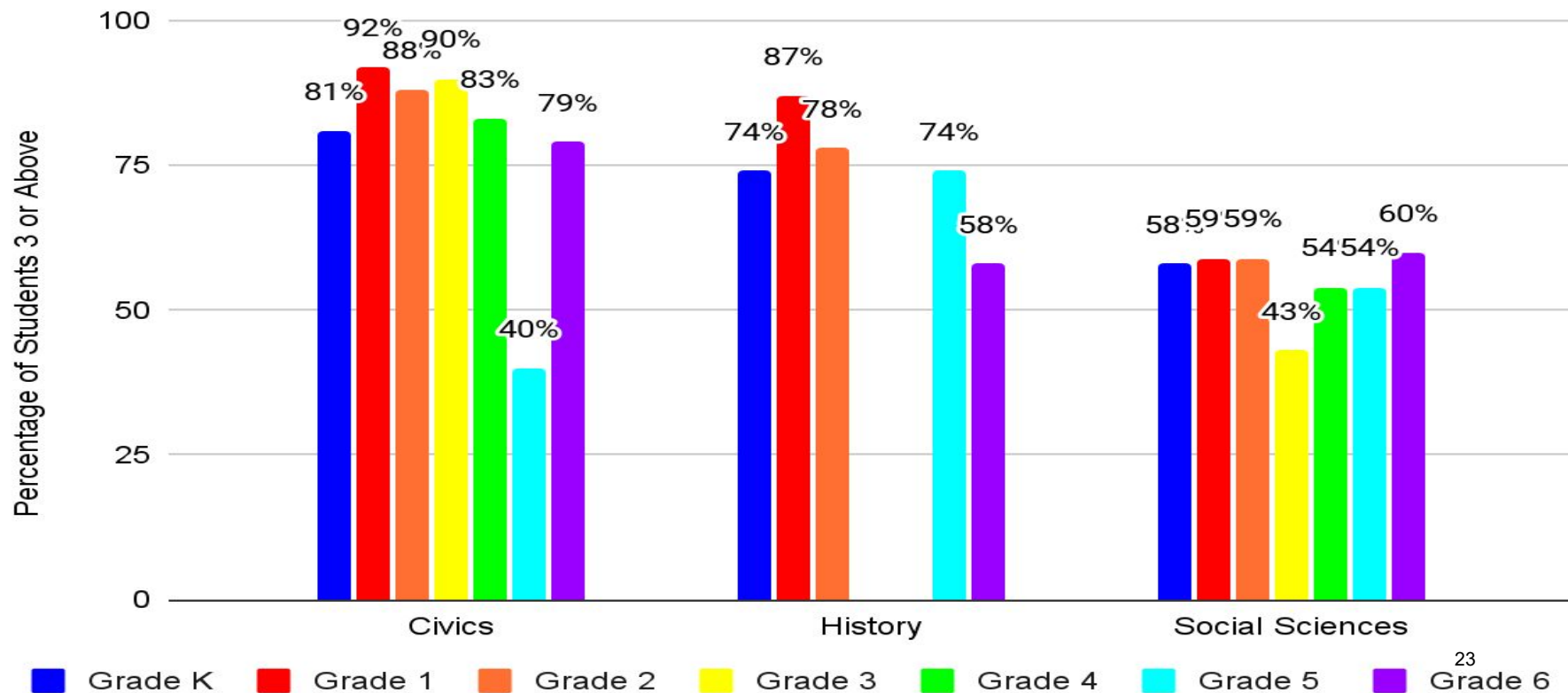
- We have fewer sources of data to analyze regarding our students' performance in Global Citizenship.
- We have recently asked for and received feedback from our teachers about other assessments that we may want to include on our Local Comprehensive Assessment Plan.

# WCUUSD Elementary Report Card Data

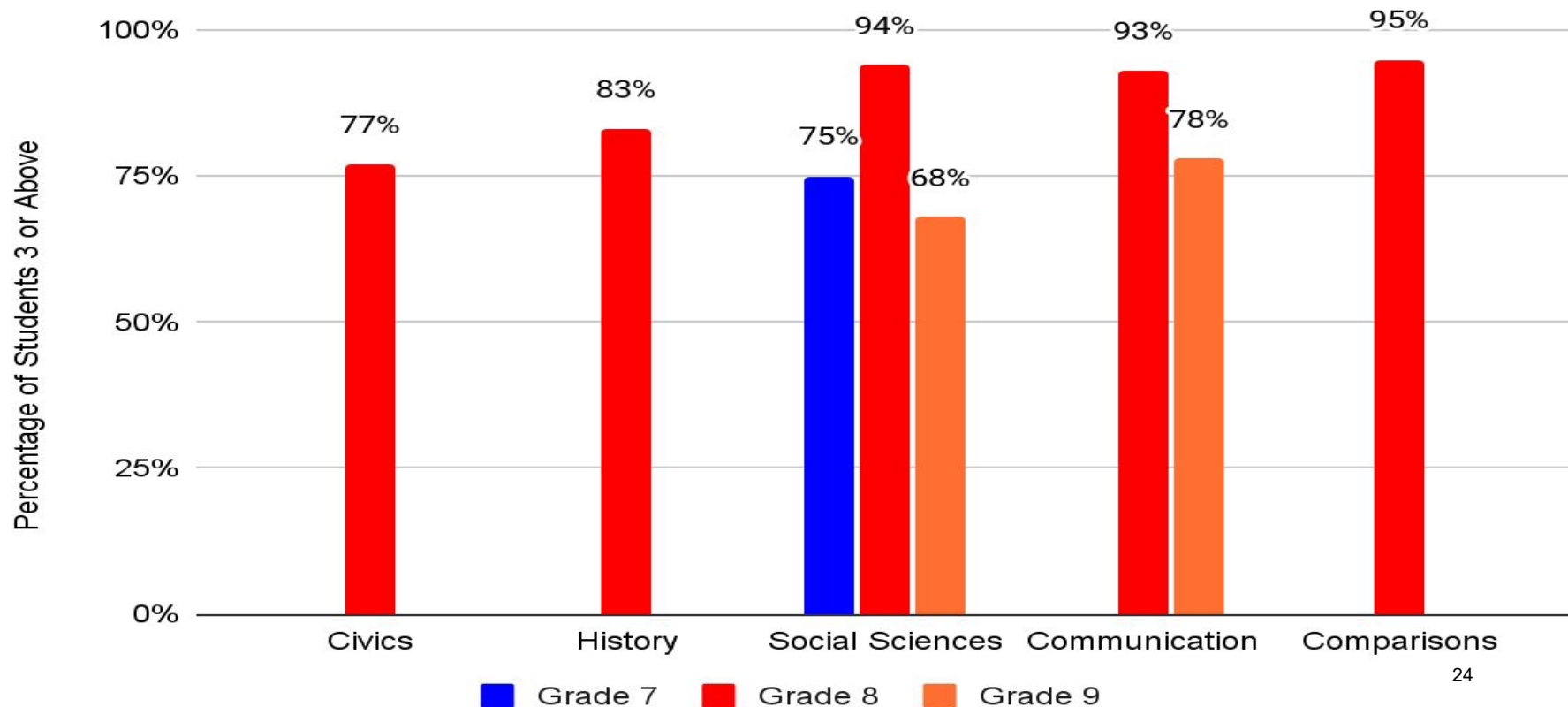
## January 2021



# WCUUSD Elementary Report Card Data January 2022

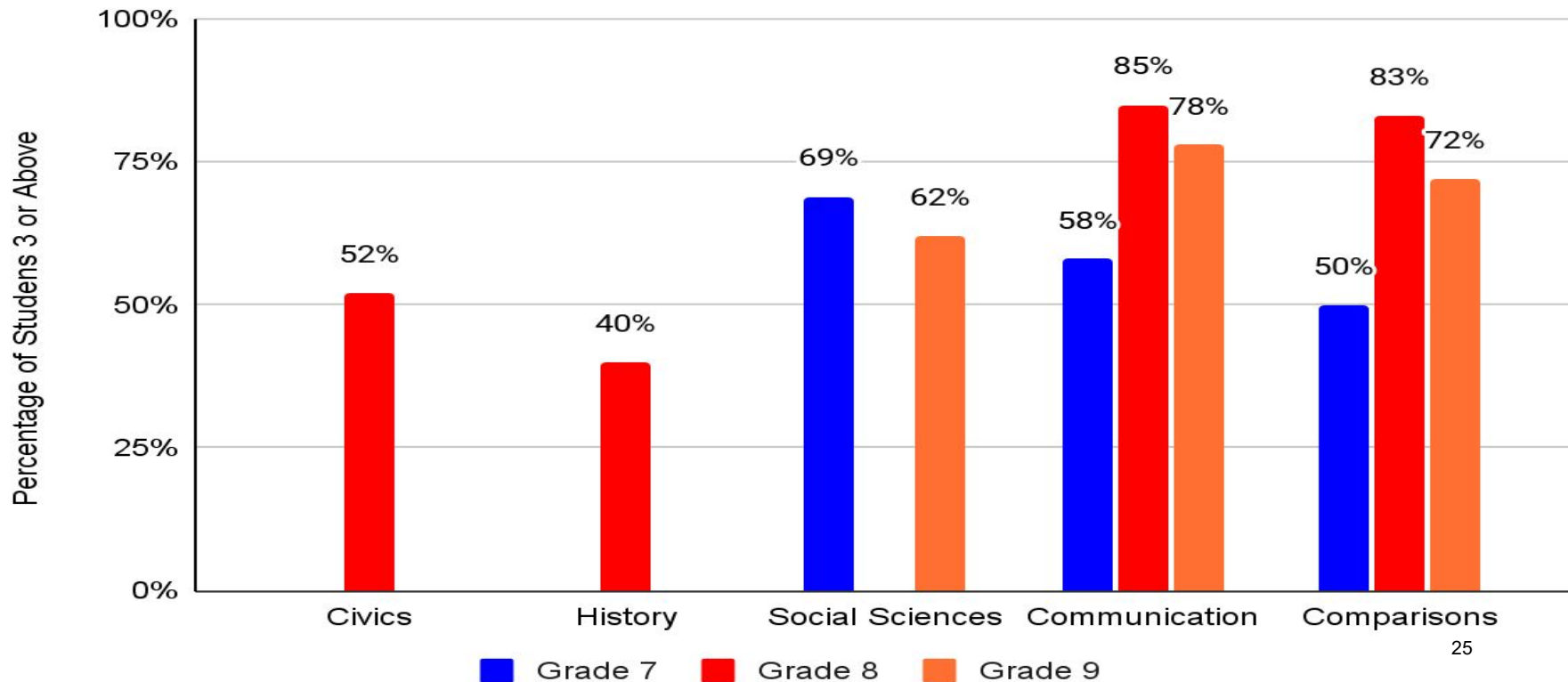


# WCUUSD Middle School Report Card Data January 2021

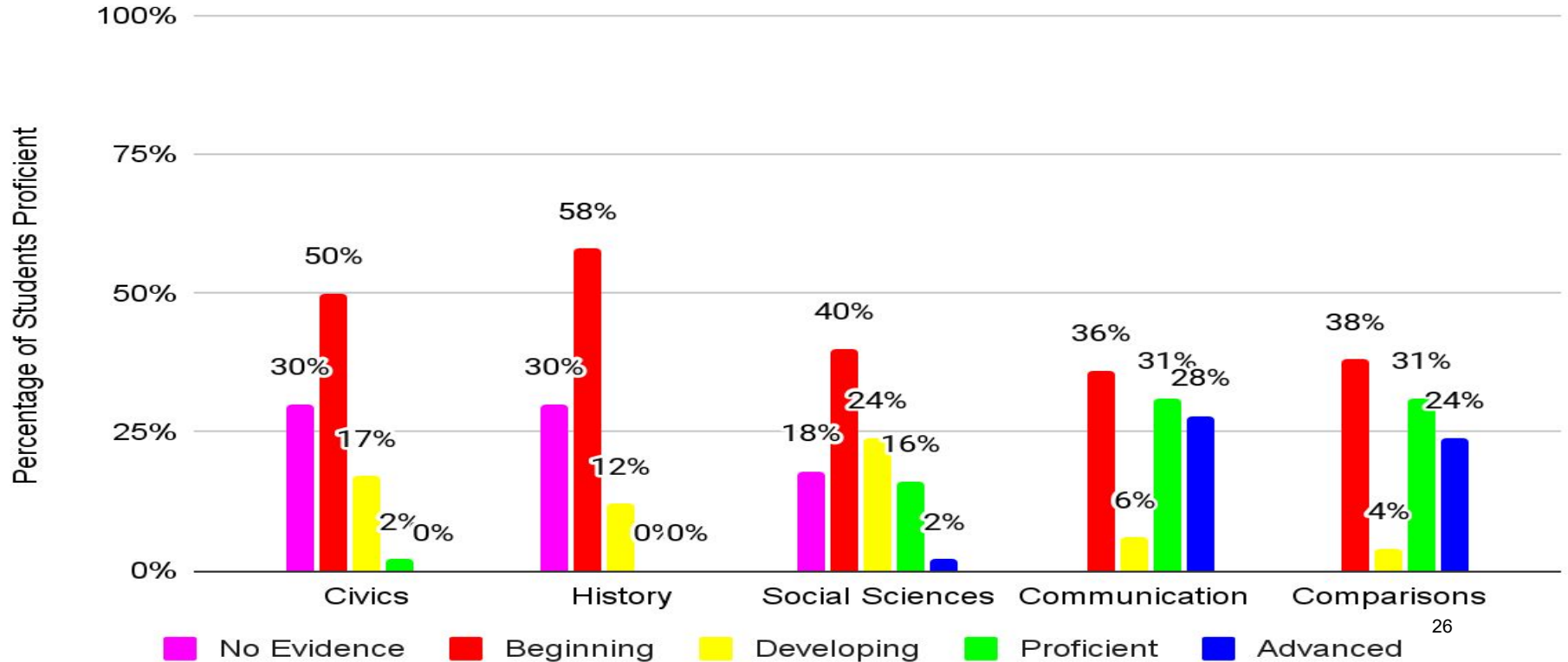


# WCUUSD Middle School Report Card Data

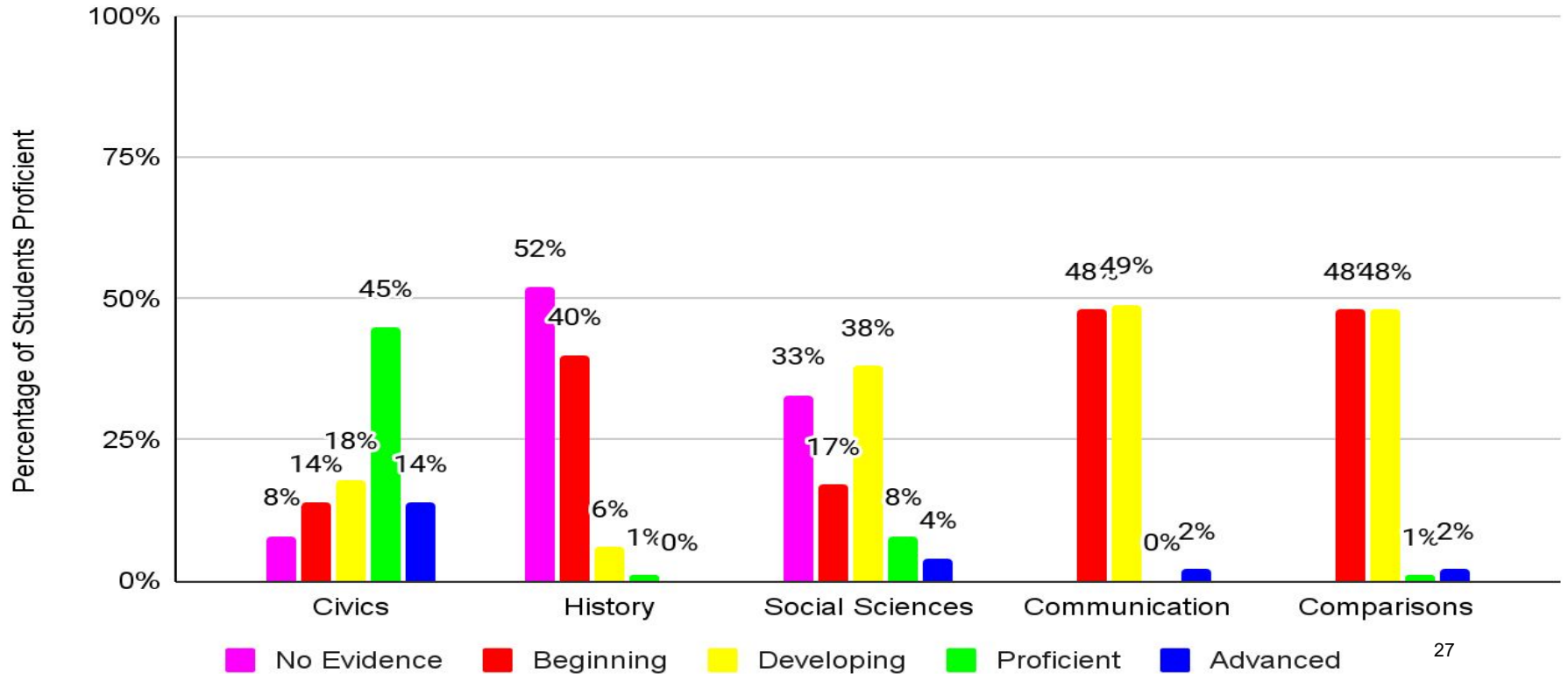
## January 2022



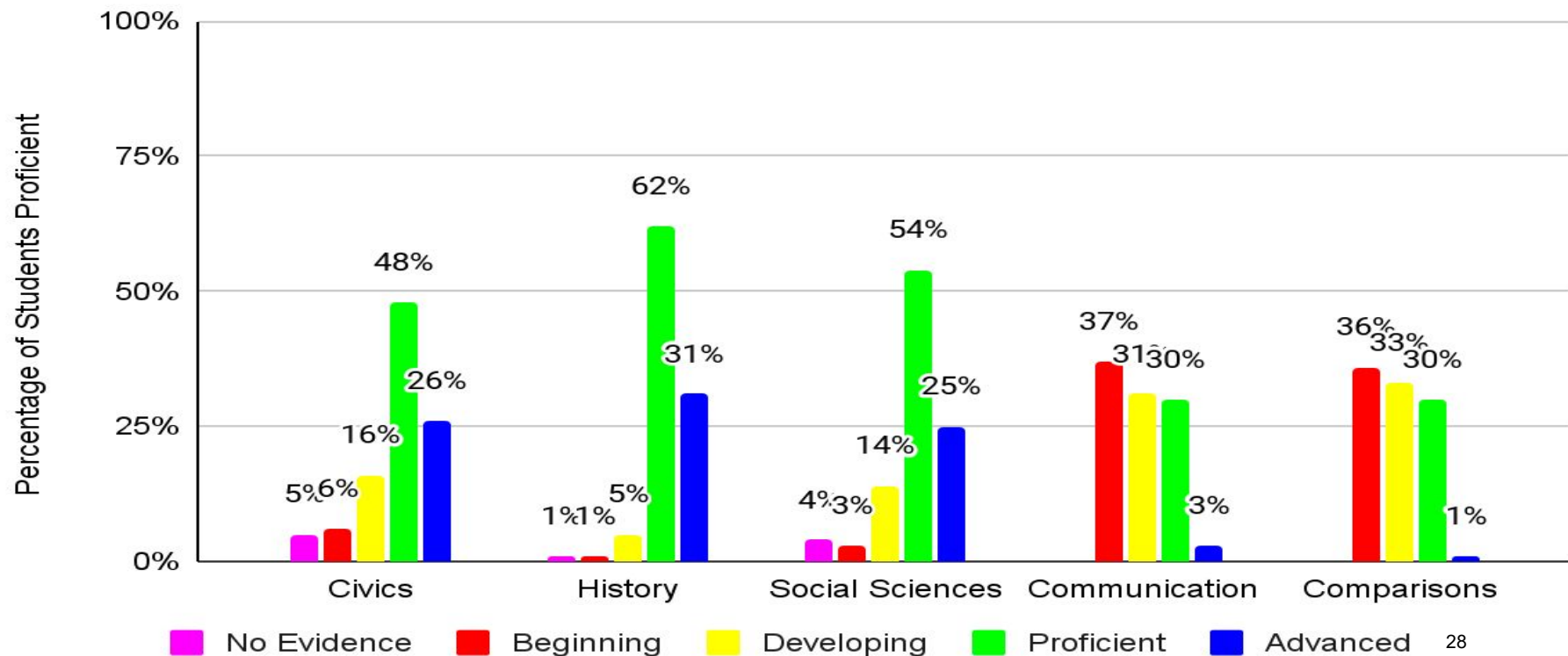
# Assessment Data: PBGR's for Current Grade 10 January 2022



# Assessment Data: PBGR's for Current Grade 11 January 2022



# Assessment Data: PBGR's for Current Grade 12 January 2022





# School Board Role

- Support for continued professional learning
- Considerations regarding instructional time
- Considerations regarding elementary World Language
- What else?

## STUDENT LEARNING OUTCOMES



WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.



### GLOBAL CITIZENSHIP

**#1 CIVIC LITERACY** Understand and participate in a democratic society.

**#2 ECONOMICS** Make economic decisions that demonstrate understanding of the interaction between humans, the environment, government, and the economy.

**#3 GEOGRAPHY** Propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

**#4 HISTORY** Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.

**#5 CULTURE** Demonstrate understanding of the complexity of culture in their native or second language.

### WORLD LANGUAGE

Demonstrate understanding of the complexity of culture in their native or second language.

🗣️ Use the second language to express themselves in various modes of communication.

🔍 Compare the structure of their native language to second language.

🌐 Demonstrate understanding of the complexity of culture in their native or second language.

🔄 Access new information and culture through the second language.

WASHINGTON CENTRAL  
SUPERVISORY UNION



# Modified Making Meaning Protocol

- Consider and discuss the following questions:
  - What did you see?
  - What questions did this presentation raise for you?
  - What struck you as significant?
  - What are the implications for our work?
- What are the key points to share with the full school board?

# Washington Central Unified Union School District

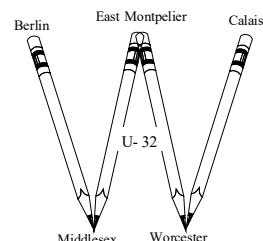
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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Jennifer Miller – Arsenault  
Interim Superintendent



To: Education Quality Committee  
From: Jen Miller-Arsenault, Interim Superintendent  
Date: May 24, 2022  
Subject: Proposed EQC Work Calendar for 2022-23

Based on our recent discussions, I offer the following work calendar for your consideration. We can finalize it together at our meeting on June 1.

Month	Topic
July	No meeting
August	No meeting
September	Student Monitoring Report (Spring 2022 Data)
October	Advanced Placement
November	Act 173 Update
December	Student Monitoring Report (Fall 2022 Data)
January	Co-Curriculars
February	Special Education, Interventions, and Drop Out Rates
March	Student Monitoring Report (Winter 2023 Data)
April	Overview of Practices Related to Curriculum, Instruction, and Assessment
May	Work Calendar 2023-2024
June	Post-Secondary Outcomes