Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education
Monday, February 3, 2025; 6:00 p.m.
Bethlehem Elementary School
Library

I. Call to Order……..…..James Crocker

II. Pledge of Allegiance……....James Crocker

III. Introductions……..……..…..…James Crocker

IV. Approval of Minutes (Action Anticipated)…….James Crocker
   A. Regular Meeting, Monday, January 13, 2025

V. Superintendent's Report
   A. Student Representative Report
   B. Connecticut Chapter of the National Wrestling Hall of Fame Inductee
   C. Director of Student Services Development Plan

VI. Committee Reports
   A. Curriculum Committee
      1. On a recommendation by the Curriculum Committee to accept/approve the following curricula: (Action Anticipated)

a. AP Spanish Language and Culture
b. UConn Spanish/Spanish 4
c. UConn ASL/ASL 3
d. World Regional Studies 1 (6th Grade Social Studies)
e. World Regional Studies 2 (7th Grade Social Studies)

B. Finance Committee

C. Policy Committee
1. On a recommendation by the Policy Committee to accept/approve the following policies: (Second Read, Action Anticipated)
   a. Policy 6148: FAFSA Completion Program
   b. Policy 6172.4 Parent and Family Engagement Policy for Title I Students

2. On a recommendation by the Policy Committee to accept/approve the following policies: (First Read, No Action Anticipated)
   a. Policy 3323 Soliciting Prices (Bids and Quotations)
   b. Policy 6172 Alternative Education Programs

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, any parent/guardian of a child enrolled in the Region 14 School District, or any current employee of the Region 14 School District who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business
A. Educator Evaluation and Support Plan Revisions (Action Anticipated) – Dr. Fernandez

X. New Business
A. Field Trip to Miami, Florida; April 12-17, 2025; J. Jedd/J. Hungerford (Action Anticipated)
B. 2025/2026 Region 14 School District Calendar (Tabled from January 13th)(Action Anticipated)
C. Discussion/Possible Action on Finalization of Horse Barn Project and Grant Submission (Action Anticipated)

XI. Other Business
A. Superintendent's Mid-Year Evaluation (Executive Session Anticipated)

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Monday, January 13, 2025; 6:00 p.m.
Mitchell Elementary School
Flanders Room

Present:
Jim Crocker, Chairman
Chris Matta
Carol Ann Brown
Chris Griffin
Alice Jones
Michael Carbonneau
Caren Lipinski
Tikva Rose

Absent:
N/a

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Maia Colavito, Student Representative
Taryn Fernandez, Director of Teaching and Learning/Presenter
Kelly Pinho, Principal, Mitchell Elementary School/Presenter
Wendy Yatsenick, Principal, Bethlehem Elementary School/Presenter
Mykal Kuslis, Principal, Nonnewaug High School/Presenter
Declan Curtin, Assistant Principal, Nonnewaug High School/Presenter

I. Call to Order
Chairman Crocker called the meeting to order at 6:00 p.m.

II. Pledge of Allegiance/Introductions
The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves.

III. Nonnewaug High School Renovations and Central Office Projects and Grant
Chairman Crocker thanked the Building Committee members, past and present, for their dedication to the renovation project. The following motions were made to officially finalize the project:

Motion One
Jim Crocker moved that the Region 14 Board of Education accept (as complete) the Nonnewaug High School and Central Office renovation projects, reserving its rights under law to pursue any claims with respect to the same, seconded by Chris Matta, all in

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The Regional School District 14 Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, gender identity or expression, sexual orientation, or disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504. Any person having inquiries concerning Regional School District 14 Public Schools' compliance with Section 504, Title VI or Title IX should contact Dina Ericson, Director of Student Services, Regional School District 14, 5 Minortown Road, PO Box 469, Woodbury, CT 06798 (203) 263-6356

favor, none opposed, motion carried unanimously.

Motion Two

Jim Crocker moved that the Region 14 Board of Education authorize the School Administration to finalize and submit to the State Department of Administrative Services 1) the final grant applications for Nonnewaug High School Grant #214-0093 EA and Central Office Grant #214-0096 BE/A/CV and 2) the notices of project completion, seconded by Chris Matta, all in favor, none opposed, motion carried unanimously.

The project is officially closed

IV. Approval of Minutes

A. Regular Meeting, Monday, November 19, 2024

A motion was made by Jim Crocker and seconded by Chris Griffin to accept/approve the minutes as presented, Caren Lipinski abstained, motion carried.

B. Regular Meeting, Monday, December 2, 2024

A motion was made by Jim Crocker and seconded by Chris Griffin to accept/approve the minutes as presented, Tikva Rose abstained, motion carried.

V. Superintendent's Report

A. Board of Education Student Representative Report

Student Representative Maia Colavito reported

- Woodbury Middle School:
  - LEO Club organized successful toy drive for St. Mary's Hospital
  - Super Bowl Pancake breakfast scheduled for February 9th, 9-11am
  - Testing period scheduled for January 23rd-30th
- Nonnewaug High School:
  - Drama Club presented "12 Angry Jurors" on December 12th-14th
  - Jazz and Rock Concert scheduled for January 22nd
  - LLS (Leukemia & Lymphoma Society) Fundraiser running January 31st to March 21st with $25,000 goal
  - Indoor track has three runners in state top 10 rankings

B. High School Football Co-op Update (Myke Kuslis and Declan Curtin reported)

Football co-op program changes for 2025

- New varsity schedule includes 10 games (5 home, 5 away)
- Homecoming game scheduled against Nonnewaug on October 2nd, 2025
- Thanksgiving game scheduled for November 26th, 2025
- Program moving to lower division for more competitive matchups
- Players will be eligible for All-State Honors
- Head coach interviews scheduled for end of January

C. Mitchell Elementary School/Bethlehem Elementary School Development Plans

Principals Kelly Pinho and Wendy Yatsenick presented their School Development Plans for the 2024/2025 school year. The plans included information encompassing

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the Region 14 goals of Academic Performance, Budget, Communication and Safety. Noteworthy achievements include the After-school Academy program implemented for additional student support and the Thinking Classrooms initiative in math and language arts.

VI. **Committee Reports**

A. Curriculum Committee

1. On a recommendation by the Curriculum Committee to accept/approve the following curricula:

a. English: Creative Writing

Motion

A motion was made by Alice Jones and seconded by Michael Carbonneau to accept/approve the Creative Writing curriculum, all in favor, none opposed, motion carried. (Tikva Rose absent from vote)

b. English: Global Contexts/Multicultural Perspectives

Motion

A motion was made by Alice Jones and seconded by Chris Griffin to accept/approve the Global Contexts/Multicultural Perspectives curriculum as presented, all in favor, none opposed, motion carried unanimously.

c. Math: Pre-Calculus

Motion

A motion was made by Alice Jones and seconded by Tikva Rose to accept/approve the Pre-Calculus curriculum as presented, all in favor, None opposed, motion carried unanimously.

d. Science: Forensics

Motion

A motion was made Alice Jones and seconded by Michael Carbonneau to accept/approve Forensics as presented, all in favor, none opposed, motion carried unanimously.

2. On a recommendation by the Curriculum Committee to accept/approve the following course:

a. Advanced Algebra with Financial Concepts

Motion

A motion was made by Alice Jones and seconded by Jim Crocker to accept/approve Advanced Algebra with Financial Concepts as a course offering as presented, all in favor, none opposed, motion carried unanimously.

3. On a recommendation by the Curriculum Committee to accept/approve the proposed revisions to the Graduation Requirements

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Graduation requirement revisions

- Two additional proposals
- Added 1 credit fine arts requirement focusing on visual arts, music, media arts, or theater
- Moved US History offering to sophomore year
- Increased social studies requirement from 2.5 to 3 credits
- Changes maintain 25 total credits required for graduation
- Revisions are effective with the Class of 2029 (current grade 8 students)

Motion

A motion was made by Jim Crocker and seconded by Caren Lipinski to accept/approved the revisions to the Graduation Requirements, all in favor, none opposed, motion carried unanimously.

B. Finance Committee
Discussed in Item III

C. Policy Committee

1. On a recommendation by the Policy Committee to accept/approve the following policies, which were presented as a first read with no action anticipated. Expect BoE approval at the next regular meeting of the Board.
   a. Policy 6148 FAFSA
   b. Policy 6172.4 Parent and Family Engagement Policy for Title I Students

VII. Board Chair Comments

Chairman Crocker reiterated his sincere appreciation to each of the Board members for their dedication, experience, and commitment to the benefit of the Region 14 students, staff, and communities. He stated that Region 14 is a great place to be, learn, and work and is continuously improving.

VIII. Privilege of the Floor

There was none

IX. Old Business

There was none

X. New Business

A. 2025/2026 Region 14 School District Calendar (Item Tabled)
B. Agriscience Field Trip (Eric Birkenberger presented)

- New York, Long Island/April 3-5, 2025
- Horticulture-focused experiences
- Trip opened to multiple grade levels to ensure economic viability

Motion

A motion was made by Jim Crocker and seconded by Chris Griffin to accept/approve

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the field trip request as presented, all in favor, none opposed, motion carried unanimously.

XI. Other Business

There was none

XII. Adjournment

A motion was made by Jim Crocker and seconded by Chris Griffin to adjourn the meeting at 7:43 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,



Patricia Paige
Board Clerk
Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

Minutes created with assistance of Circleback AI"

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AP Spanish Language and Culture CURRICULUM



Grade Level(s): 11-12

Curriculum Author(s): Matthew Greaves

Course Description: The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and culture of the Spanish Speaking world.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Families in Different Societies	What constitutes a family in Spanish speaking societies?	There exist societal, economical, and cultural factors which determine the concept and role of the family.	TCC2(9-12), CCE4(9-12), DE1(9-12), AA2(9-12)
The Influence of Language and Culture on Identity	How does language and culture influence identity in Spanish-speaking societies?	Science, technology, social media, art and advertising all have a profound effect on shaping personal and public identity.	TCC4(9-12), CCE1(9-12), CCE4(9-12), DE1 (9-12), TI3(9-12), P3(9-12)
Influences of Beauty and Art	How does art and the concept of beauty influence and shape values in society and culture?	Art and aesthetics play an essential role in shaping culture and societal values.	TCC3(9-12),CCE3(9-12) TI2(9-12), P3(9-12)
How Science and Technology Affect Our Lives	What are the cultural influences that drive scientific and technological advances, and what are the ethical concerns associated with those advances?	There are numerous effects on people's lives in Spanish speaking countries due to innovations in science and technology.	TCC2(9-12), TCC3(9-12), CCE4(9-12), TI2(9-12), P4(9-12)
Factors That Impact the Quality of Life	What factors determine how we define 'quality of life'?	There are a number of factors which determine the quality of life, both internal and external.	TCC1(9-12), CCE4(9-12), DE1(9-12), P2(9-12), AA2(9-12)
Environmental, Political, and Societal Challenges	How do societal issues affect an individual and society?	Each community has its own set of environmental and economic factors which have unique effects on its society.	TCC1(9-12), CCE4(9-12), DE1(9-12), P2(9-12), AA2(9-12)

Unit 1 - Families in Different Societies

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the Spanish Language and Culture Exam and Course description. For more information visit: www.CollegeBoard.org.

1.A: Describe the literal meaning of the text.
- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting/relevant details.
- 1.A.3: Retell or summarize information in narrative form.

3.A: Interpret the distinguishing features of a text.
- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

3.B: Interpret the meaning of a text.
- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.
- 4.A.1: Determine the meaning of a variety of vocabulary.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

5.A: Understand and apply appropriate communication strategies in interpersonal speaking.
- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3: Provide and obtain relevant information in spoken exchanges.
- 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
- 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain

spoken exchanges.

5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.
5.B.1: Use a variety of grammar and syntax in spoken exchanges.
5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.
5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

6.A: Understand and apply appropriate communication strategies in interpersonal writing.
6.A.1: Initiate, maintain, and close written exchanges.
6.A.2: Provide and obtain relevant information in written exchanges.
6.A.3: Use a variety of grammar and syntax in written exchanges.
6.A.4: Use register appropriate for the intended target culture audience in written exchanges.
6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges**.**

6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.
6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.

7.A: Plan and research an issue or topic for presentational speaking.
7.A.1: Use a process to plan spoken presentations.
7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.
7.C.1: Use a variety of grammar and syntax in spoken presentations.
7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
7.D.1: Explain ideas and opinions with examples in spoken presentations.
7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.
P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
AA2(9-12): I can assess my past successes and mistakes to change my approach.
AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- Families shape values and traditions, as well as personal beliefs and personal interests.
- Families face challenges such as access to education and availability of employment.
- The concept and role of families in contemporary societies are constantly evolving.

Essential Questions:

- What constitutes a family in Spanish Speaking societies?
- What are some important aspects of family values and family life in Spanish-speaking societies?
- What challenges do families face in today's world?

Students will know...

- Societal and economic factors can determine family structure and individual roles.

Students will be able to…

- Describe the literal meaning of the text.
- Describe data.

• How the concept of family has changed over time in Spanish-speaking families.	• Interpret the distinguishing features of a text. • Determine the meaning of familiar and unfamiliar words. • Use words appropriate for a given context. • Apply appropriate communication strategies in interpersonal speaking. • Apply appropriate and varied syntactical expressions in interpersonal speaking. • Apply appropriate communication strategies in interpersonal writing. • Apply appropriate and varied syntactical expressions in interpersonal writing. • Plan and research an issue or topic for presentational speaking • Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. • Use appropriate language and vocabulary for the intended audience in presentational speaking. • Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
Key Vocabulary: antepasados, comportamiento, herencia, hogar, lazo familiar, pariente, tasa de natalidad, viudo/a, apoyar, heredar, inculcar, exigente, soltero, papel.	
Assessment Evidence	
Performance Tasks: • Free Response Email reply • Free Response Conversation (listening and oral response) • Cultural Presentation (describe and explain the role of family in a specific hispanic country)	**Other Evidence:** **Formative assessments:** • Promotional Materials: “Becas” • Letter: “La Libreria” • Conversation and Chart: “Lectura” • Email Reply: “Excavaciones Arqueológicas” • Conversation: “Proyecto Trabajo Voluntario”
Learning Plan	
• **TCC2(9-12):** Cultural Presentation (describe and explain the role of family in a specific hispanic country)	

- **CCE4(9-12):** Cultural Presentation (describe and explain the role of family in a specific hispanic country), Free Response Conversation (listening and oral response)
- **DE1(9-12):** Conversation: “Proyecto Trabajo Voluntario”

Teacher Resources:

- Conoce a un Héroe Canino: *https://secundariacenhies.files.wordpress.com/2018/05/evento-20-05.jpg?w=584*
- United Nations website: *https://www.un.org/es/*
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics
- AP Classroom

Unit 2 - The Influence of Language and Culture on Identity

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the Spanish Language and Culture Exam and Course description. For more information visit: www.CollegeBoard.org.

1.A: Describe the literal meaning of the text.
- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting/relevant details.
- 1.A.3: Retell or summarize information in narrative form.

1.B: Describe data.
- 1.B.1: Identify and describe patterns and trends in data.

2.A: Make cultural connections.
- 2.A.1: Identify and/or describe content and connections among cultural topics.
- 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.

2.B: Make connections in and across disciplines.
- 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.

3.A: Interpret the distinguishing features of a text.
- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

4.A: Determine the meaning of familiar and unfamiliar words.
- 4.A.2: Deduce meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

7.A: Plan and research an issue or topic for presentational speaking.
- 7.A.1: Use a process to plan spoken presentations.

7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.
7.C.1: Use a variety of grammar and syntax in spoken presentations.
7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
7.D.1: Explain ideas and opinions with examples in spoken presentations.
7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

8.A: Plan and research an issue or topic for presentational writing.
8.A.1: Use a process to plan written presentations.
8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B: Use appropriate writing strategies to communicate an idea for presentational writing.
8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.
8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
8.C.2: Use a variety of grammar and syntax in written presentations.
8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.

8.D: Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
8.D.1: Explain ideas and opinions with examples in written presentations.

8.D.2: Integrate information from sources and cite them appropriately in written presentations.

Vision of A Learner Attributes:

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
TI3(9-12): I can formulate and investigate probing questions to further my learning.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand...

- There are relationships between language and identity including the impacts and influences that technology, social media, art, and advertising all have on personal identity.

Essential Questions:

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

Students will know...

- One's personal and public identity are consistently evolving.
- There are numerous social, economic, linguistic and cultural factors that shape who we are.

Students will be able to…

- Describe the literal meaning of the text.
- Describe data.
- Make cultural connections.
- Make connections in and across disciplines.
- Interpret the distinguishing features of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- Use appropriate language and vocabulary for the intended audience in presentational speaking.
- Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- Plan and research an issue or topic for presentational writing.
- Use appropriate writing strategies to communicate an idea for

	presentational writing. • Understand and apply appropriate and varied syntactical expressions in presentational writing. • Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
Key Vocabulary: la conformidad, la ansiedad, la etnicidad, el individualismo, el idioma, la personalidad, la semejanza, la uniformidad, el comportamiento, manipular, el autoestima, desarrollarse, el fracaso, las creencias, las creencias, formar, la lengua materna, pertenecer a, multiculturalismo, hablar con fluidez, ajustarse, integrarse en la sociedad, el prejuicio, Ideología, la aculturación	
Assessment Evidence	
Performance Tasks: **Summatives:** • Cultural Presentation (describe and explain how clothes/fashion defines identity in a specific Spanish speaking country and compare similar aspects in the United States) • Argumentative Essay (Establish a position on whether Globalization has positive or negative effects on countries throughout the world). • Unit 2 Progress check (MCQs)	**Other Evidence:** Formative assessments: • Cultural Comparison Quiz (Oral recording) • Article Report and Audio Quiz (MCQs based on text and audio) • Literary Text Quiz (MCQs based on a short literary text)
Learning Plan	
• **TCC4(9-12):** *Summative:* Cultural Comparison Presentation • **CCE4(9-12):** *Summative:* Argumentative Essay (Globalization) • **TI3(9-12):** *Summative:* Cultural Comparison Presentation (Language and identity)	
Teacher Resources: • Lenguas Mexicanas • Riqueza del pluringuismo • Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc. • Google Docs, Google Slides, Google Shared Drive, Google Classroom • College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics • AP Classroom	

Unit 3 - Influences of Beauty and Art

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the Spanish Language and Culture Exam and Course description. For more information visit: www.CollegeBoard.org.

1.A: Describe the literal meaning of the text.
- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting / relevant details.
- 1.A.3: Retell or summarize information in narrative form.

2.B: Make connections in and across disciplines.
- 2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
- 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
- 2.B.4: Infer interdisciplinary information from a text.

3.A: Interpret the distinguishing features of a text.
- 3.A.2: Identify the purpose.
- 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.

3.B: Interpret the meaning of a text.
- 3.B.1: Identify and/or describe similarities and/or differences among different types of texts.
- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

5.A: Understand and apply appropriate communication strategies in interpersonal speaking.
- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.

5.A.3: Provide and obtain relevant information in spoken exchanges.
5.A.4: Use appropriate register and greeting for the intended target culture. audience in spoken exchanges.
5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.
5.B.1: Use a variety of grammar and syntax in spoken exchanges.
5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.
5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

6.A: Understand and apply appropriate communication strategies in interpersonal writing.
6.A.1: Initiate, maintain, and close written exchanges.
6.A.2: Provide and obtain relevant information in written exchanges.
6.A.3: Use a variety of grammar and syntax in written exchanges.
6.A.4: Use register appropriate for the intended target culture. audience in written exchanges.
6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.
6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.

7.A: Plan and research an issue or topic for presentational speaking.
7.A.1: Use a process to plan spoken presentations.
7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Vision of A Learner Attributes:

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand that...

- Art and aesthetics play an essential role in shaping culture and societal values.
- The type and medium of popular art varies by country
- The role art plays in culture varies between the U.S. and the hispanic world.

Essential Questions:

- How does art and the concept of beauty influence and shape values in society and culture?
- What are the art mediums in hispanic countries and how do they influence culture and society?

Students will know...

- Art and aesthetics have a profound impact on our daily lives.
- Art both reflects as well as challenges cultural perspectives.
- Ways in which art is used to record history as well as communicate shared values.

Students will be able to…

- Identify point of view and purpose.
- infer meanings.
- Summarize content.
- Identify themes or morals.
- Explain and compare cultural products, practices, and perspectives.
- Read and deconstruct letters which inform students about the features of written interpersonal communication
- Build skills in reading and responding to emails.
- Prepare a present a two-minute comparison between their community and a Spanish Speaking community

	• Deliver an organized presentation with a thesis statement and supporting evidence. • Build their repertoire of transitional and cohesive expressions to make more effective comparisons.

Key Vocabulary: Peinado, Moda, Apariencia, Rechazar, Cotidiano, Belleza, Simetría, Aburrido, Ambiente, Perspectiva, el dibujo, la pintura, la poesía, la arquitectura, el teatro, la belleza, lo cotidiano, la justicia, la simplicidad, taller, enriquecer, obra/obra maestra, reflejar, el diseño, el paisaje, el retrato.

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• Summative #1: Free Response Writing, Email Reply. • Summative #2: Free Response Oral, Guided conversation. • Summative #3: MCQ Reading Text/Literature.	Interim Assessments: • Cultural Comparison Presentation: Free response comparing an aspect of Unit 3 with a particular hispanic country and the U.S. • Article Report and Audio Quiz (MCQs based on text and audio) • Literary Text Quiz (MCQs based on a short literary text) • Sentence structure and syntax practice

Learning Plan

- **TCC3(9-12):** Interim: Sentence structure and syntax practice
- **CCE3(9-12)**: Interim: Cultural Comparison Presentation: Free response comparing an aspect of Unit 3 with a particular hispanic country and the U.S.
- **TI2(9-12):** Summative #2: Free Response Oral, Guided conversation.
- **P3(9-12):** Summative #1: Free Response Writing, Email Reply.

Teacher Resources:

- La Importancia de Arte en la Educación
- Saludos de Bienvenida a los nuevos Estudiantes
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics
- AP Classroom

Unit 4 - How Science and Technology Affect Our Lives

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: Established Goals: *Standards based on the Spanish Language and Culture Exam and Course description. For more information visit: www.CollegeBoard.org.

1.A: Describe the literal meaning of the text.
- 1.A.1: Identify the main idea.
- 1.A.3: Retell or summarize information in narrative form.

1.B: Describe data.
- 1.B.1: Identify and describe patterns and trends in data.
- 1.B.2: Describe data from a table, chart, graph, map, or infographic.

2.B: Make connections in and across disciplines.
- 2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
- 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
- 2.B.4: Infer interdisciplinary information from a text.

3.A: Interpret the distinguishing features of a text.
- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

4.A: Determine the meaning of familiar and unfamiliar words.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

7.A: Plan and research an issue or topic for presentational speaking.
- 7.A.1: Use a process to plan spoken presentations.
- 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.
7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.
7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

8.A: Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations.
8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B: Use appropriate writing strategies to communicate an idea for presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
8.C.2: Use a variety of grammar and syntax in written presentations.
8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.

8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

8.D.1: Explain ideas and opinions with examples in written presentations.
8.D.2: Integrate information from sources and cite them appropriately in written presentations.

Vision of A Learner Attributes:
TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

Understandings: Students will understand that...	**Essential Questions:**
● Scientific and technological innovations are driven by cultural factors. ● Scientific and technological advances have ethical considerations and that there may be societal consequences.	● What factors drive innovation and discovery in the fields of science and technology? ● What role do ethics play in scientific advancement? ● What are the social consequences of scientific or technological advancements?
Students will know... ● Developments in science can both create and resolve challenges in contemporary society. ● Technology creates new ways for us to connect with others and impacts and shapes our personal and public identities. ● Access to technology affects quality of life and can determine values and ethics in a society.	**Students will be able to…** ● Describe the literal meaning of the text. ● Describe data. ● Make connections in and across disciplines. ● Interpret the distinguishing features of a text. ● Determine the meaning of familiar and unfamiliar words. ● Use words appropriate for a given context. ● Plan and research an issue or topic for presentational speaking. ● Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. ● Use appropriate language and vocabulary for the intended audience in presentational speaking. ● Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. ● Plan and research an issue or topic for presentational writing. ● Use appropriate writing strategies to communicate an idea for presentational writing. ● Understand and apply appropriate and varied syntactical expressions in presentational writing. ● Express a perspective with details and examples to illustrate an

	opinion or idea in written presentations.
Key Vocabulary: inesperado, asegurar, creciente, mejoramiento, pretende, acalorado, regenerar, calidad, asumir, disponibilidad, advenimiento, estancarse, siniestro, tasa, actualizar, dispositivo	
Assessment Evidence	
Performance Tasks: • Summative #1: Argumentative essay (Science/Tech related prompt) • Summative #2: Free Response Oral Presentation • Summative #3: Cultural Comparison Presentation	**Other Evidence:** • Article Report and Chart Quiz (MCQs based on text and infographic) • Interview MCQs (based on interview audio) • Progress Check, MCQs (based on audio and text sources) • Sentence structure and syntax interim
Learning Plan	
• **TCC2(9-12):** Summative #1: Argumentative essay (Science/Tech related prompt) • **TCC3(9-12)**: -Sentence structure and syntax interim • **CCE4(9-12)**: Summative #1: Argumentative essay (Science/Tech related prompt) • **TI2(9-12)**: Summative #3: Cultural Comparison Presentation • **P4(9-12)**: Summative #2: Free Response Oral Presentation (written and oral feedback provided to all students)	
Teacher Resources: • Las desventajas de la Tecnologia • Los 5 trabajos que resistirán a la era de los robots • Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc. • Google Docs, Google Slides, Google Shared Drive, Google Classroom • College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics • AP Classroom	

Unit 5 - Factors That Impact the Quality of Life

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: Established Goals: Established Goals: *Standards based on the Spanish Language and Culture Exam and Course description. For more information visit: www.CollegeBoard.org.

1.B: Describe data.
- 1.B.2: Describe data from a table, chart, graph, map, or infographic.

2.A: Make cultural connections.
- 2.A.1: Identify and/or describe content and connections among cultural topics.
- 2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena.
- 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.

3.A: Interpret the distinguishing features of a text.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
- 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.

3.B: Interpret the meaning of a text.
- 3.B.1: Identify and/or describe similarities and/or differences among different types of texts.
- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.
- 4.A.1: Determine the meaning of a variety of vocabulary.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

5.A: Understand and apply appropriate communication strategies in interpersonal speaking.
- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3: Provide and obtain relevant information in spoken exchanges.

5.A.4: Use appropriate register and greeting for the intended target culture. audience in spoken exchanges.
5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

6.A: Understand and apply appropriate communication strategies in interpersonal writing.
6.A.1: Initiate, maintain, and close written exchanges.
6.A.2: Provide and obtain relevant information in written exchanges.
6.A.3: Use a variety of grammar and syntax in written exchanges.
6.A.4: Use register appropriate for the intended target culture. audience in written exchanges.
6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.
6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.

7.A: Plan and research an issue or topic for presentational speaking.
7.A.1: Use a process to plan spoken presentations.
7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.
7.C.1: Use a variety of grammar and syntax in spoken presentations.
7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- There are a number of factors which determine an individual's quality of life. These factors can be external or internal, and directly related to geography, access to health care, education, and socioeconomic levels.

Essential Questions:

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

Students will know:

- Social status influences one's quality of life.
- Perception and traditions regarding quality of life vary by cultures and communities.
- the main determining factors of an individual's quality of life

Students will be able to:

- Describe data.
- Make cultural connections.
- Interpret the distinguishing features of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Understand and apply appropriate communication strategies in interpersonal speaking.
- Understand and apply appropriate and varied syntactical expressions in interpersonal writing.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- Use appropriate language and vocabulary for the intended audience in presentational speaking.
- Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

Key Vocabulary: la ignorancia, el empoderamiento, empobrecido, los recursos, la iniciativa, la infraestructura, la desigualdad, la igualdad, el analfabetismo, la alfabetización, la deforestación, el desempleo, el presupuesto, la malnutrición, la biodiversidad, la distribución

Assessment Evidence

Performance Tasks:
- Summative #1: Email Response, Free Written Reply
- Summative #2: Guided Conversation, Advice to a friend
- Summative #3: Cultural Comparison, The Importance of College

Other Evidence:
- Literary Text Analysis- MCQs
- Conversation and Chart- Audio and infographic analysis- MCQs
- Interview-Audio source- MCQs

Learning Plan

- **TCC1(9-12):** Summative #3: Cultural Comparison, The Importance of College
- **CCE4(9-12):** Summative #1: Email Response, Free Written Reply
- **DE1(9-12):** Summative #2: Guided Conversation, Advice to a friend
- **P2(9-12):** Self reflection and teacher feedback throughout the Unit
- **AA2(9-12):** Self reflection based upon writing feedback

Teacher Resources:

- Urban Vs Rural
- Vecindarios de Buenos Aires
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics
- AP Classroom

Unit 6 - Environmental, Political, and Societal Challenges

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the Spanish Language and Culture Exam and Course description. For more information visit: www.CollegeBoard.org.

1.A: Describe the literal meaning of the text.
- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting / relevant details.
- 1.A.3: Retell or summarize information in narrative form.

1.B: Describe data.
- 1.B.2: Describe data from a table, chart, graph, map, or infographic.

2.A: Make cultural connections.
- 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
- 2.A.4: Infer cultural information from a text.

3.A: Interpret the distinguishing features of a text.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
- 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.

3.B: Interpret the meaning of a text.
- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

7.A: Plan and research an issue or topic for presentational speaking.
- 7.A.1: Use a process to plan spoken presentations.
- 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.
7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.
7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

8.A: Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations.
8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B: Use appropriate writing strategies to communicate an idea for presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
8.C.2: Use a variety of grammar and syntax in written presentations.
8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.

8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

8.D.1: Explain ideas and opinions with examples in written presentations.

8.D.2: Integrate information from sources and cite them appropriately in written presentations.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Each community has its own set of environmental and economic factors which have unique effects on its society.

Essential Questions:

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society's culture?

Students will know...

- The economic and environmental factors which impact society and politics.
- Ways that individuals can positively or negatively influence the world around them.
- Possible solutions that address contemporary global challenges.

Students will be able to...

- Describe the literal meaning of the text.
- Describe data.
- Make cultural connections.
- Interpret the distinguishing features of a text.
- Interpret the meaning of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate writing strategies to communicate an idea for presentational writing.
- Understand and apply appropriate and varied syntactical expressions in presentational writing.
- Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

Key Vocabulary: el agotamiento, el agua dulce, aumentar, el bienestar, el calentamiento global, la contaminación, contaminar, la corrupción, dañar, el derrame, el desafío/ el reto, el desecho, disminuir, la falta, la industrialización, la inundación, el medio ambiente,

reducir, el vertedero.

Assessment Evidence	
Performance Tasks: • Summative #1: Argumentative Essay • Summative #2: Cultural Comparison (Environment and Natural Resources) • Summative #3: Cultural Presentation (describe and explain how environmental views and possibly concerns defines identity in a specific Spanish speaking country and compare similar aspects in the United States)	**Other Evidence:** • Article Report and Chart Quiz (MCQs based on text and chart/graph) • Presentational Audio Quiz (MCQs based on presentational audio) • General Proficiency practice and assessment (prior to AP Exam)

Learning Plan

- **TCC2(9-12)**: Summative #1: Argumentative essay (Environment/Natural Resources themed)
- **TCC1(9-12):** Summative #2: Cultural Comparison (Compare/Contrast the views regarding the environment based
- **TI2(9-12)**: Summative #3: Cultural Comparison Presentation

Teacher Resources:

CDMX Environment and Natural Resources in Mexico City
Consumismo y El Medio Ambiente- Text and analysis questions
La Vida Marina Marine life and environmental effects
Plastico en los Oceanos Text, Effects of Plastic in our Oceans
https://ecoosfera.com/ Spanish language Environmental Journal
United Nations Sustainable Development Goals

UConn ECE Spanish 3178/3179 Curriculum

Grade Level(s): 11-12	**Curriculum Author(s): Matthew Greaves**

Course Description: This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. In addition, the second semester focus includes development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Unit 1- Viajando a España	How do I interpret and communicate information about modern Spain?	Effective communication involves linguistic choices, spontaneous responses, and cultural understanding.	TCC2(9-12), CCE1(9-12), CCE4(9-12), DE1(9-12),
Unit 2 - Navegando Latinoamérica y la conquista de las Américas	How does a country's history reflect the values and beliefs of its people?	The examination of cultural practices and products, looked at through a historical lens, creates opportunities to better appreciate and understand another culture and its people.	TCC2(9-12), CCE4(9-12), DE1(9-12), TI3(9-12), AA4(9-12)
Unit 3- Los desafíos mundiales	What factors determine challenges locally, nationally and globally?	The examination of texts, films, art, literature, and cultural products and practices can contribute to a deeper understanding of societal challenges.	TCC4(9-12), CCE4(9-12), DE2(9-12), TI3(9-12), AA4(9-12)
Unit 4- El mundo hispano hoy en día	How do I communicate in a culturally appropriate manner, in a real life setting?	Language skills can be used to broaden one's personal and professional lives.	TCC2(9-12), TCC3(9-12), CCE4(9-12), TI2(9-12), P4(9-12)

Unit 1 - Viajando a España (Traveling to Spain)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

• **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)

• **Interpretive Communication**: Learner understand,interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)

• **Presentational Communication**: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)

• **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)

• **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)

• **Acquiring Information and Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)

• **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

• **Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)

Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Understandings: Students will understand that...	**Essential Questions:**
● Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) ● Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) ● The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	● What am I trying to say and how do I say it? ● How do cultural products and practices reflect the beliefs and values of a people? ● What does the source or text say? What does it mean? ● Is what I'm saying understood? ● How do regional differences reflect local tradition and customs?
Students will know... ● Formation of the present tenses, including present progressive, present perfect and nuances of ser/estar. ● Formation and uses of the two most commonly used past tenses (preterite and imperfect). ● Vocabulary associated with describing short and or feature length films ● Basic knowledge of the autonomous communities of Spain. ● Vocabulary related to travel.	**Students will be able to…** ● Use the present tenses to describe cities and autonomous communities in Spain. ● Explain how to utilize various transportation systems in Spain (metro in Madrid, RENFE, plane). ● Present information related to the autonomous communities of Spain. ● Incorporate unit vocabulary into communication (describing food, traveling, and connecting to local traditions). ● Use circumlocution when communicating (to stay in the target language). ● Read and interpret texts at the intermediate level.

Key Vocabulary: abrazar,abusar de, acercarse, aparecer, arreglárselas, asustar, barrer, ciego, el crítico, la discordia, echar una mano, empujar, el encuentro, enfrentarse, enterarse, el fantasma, flipar, guardar un secreto, hacer caso de, huir, la humanidad, el incendio, la infancia, la locura, luchar, maltratar, meter, la muerte, el paro, pegar, la peluquería, reconciliarse, resolver, la rosquilla, el viento solano

Assessment Evidence

Performance Tasks:
-Individual Presentation: Current Events in Spain

-Group Presentation: “La mejor ciudad Espanola”

-Presentational Writing/Website analysis: ‘This is the Real Spain’

Other Evidence: Frequent grammar checks; present tenses, ser vs estar, past tenses (preterite/imperfect).

Formative assessments:
Analysis, El Cortometraje “La Rutina”
Vocabulary assessments (Spain, ‘Volver’)
Spontaneous conversations (La mejor Ciudad en España)

Learning Plan

TCC2(9-12):
-Cultural Presentation (describe and explain a particular current event in Spain and its cultural relevance/importance).

CCE1(9-12):
-Cultural Presentation (active listening which is bias free).

CCE4(9-12):
-Cultural Presentation (explain and persuade fellow classmates what the best city in Spain is).

DE1(9-12):
-Conversation: Engaging with a classmate to discuss the pros and cons of cities and autonomous regions in Spain.

Teacher Resources: Spain's bureau of Tourism-Official Site**;** **This is the Real Spain;** ‘Volver’- Film by Pedro Almodovar;
RUTINA - cortometraje | Ganador del concurso 2014 ; “La Mujer de Vapor”, Short story by Carlos Ruiz Zafon; Espana no es pais para Jovenes

Unit 2 - Navegando Latinoamérica y la conquista de las Américas

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

• **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)

• **Interpretive Communication**: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)

• **Presentational Communication**: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)

• **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
• **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)

• **Acquiring Information and Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)

• **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture

Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand…	**Essential Questions:**
• The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. • Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) • Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	• What am I trying to say and how do I say it? • How do cultural products and practices reflect the beliefs and values of a people? • Is what I'm saying understood? • How can one city/region/country engage travelers/residents who have varied interests?
Students will know...	**Students will be able to…**
• Formation of the regular and irregular past tenses (preterite and imperfect) and their nuanced uses. • Basic knowledge regarding the discovery and conquest of the Américas, including historical figures such as Christopher Columbus, Bartolome de las Casas, and Hatuey. • Vocabulary relating to human rights, the discovery of the Américas, and sustainable development. • Basic knowledge of various South American countries.	• Use the past tenses to communicate information regarding the discovery and conquest of the Américas. • Communicate about information related to a South American country and its developmental needs. • Using circumlocution when communicating to stay in the target language. • Reading and interpreting texts at the intermediate to intermediate high level.

Key Vocabulary: el conquistador, el dios, el mundo, el indio, el indigena, el emperador, el templo, las armas de, fuego, traicionar, esclavizar, conquistar, traducir, atacar, derrotar, controlar, invadir, el hispanohablante, el naufragio, el prisionero, los caballos, los marineros, los soldados, la viruela, los mexicas, un superviviente, pronosticar, convencer, las riquezas, no tener otro remedio, el rescate, sobrevivir, el sacerdote

Assessment Evidence	
Performance Tasks:	**Other Evidence:** Frequent grammar checks; past tenses (irregular

• Produce clear and coherent statements through attention to detail when describing/summarizing the discovery/conquest of the Americas . • Initiate communication on and respond effectively to a given topic based on interactions/exchanges. (Identifying priority goals for sustainable development, United Nations) • Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. (Bartolome De las Casa's brief account of the Américas)	conjugations and nuanced uses) **Formative assessments:** • Application of vocabulary terms in sentences with illustrations • Analysis and question prompts for the film "Tambien la Lluvia" • Literary Text Quiz (MCQs based on a historical text) • Class discussion/debate- 'Legacy of Christopher Colombus'

Learning Plan

TCC4(9-12):
Summative: Written and oral summary and analysis of the Discovery/Conquest of the Américas.

CCE4(9-12):
Summative: Analysis and presentation of the most impactful of the United Nations 18 Sustainable Development Goals.

TI3(9-12):
Summative: Interpretation and summarization of Bartolome de las Casas' text 'A Brief History of the Destruction of the Américas'

DE1(9-12):
Formative Assessment: Class discussion/debate- 'Legacy of Christopher Colombus'

AA4(9-12):
Formative Assessment: Class discussion/debate- 'Legacy of Christopher Colombus'

Teacher Resources: Departamento de Asuntos Económicos y Sociales Desarrollo Sostenible; Text, Bartolome de las Casas 'A Brief History of the Destruction of the Américas'; Film, 'Tambien la Lluvia'; Abuela Grillo, Short Film

Unit 3- Los desafíos mundiales

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

• **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.(C.1.1)

• **Interpretive Communication**: Learner understands, interprets, and analyzes what is heard, read, or viewed on a variety of topics. (C.1.2)

• **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (C.1.3)

• **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)

• **Acquiring Information and Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (C.3.2)

• **Language Comparisons**: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)

• **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

• **School and Global Communities**: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)

Vision of A Learner Attributes:

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that…	**Essential Questions:**
• Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) • Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) • Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use. • The examination of cultural products, perspectives, and practices creates opportunities to better understand and appreciate another culture and its people.	• What am I trying to say and how do I say it? • How do I select and use information to support my ideas? • How do cultural products and practices reflect the beliefs and values of a people? • What challenges do we face locally, nationally, and globally?
Students will know... • Formations and uses of Commands/The Imperative with and without reflexive pronouns. • Ordinal & Cardinal Numbers. • General Latin American History and the Dictatorships in Argentina and Chile. • Global conflict vocabulary. • Basic information related to current events and literature.	**Students will be able to…** • Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. • Gather information from a variety of resources and perspectives to build cultural context. • Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Key Vocabulary: secuestrar,denunciar, picanear, picana,violación,el subte,enbrutecimiento,libertad de prensael,triunfo, la censura, recortes,discurso,manifestación,enterarse,cómplice,complicidad,letreros,echar,citación, judicial,la tumba,cura/sacerdote,echar la culpa,irse para abajo,tener que ver, con pelo, suelto,peinando,trenzas,cicatriz,se hunde el barco

Assessment Evidence	
Performance Tasks: Summative #1- Presentational Writing/Interpreting (photographs): The History of Latin American Dictatorships and Argentina's "Dirty War" Summative #2- Presentational Writing/Speaking: "Latin Country History Presentation" Summative #3- Presentational Speaking: "Mi vida en el Futuro"	**Other Evidence:** Frequent grammar checks; present subjunctive mood, subjunctive conjugations. **Formative assessments:** ● Application of vocabulary terms in sentences with illustrations ● Analysis and question prompts for the film "La Historia Oficial" ● Vocabulary Comprehension check- La Guerra Sucia y Argentina

Learning Plan
TCC3(9-12): Interim: Sentence structure and syntax practice **CCE3(9-12)**: Summative #2 **TI2(9-12)**: Summative #2: Free Response Oral, Guided conversation. **P3(9-12)**: Summative #1 **DE2(9-12)**: Summative #1
Teacher Resources: Film, "La Historia Oficial"; Reading texts: Historias Nacionales de Argentina, Chile, El Salvador, Guatemala y Nicaragua; Text- Las Abuelas de la Plaza de Mayo

Unit 4- El mundo hispano hoy en día

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

• **Communication**: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. (C.1)

• **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions. (C.1.1)

• **Interpretive Communication**: Learner understands, interprets, and analyzes what is heard, read, or viewed on a variety of topics. (C.1.2)

• **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (C.1.3)

• **Cultures**: Interact with cultural competence and understanding. (C.2)

• **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)

• **Connections**: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. (C.3)

• **Making Connections**: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)

• **Communities** - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. (C.5)

<table>
<tr><td colspan="2">• C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</td></tr>
<tr><td colspan="2">Vision of A Learner Attributes:
TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.</td></tr>
<tr><td>Understandings: Students will understand that...
Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
How we see the world is dependent on experiences (personal, historical, global, political).</td><td>Essential Questions:
What does the source or text say? What is the principal idea?
What am I trying to communicate and how do I express myself?
How do I use my target language to work with others to achieve a common goal?
How does perception (globally and locally) change?</td></tr>
<tr><td>Students will know...
Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).</td><td>Students will be able to…
Give instructions using formal commands
Give instructions using informal commands
Use direct object pronouns in context
Use unit vocabulary in context</td></tr>
</table>

Key Vocabulary: abandonar, ahogarse, angustiado, arrestar, asimilarse, beneficioso, buscarse la vida, cobrar dinero de antemano, cruzar la frontera, denegar, denunciar, deportar, detener, discriminar, el (la) empleado, el (la) emigrante, el (la) racista, el abandono, el empresario, el indocumentado, el permiso de residencia, el permiso de trabajo, el (la) policía, el prejuicio, el racismo, el refugiado, el visado
el (la) inmigrante, emigrar, explotar

Assessment Evidence

Performance Tasks:

Summative #1:Presentational Writing/Interpreting (photographs): Reasons behind Latin American Emigration (historical and geopolitical factors)

Summative #2: Interpretive text- Una Crisis Humanitaria

Summative #3: Conversation/Debate- Immigration Reform

Formative Assessments:

-News report, “How U.S. Involvement In Central America Led To a Border Crisis” text analysis and comprehension questions.

-Film, “El Norte”- Comprehension and discussion questions.

-Progress Check, Vocabulary Interim assessment

-Sentence structure and syntax interim

Learning Plan

CCE4(9-12): Summative #1, Presentational Writing

TCC3(9-12): -Summative #2, Interpretive Text

TI2(9-12): Summative #3: Presentational/Interpersonal

P4(9-12): Throughout the Unit (conferencing with peers and teachers)

Teacher Resources: Film, “El Norte”; Text, “Berta Caceres”; Text, “Rigoberta Menchu and Chico Mendes”; Varied resources: Syntax and Sentence structure

ECE/UCONN AMERICAN SIGN LANGUAGE CURRICULUM

Grade Level(s): 11-12	**Curriculum Author(s):** C. Williams

Course Description: Building on ASL I and II, this course thoroughly covers the structure of ASL Grammar, fingerspelling, numbers, and visual/gestural communication. Students also develop expressive and receptive skills in storytelling and dialogue. This class will enhance students' comprehension of the storytelling structure and cohesion. Emphasis will be on character development, role shifting, and story cohesion. We stress an emphasis on receptive and expressive skills through student-teacher interaction. The course includes direct teaching and interactive learning and allows students to thrive and succeed in a fully immersed signing learning environment.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Food Through ASL	How can I express food preferences for different meals, the differences between foods, and some aspects of global cuisine through American Sign Language (ASL)?	Expressing food preferences, distinguishing between different foods, and exploring aspects of global cuisine through American Sign Language (ASL) involves using specific signs, classifiers, and facial expressions. Mastery of these ASL elements allows individuals to communicate their tastes and cultural insights effectively, enhancing their ability to connect with others in diverse culinary contexts.	★ TCC4 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Numbers, Money Signs	How does the ability to express numbers and monetary signs in ASL help me communicate?	The ability to express numbers and monetary signs in American Sign Language (ASL) is essential for effective communication, as it allows individuals to convey precise information related to quantities, prices, and financial transactions.	★ TCC4 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Describing Places	How does the ability to describe different places around me and around the world in ASL help me communicate?	The ability to describe places and destinations allows individuals to share and comprehend detailed information about locations, fostering connections and broadening perspectives within the Deaf community and beyond. Communicators can bridge	★ TCC4 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)

		geographical and cultural gaps by effectively describing places, making conversations more meaningful and inclusive.	
Health and Wellness	How can I effectively communicate about my health and wellness in ASL?	Effectively communicating about health and wellness in ASL requires a strong grasp of relevant vocabulary, cultural norms, and expressive techniques. This includes understanding how to accurately convey symptoms, describe feelings, and discuss medical conditions. Mastery of these skills enables clear, precise communication with healthcare providers and others, fostering better health outcomes and ensuring that one's needs and concerns are understood.	★ TCC4 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Making Requests and Asking for Advice	What are the benefits of being able to make requests and ask for advice in ASL?	Being able to make requests and ask for advice enhances independence, builds trust, and creates inclusive environments where everyone can participate fully. Mastering these aspects of ASL promotes effective interpersonal interactions and strengthens relationships across diverse linguistic and cultural contexts.	★ TCC4 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Expressing Opinions	Why is it important to be able to “voice” my own opinion in ASL?	Being able to voice your own opinion empowers you to express your identity, participate in meaningful dialogue, and	★ TCC4 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)

		contribute to the shaping of your community and society. It fosters critical thinking, encourages diversity of thought, and promotes personal and collective growth.	

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Food Through ASL

Desired Results - Goals, Transfer, Meaning, Acquisition

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

ACTFL Standards and ACTFL Proficiency Guidelines

Communication

- ➔ Interpretive: Within the topics of self, family, school, activities, and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple sentences in conversations.
- ➔ Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- ➔ Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- ➔ Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ➔ Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ➔ Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.
- ➔ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

- ➔ Language: Learners use language to investigate, explain, and reflect on the nature of language by comparing the language studied with their own.
- ➔ Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied with their own.

Communities

- ➔ School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

The vision of A Learner Attributes: Students can use their learning independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Understandings: Students will understand that	**Essential Questions:**
• Expressing food preferences, distinguishing between different foods, and exploring aspects of global cuisine through American Sign Language (ASL) involves using specific signs, classifiers, and facial expressions. Mastery of these ASL elements allows individuals to communicate their tastes and cultural insights effectively, enhancing their ability to connect with others in diverse culinary contexts. • The most effective way to create a cooking instructional video in ASL involves clear and precise signing, visually accessible camera angles, and thoughtful pacing to ensure viewers can follow along easily. Incorporating visual aids, captions, and step-by-step demonstrations enhances comprehension.	• How can I express food preferences for different meals, the differences between foods, and some aspects of global cuisine through American Sign Language (ASL)? • What is the most effective way to create an instructional cooking video in ASL?
Students will know...	**Students will be able to...**

• how to describe their meals and restaurants in American Sign Language. • How to explain a recipe with ingredients and directions and how to describe it through ASL.	communicate and interpret: • Different types of foods • Directions • Measuring cups • Different types of restaurants • Signing ingredients and directions
Essential Vocabulary: Food, Steak, chicken (etc.), oven, grill, restaurant, ¼ cup, ½ cup, McDonald's, Wendy's, bake, cook, fried foods, food temperature	
Assessment Evidence	
Performance Tasks: ***Summative**: Create a cooking show in ASL.* ***PBA**: Create and perform a presentation about a meal that they enjoy their families cooking. They will be required to use it in full ASL.*	**Other Evidence:** Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. ***Unit Test: Receptive Test on different types of foods, Expressive Testing on different signs on their vocabulary.*** TCC1(9-12): I can ask purposeful, insightful questions to generate innovative solutions. ***Dialogue: Students can converse about different foods that their families enjoy cooking and that they enjoy eating in their daily lives and connect with other students and their experiences.*** CCE4(9-12): I can communicate and express my understanding authentically, respectfully, and relevantly, using the most effective mode of expression. ***PBA: Food Recipes Presentation of their favorite meal to cook.***	
Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Unit materials will be compiled using a variety of	

resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM.

Unit 2 - Numbers, Money Signs

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

ACTFL Standards and ACTFL Proficiency Guidelines

Communication

- ➔ Interpretive: Students can identify the topics of self, family, school, activities, and food, as well as some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences.

- ➔ Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.

- ➔ Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- ➔ Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.

- ➔ Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ➔ Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.

➔ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

➔ Language: Learners use language to investigate, explain, and reflect on the nature of language by comparing the language studied with their own.

➔ Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied with their own.

Communities

➔ School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

The vision of A Learner Attributes: Students can use their learning independently...

★ TCC1(9-12): I can ask purposeful, insightful questions to generate innovative solutions.
★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.
★ CCE4(9-12): I can communicate and express my understanding authentically, respectfully, and relevantly, using the most effective mode of expression.

Understandings: Students will understand that...

- The ability to express numbers and monetary signs in American Sign Language (ASL) is essential for effective communication, as it allows individuals to convey precise information related to quantities, prices, and financial transactions.
- ASL provides a clear and effective way to express the price of items, allowing for precise and accessible communication in financial transactions. Mastery of these skills enhances financial literacy and empowers individuals to navigate everyday situations involving money with confidence and clarity.

Essential Questions:

- How does the ability to express numbers and monetary signs in ASL help me communicate?
- How can we identify different coins and bills through ASL and express the price of items?

Students will know…

- The signs to express different types of money (cash, coins) and answer questions about how much something is.
- The signs to give prices and amounts back in ASL.

Students will be able to...

- Students will be able to communicate and interpret ASL related to purchases that they make at stores.
- Tell the value of money through ASL.

	• Discuss plans for how much they will earn in an hour and yearly pay.

Essential Vocabulary: Cash, coins, salary, pay rate, earn, prices of different items, needs vs wants through money.

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Summative*: Create a shopping center and do mock prices. One other student will be the presenter's partner, and they will have a customer/employee interaction involving money.*	Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.
Unit Test: Receptive Test on different types of money, Expressive Testing on different signs on their vocabulary related to money.

TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.
Dialogue: Students will be able to converse about different types of things they buy and explain the prices of each item.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful, and relevant way, using the most effective mode of expression.
PBA: Create a shopping center and do mock prices. One other student will be the presenter's partner, and they will have a customer/employee interaction involving money.

Teacher Resources: Due to the course's visual nature, no textbook is associated with it. However, rest assured that unit materials will be compiled using various resources to ensure a comprehensive learning experience. These resources include but are not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 3 - Describing Places

Desired Results - Goals, Transfer, Meaning, Acquisition

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

ACTFL Standards and ACTFL Proficiency Guidelines

Communication

- ➔ Interpretive: Students can identify the topics of self, family, school, activities, and food, as well as some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).

- ➔ Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.

- ➔ Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- ➔ Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.

- ➔ Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ➔ Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.

- ➔ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available

through the language and its cultures.

Comparisons

- ➔ Language: Learners use the language to investigate, explain, and reflect on the nature of language by comparing the language studied and their own.

- ➔ Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Communities

- ➔ School and Global Communities: Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

Vision of A Learner Attributes: Students can use their learning to independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression

Understandings: Students will understand that...

- The ability to describe places and destinations allows individuals to share and comprehend detailed information about locations, fostering connections and broadening perspectives within the Deaf community and beyond. Communicators can bridge geographical and cultural gaps by effectively describing places, making conversations more meaningful and inclusive.
- Advances in technology have positively impacted travel opportunities. Travel modifications provide more excellent opportunities for deaf and hard-of-hearing people. Sign language differs throughout the world.
- City life is unique due to its dynamic blend of cultural diversity, economic opportunities, and social interactions within a densely populated environment. The concentration of resources, services, and entertainment options creates a vibrant,

Essential Questions:

- How does the ability to describe different places around me and around the world in ASL help me communicate?
- How have the travel experiences for deaf and hard-of-hearing people improved over time?
- What makes city life unique?
- What challenges do deaf and hard-of-hearing people face when navigating a city?

fast-paced lifestyle fostering innovation, collaboration, and community. • Deaf and hard-of-hearing individuals face unique challenges when navigating a city, including limited access to auditory information such as announcements, alarms, and spoken directions. These challenges can affect their safety, communication, and access to services. Understanding these obstacles highlights the importance of creating inclusive environments through visual cues, accessible technology, and community awareness to ensure equitable and safe urban experiences for everyone.	
Students will know… • Signs for identifying businesses, services, parks, etc, within a city. • The purpose(s) of various businesses, etc. • The unique aspects of city life in comparison with suburban and rural life	**Students will be able to...** • Ask for and give basic directions from one point to another within a city. • Examine what makes a city unique. • Compare cities around the world to identify common and different elements. • investigate specific issues certain cities face (e.g., pollution, preservation, etc.) • suggest ways for cities to address the problems they are facing.
Key Vocabulary: park, buildings, stadiums, farms, size, big, huge, large, tiny, small, medium, downtown, in a suburb, rural, busy, loud, quiet, convenient, exciting, modern, traditional, green, crowded, safe, dangerous.	
Assessment Evidence	
Performance Tasks: ***Summative****:* Students will have the exciting opportunity to select a city of their choice and vividly describe its unique details through American Sign Language.	**Other Evidence:** Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of	

expression.
PBA: Students will have the exciting opportunity to select a city of their choice and vividly describe its unique details through American Sign Language.

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
Dialogue: Students will be able to converse about self with others, demonstrating how people greet and introduce themselves, keeping cultural differences in mind.

Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 4 - Health and Wellness

Desired Results - Goals, Transfer, Meaning, Acquisition

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

ACTFL Standards and ACTFL Proficiency Guidelines

Communication

- ➔ Interpretive: Within the topics of self, family, school, activities and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).

- ➔ Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.

- ➔ Presentational: Presents personal information and expresses preferences about their life, everyday topics and activities, using simple sentences most of the time.

Cultures

- ➔ Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.

- ➔ Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ➔ Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.

- ➔ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

- ➔ Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

➔ Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

➔ School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression

Understandings: Students will understand that...

- Maintaining a balanced lifestyle involves making intentional choices that promote health, happiness, and fulfillment, such as managing stress, practicing self-care, nurturing relationships, and balancing work and leisure. A balanced lifestyle supports overall well-being, resilience, and long-term health, allowing individuals to thrive in all aspects of life.
- Effectively communicating about health and wellness in ASL requires a firm grasp of relevant vocabulary, cultural norms, and expressive techniques. This includes understanding how to convey symptoms accurately, describe feelings accurately, and discuss medical conditions. Mastery of these skills enables clear, precise communication with healthcare providers and others, fostering better health outcomes and ensuring that one's needs and concerns are understood.
- Staying healthy involves making informed choices that promote physical, mental, and emotional well-being. This includes maintaining a balanced diet, engaging in regular physical activity, getting adequate rest, managing stress, and making proactive decisions regarding healthcare.

Essential Questions:

- What does it take to maintain a balanced lifestyle?
- How can I effectively communicate about my health and wellness in ASL?
- How can I stay healthy?

Students will know…	**Students will be able to...**
● What elements are considered a part of a balanced lifestyle. ● Signs related to health and wellness ● Habits that lead to a healthier lifestyle	Students will be able to communicate and interpret: ● Compare and contrast a healthier diet ● Research and offer suggestions on a healthier lifestyle. ● Ask for specific things (phone numbers, personal ID numbers, medical ID) ● Understand how to express if they are healthy, sick or have pain in their bodies.
Essential Vocabulary: Healthy, Sick, Doctor, Nurse, Body Parts (Head, Eyes, Ears, Mouth, etc), Fever, Cough, Sore throat, Headache (other student-generated vocabulary)	
Assessment Evidence	
Performance Tasks: ***Summative****: Students will create a health poster and be able to describe to the class how to maintain a healthy lifestyle and prevent issues from arising in life.*	**Other Evidence:** Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. ***Unit Test: Students will create a health poster and be able to describe to the class how to maintain a healthy lifestyle and prevent issues from arising in life.*** TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. CCE4(9-12): I can initiate discussions with my peers and teachers about various topics, respect differing viewpoints, actively listen to others, and respond thoughtfully with peer-reviewed evidence that is free of bias. ***Dialogue: Students will be able to converse about different health issues that they know of. They will be able to discuss them with each other in ASL to understand how to communicate about different types of illness and how to describe them.***	
Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM,	

ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 5 - Making Requests and Asking for Advice

Desired Results - Goals, Transfer, Meaning, Acquisition

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

ACTFL Standards and ACTFL Proficiency Guidelines

Communication

- ➔ Interpretive: Within the topics of self, family, school, activities and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).

- ➔ Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences

and opinions using simple sentences and questions.

- ➔ Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- ➔ Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.

- ➔ Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ➔ Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.

- ➔ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- ➔ Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

- ➔ Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Communities

- ➔ School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression

Understandings: Students will understand that... ● Being able to make requests and ask for advice enhances independence, builds trust, and creates inclusive environments where everyone can participate fully. Mastering these aspects of ASL promotes effective interpersonal interactions and strengthens relationships across diverse linguistic and cultural contexts. ● The best way to decline an invitation is with honesty, respect, and consideration for the other person's feelings. This approach helps maintain positive relationships by acknowledging the invitation and expressing gratitude, while clearly and politely conveying your inability to attend. Understanding and practicing this skill fosters effective communication and preserves mutual respect in social and professional interactions.	**Essential Questions:** ● What are the benefits of being able to make requests and ask for advice in ASL? ● What is the best way to decline an invitation? ● How can we show expressions while making or receiving a request through ASL?
Students will… ● Different ways to agree and disagree through ASL. ● Different ways to advise on a situation or incident involving a variety of situations.	**Students will be able to...** ● Students will be able to modify the movement of the agreement verbs to indicate the subject and the object of the sentences. Students will be able to communicate and interpret: ● Agreement and disagreement on different topics. ● Another person's reaction during a situation that occurred.
Key Vocabulary: bother-to, tease-to, borrow-from, ignore-to, not+finish, not+must, should+not, none or not+have, not-yet, not-want, forbid, not-allow, refuse, tell-to, phone-to, send/mail-to, inform-to, pay-to	
Assessment Evidence	
Performance Tasks: ***Summative****: Students will create a mock video with a partner to discuss different situations through ASL and sign it through a video in class related to disagreeing with a topic or agreeing with topics from the teacher-made criteria.*	**Other Evidence:** Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)
Learning Plan	

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.
Dialogue: Students will discuss how they agree and disagree on conversational topics throughout life.

TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.
Unit Test: *Students will create a mock video with a partner to discuss different situations through ASL and sign it through a video in class related to disagreeing with a topic or agreeing with topics from the teacher-made criteria.*

Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Unit materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 6- Expressing Opinions

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit

ACTFL Standards and ACTFL Proficiency Guidelines

Communication

- ➔ Interpretive: Students can identify the topics of self, family, school, activities, and food, as well as some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).

- ➔ Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.

- ➔ Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- ➔ Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.

- ➔ Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ➔ Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.

- ➔ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

- ➔ Language: Learners use the language to investigate, explain, and reflect on the nature of language by comparing the language studied and their own.

- ➔ Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Communities

- ➔ School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

The vision of A Learner Attributes: Students can use their learning independently...

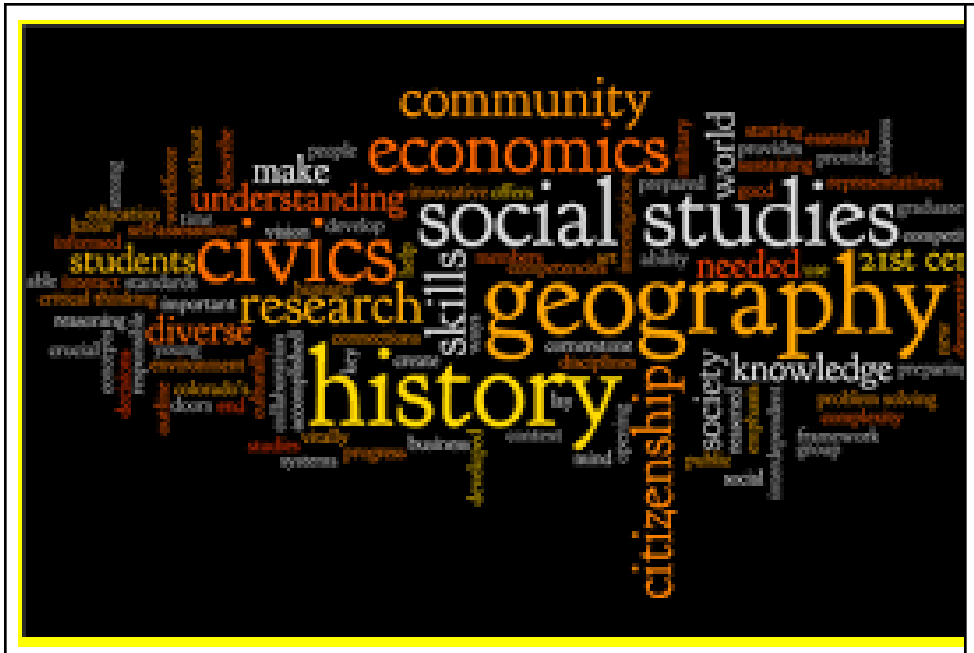
- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression	
Understandings: Students will understand that... ● Being able to voice your own opinion empowers you to express your identity, participate in meaningful dialogue, and contribute to the shaping of your community and society. It fosters critical thinking, encourages diversity of thought, and promotes personal and collective growth. ● Deaf people communicate about their feelings through various expressive methods, including sign language, facial expressions, body language, written communication, and assistive technologies. These diverse modes of communication enable them to convey emotions and thoughts effectively. ● Expressing personal preferences is beneficial because it fosters self-awareness, builds confidence, and helps establish identity. It allows individuals to clearly communicate their needs and desires, leading to more meaningful relationships and better decision-making.	**Essential Questions:** ● Why is it important to be able to “voice” my own opinion in ASL? ● How can deaf people communicate about their feelings? ● Why is it beneficial to express my preferences?
Students will know… ● Signs for different types of personal qualities, such as physical and social characteristics ● Communication includes facial expressions and body language.	**Students will be able to...** Communicate and interpret ● Descriptions of personalities, preferences, and opinions.
Essential Vocabulary: nice, helpful/altruistic, moody, mad, happy, excited, conceited, rude, polite, Flick-Shoulder, Trust, Blunt	
Assessment Evidence	
Performance Tasks: ***Summative****: Students will learn about famous people. The presenting student needs to sign about the person, and the class needs to guess who the person is through ASL.*	**Other Evidence:** Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)

Learning Plan
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. ***Unit Test:*** *Students will learn about famous people. The presenting student needs to sign about the person, and the class needs to guess who the person is.* TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. ***Dialogue: Students can converse about different opinions on different topics. They will be able to ask and respond thoughtfully and through full ASL.***
Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Unit materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

WORLD REGIONAL STUDIES CURRICULUM

(Refer to the Curriculum Template Explanation document while writing curriculum)



Grade Level(s): 6th

Curriculum Author(s): Todd Fontaine

Course Description:
6th Grade World Regional Studies focuses on the study of various world regions through geography. The class will focus on different world economies, history, human environmental interactions as well as relevant global issues. Students will be provided with opportunities to address the topics covered in the class through the use of multiple sources, inquiry in addition to generating conclusions based on contextual evidence.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Themes of Geography	How does geography, climate, and natural resources affect the way people live and work? What is culture?	Geography influences the needs, culture, opportunities, choices, interests, and skills of a population Culture is a way of life of a group of people who share similar beliefs and customs	TCC1(6-8), TCC2(6-8), CC3(6-8)
South Asia (China and India)	When is conflict necessary? How does access to natural resources influence how we live?	Conflict resolution can involve aggression, compromise, cooperation, and change Decisions concerning the allocation and use of economic / natural resources impact individuals and groups	CCE1(6-8), CCE2(6-8), CCE4(6-8)
Southeast Asia (The Koreas and Japan)	How does fear, cultural differences and a pursuit of power lead to conflict? How does the evaluation of past events help us to make future decisions?	Fear, cultural differences, and/or pursuit of power can lead to unjust actions Knowledge of the past helps one understand the present and make decisions about the future	DE1(6-8), DE4(6-8), AA4(6-8)

Sub-Saharan Africa	What impact does the scarcity of resources have on the production, distribution, and consumption of goods and services? How does the evaluation of past events help us to make future decisions?	Geography influences needs, culture, opportunities, choices, interests, and skills Knowledge of the past helps one understand the present and make decisions about the future	TI1(6-8), CCE2(6-8), CCE4(6-8)

Unit 1 - Themes of Geography

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6. Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region.
- 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations.
- 6.Geo.2.a. Explain the relationship between population and bodies of water using maps and other representations of a region.
- 6.Geo.4.b. Explain how economic decisions influence the environment and daily life within and among regions.
- 6.Geo.5.a. Analyze the cultural and environmental characteristics that have shaped a region.
- 6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.
- 6.Inq.4.f. Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of strategies, and potential outcomes.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- CC3(6-8): I can combine new information with my own ideas to generate solutions.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

Understandings: Students will understand that…

- Specific geographical features such as rivers, mountains, and other natural boundaries impact a civilization
- Geography influences needs, culture, opportunities, choices, interests, and skills
- Collaboration is necessary in order to be an effective

Essential Questions:

- What is geography and how does it impact a region’s culture?
- Why do geographers use a variety of tools to represent the world and plan for the future?
- How does geography, climate, and natural resources affect

learner and citizen • Geography can be applied to interpret the present and plan for the future • Culture is a way of life of a group of people who share similar beliefs and customs • Understanding of a region's culture is developed through the use of data as evidence to formulate explanations, reasoning and critical thinking	the way people live and work? • What does the geographic visual (map/table/graph/chart) include and what can I conclude from the information? • How do human settlements and movements relate to the location and use of natural resources? • What is culture?
Students will know… • How to interpret maps, graphs, charts and other sources to determine the cultural aspects of a region • Effectively use longitude and latitude to determine absolute and relative location • The different continents that are found on earth and how they differ based on location • How geography determines place, location and human/environmental interaction • Different how land features impact a region's culture and sustainability • Determine the impact humans have on their environment	**Students will be able to…** • Use maps, charts and other sources to determine the cultural aspects of a region • Determine an absolute and relative location using longitude and latitude • Effectively use geographic vocabulary to better understand a region • Identify the continents of the earth • Learn how geography determines place, location and human/environmental interaction • Identify various land features and how they impact a region's culture • Identify how humans interact with their environment
Key Vocabulary: Geography, Absolute Location, Hemisphere, Latitude, Longitude, Grid System, Relative Location, Place, Environment, Movement, Region, Landform, Core, Mantle, Crust, Magma, Continent, Plate, Tectonics, Fault, Earthquake, Tsunami, Weathering, Erosion, Plateau, Isthmus, Peninsula, Strait	
Assessment Evidence	
Performance Tasks:	**Other Evidence:**

• **Summative**: Students are assessed on key geography vocabulary. **CCE3(6-8)** • **Summative:** Students will create their own country utilizing specific geographic features, locations for cities as well as a national capital. **CCE3(6-8)** • **Summative:** Students will write a persuasive essay enticing people to come to their country focusing on their geographic forms and their different cities. **CCE3(6-8), CC3(6-8)**	• **Classwork/Homework:** Readings based on the themes and landforms of geography. **TCC1(6-8)** • **Classwork/Homework:** Analysis of charts, maps and graphs to draw conclusions about a country's region. **TCC2(6-8), CCE3(6-8)** • **Classwork/Homework:** Non-fiction writing - Non-fiction writing - Additional persuasive writing assignments. **TCC1(6-8), TCC2(6-8), CC3(6-8), CCE3(6-8)**
Learning Plan	
• Develop relevant questions to evaluate possible solutions. - TCC1(6-8) • Develop skills to evaluate data gathered from multiple perspectives and draw conclusions.- TCC2 (6-8) • Connection of new information with a student's prior knowledge to generate solutions. - CC3(6-8) • Participation in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. - CCE3(6-8)	
Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Worldbook Online	

Unit 2 - South Asia (China and India)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.
- 6.Eco.15.a. Explain the benefits and costs of trade policies to individuals and groups in a region.
- 6.Eco.3.a. Describe the role of supply and demand within and among regions.
- 6.Eco.4.a. Describe the role of competition in the determination of prices and wages in a region.
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.
- 6.Geo.5.c. Analyze how environmental characteristics have shaped political boundaries within a region.
- 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.
- 6.Geo.4.a. Explain how cultural patterns influence the environment and daily life within and among regions.
- 6.His.2.a. Classify a series of historical events and developments in a region as examples of political change and continuity.
- 6.Inq.4.a. Construct arguments using evidence from multiple sources.
- 6.Inq.4.b. Construct explanations using summary, sequence, and examples.
- 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures,
- 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.
- 6.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.

Understandings: Students will understand that…	**Essential Questions:**
• Conflict resolution can involve aggression, compromise, cooperation, and change • Collaboration is necessary in order to be an effective learner and citizen • Decisions concerning the allocation and use of economic / natural / human resources impact individuals and groups • The research process requires the use of a variety of resources to ensure validity • Decisions that people make have a direct impact on the environment • Values and viewpoints influence a people's desire to seek change in society • Fear, cultural differences, and/or pursuit of power can lead to unjust actions • Citizens can change their world through action	• When is conflict necessary? • How does the consideration of different viewpoints influence how one thinks and acts? • What effect do people have on their environment? • How does access to natural resources influence how we live? • How can belief systems organize society? • How can resources lead to conflict? • Why do I research? • How and why do governments make decisions? • How do personal interests and perspectives impact civic virtues, government decisions, and human rights? • How can individuals and groups contribute to their communities and to the world?
Students will know…	**Students will be able to…**
• How ancient civilizations influence the region • The impact of revolution and its impact on a population's culture • The causes and effects protests can have on a government and their people • That graphic organizers are an effective tool for comprehending information • How to properly interpret different types of documents to draw conclusions about a topic • How large populations impact governmental decisions regarding the allocation of resources, developmental patterns and culture • How nationalism determines policies on global trade and relations with other countries in the region • How a country's geographic location influences their	• Determine how history impacts present and future decisions • Explain the basic principles that inspire revolution and how it can impact a culture • Understand how government policies can inspire protests internally and externally • Utilize graphic organizers to better manage research and writing • Interpret various documents to answer an overarching question • Determine the differences in the culture between the rural and urban areas • Understand the impact nationalism has on the decisions of a government • Gain a better understanding of a country's geographic

culture	location in the world

Key Vocabulary:

Communism, Dynasty, Emperors, Revolution, Urban, Rural, Subcontinent, Monsoon, Islam, Buddhism, Hinduism, Caste, Nonviolent protest, Injustice, Democracy, Exploited, Plunder, Famine, Oppression, Ahimsa, Captivated, Fanatic

Assessment Evidence

Performance Tasks:

- **Summative:** Students will create a Google Slide presentation on a topic of their choice that focuses on an aspect of Chinese culture and present it to the class. **CCE1(6-8), CCE2(6-8)**
- **Summative:** Students will complete a DBQ essay focusing on utilizing documents that address what is causing China's water crisis. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**
- **Summative:** Students will create a detailed timeline focusing on Britain's control over the country and how Gandhi used nonviolent protests to achieve Indian independence. **CCE4(6-8)**

Other Evidence:

- **Classwork/Homework:** Readings based on the countries of India and China. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**
- **Classwork/Homework:** Visual Analysis - Students analyze various images and try to determine how the images connect to the country's culture. **CCE1(6-8), CCE4(6-8),TCC2(6-8)**
- **Classwork/Homework:** Students will fill out a political map to gain a better understanding of a country's region
- **Classwork/Homework:** Map Analysis Assignments - Assignments focused on analyzing different maps to learn about a country's culture. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**
- **Classwork/Homework:** Non-fiction writing - Additional persuasive writing assignments. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**

Learning Plan

- Students participate in discussions between peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. - CCE1(6-8)
- Students will use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning. - CCE2(6-8)
- Teaching of how thoughts and ideas, both verbally and in writing, can be utilized to defend my perspective through a variety of methods. - CCE4(6-8)

Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Mini DBQ; Worldbook Online

Unit 3 - Southeast Asia (The Koreas and Japan)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6.Civ.6.a. Describe how political organizations have shaped people's lives in a region.
- 6.Eco.1.a. Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region.
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.
- 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.
- 6.His.11.a. Identify the plausible maker, date, origin, and audience of a historical map using related historical sources.
- 6.His.3.a. Develop questions about historically significant regional and global economic events and issues.
- 6.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context).
- 6.Inq.4.c. Critique arguments and explanations presented about events or issues in a world region.
- 6.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes.
- 6.Inq.3.c. Develop claims and counterclaims in response to a compelling question.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.

Understandings: Students will understand that…

- Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex
- Fear, cultural differences, and/or pursuit of power can lead to unjust actions
- The research process requires the use of a variety of

Essential Questions:

- Why should social scientists consider a range of sources?
- How does fear, cultural differences and a pursuit of power lead to conflict?
- What makes a source valid/reliable? How do I make sense of contradictions?
- How do personal interests and perspectives impact civic

resources to ensure validity • Different types of government are created because they are influenced by a society's political, religious, and economic philosophies • Geography influences needs, culture, opportunities, choices, interests, and skills • Knowledge of the past helps one understand the present and make decisions about the future • Organization is critical to the acquisition, application, and evaluation of information.	virtues, government decisions, and human rights? • How does geography influence, needs, culture, opportunities, choices, interests and skills? • How does the evaluation of past events help us to make future decisions? • How does the proper organization of information help better understand a topic?
Students will know… • How geography impacts population distribution and a region's culture • That the history of countries is complex and contribute to the culture of the region • How war impacts a country's culture • That the culture of rural areas differs from urban areas of a country • How democratic countries differ from those with an authoritarian government • How to cite information, determine reliability and point of view of a text to better support a position on a topic • That performance based assignments are effective at conveying information	**Students will be able to...** • Determine the cultural differences between nations and cultures • Analyze how history contributes to a country's belief system • Comprehend how war impacts a region and their culture • Utilize comprehension strategies to gain a better understand of non fiction text • Understand how rural and urban cultures differ • Identify the differences of authoritarian and democratic governments • Cite information from a text to support a position from an informational article • Complete performance based assignments to convey information being covered • Properly determine the reliability of a resource based on its source and point of view
Key Vocabulary: Archipelago, Tsunami, Intensive Cultivation, Clan, Samurai, Shogun, Megalopolis, Anthracite, Peninsula, Communism, Non Communism, Agriculture, Shinto, Buddhism, Pacific Rim	

Assessment Evidence	
Performance Tasks: ● **Summative:** Students will complete a DBQ essay focusing on utilizing documents focused on Tokyo's over population. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Summative:** Compare and contrast writing assignment comparing North and South Korea. **DE1(6-8), DE4(6-8), AA4(6-8), TCC2(6-8)**	**Other Evidence:** ● **Classwork/Homework:** Readings based on the countries of Japan and the Koreas. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Classwork/Homework:** Visual Analysis - Students analyze various images and try to determine how the images connect to the country's culture. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Classwork/Homework:** Students will fill out a political map to gain a better understanding of a country's region. **AA4(6-8)** ● **Classwork/Homework:** Map Analysis Assignments - Assignments focused on analyzing different maps to learn about a country's culture. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Classwork/Homework:** Non-fiction writing - Additional persuasive writing assignments. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)**
Learning Plan	
● Teaching of identifying multiple perspectives and comparing and contrasting those perspectives. - DE1(6-8) ● Students will identify respectful and responsible class participation routines and build positive relationships with all members of the school community. DE4(6-8) ● Opportunities will be given to students to learn more and continue to push their thinking. - AA4(6-8)	
Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Worldbook Online	

Unit 4 - Sub-Saharan Africa

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.
- 6.Eco.8.a. Explain how economic decision-making in a region can affect the true cost of goods or services.
- 6.Geo.2.c. Describe changes in environmental characteristics of a region using maps and other representations in both historical and contemporary contexts.
- 6.Geo.5.d. Analyze how cultural characteristics have shaped political boundaries within a region.
- 6.His.2.a. Classify a series of historical events and developments in a region as examples of political change and continuity.
- 6.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.
- 6.Civ.6.a. Describe how political organizations have shaped people's lives in a region.
- 6.Inq.1.b. Explain how compelling and supporting questions are mutually reinforcing.
- 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.
- 6.Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region.
- 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations.
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TI1(6-8): I can create a plan with manageable steps to reach my goals.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions

Understandings: Students will understand that...	**Essential Questions:**
• Decisions concerning the allocation and use of economic resources impact individuals and groups • Geography influences needs, culture, opportunities, choices, interests, and skills • Global societies are diverse, creating varied perspectives, contributions, and challenges • Knowledge of the past helps one understand the present and make decisions about the future • The research process requires the use of a variety of resources to ensure validity	• What happens in the absence of government? • What impact does the scarcity of resources have on the production, distribution, and consumption of goods and services? • How does geography, climate, and natural resources affect the way people live and work? • What happens when cultures collide? • How does organizing the results of my research help me to use it? • How does the evaluation of past events help us to make future decisions? • How does a variety of resources impact the research process?
Students will know...	**Students will be able to...**
• How the allocation of resources can impact a region • That the geography of a region influences diverse cultural patterns of a population • That history directly impacts the present as well as future events • To determine how the research process encompasses a wide variety of resources to ensure validity • To effectively communicate with an audience the format of the information should be appropriate to the task. • How to cite information, determine reliability and point of view of a text to better support a position on a topic • That performance based assignments are effective at conveying information	• Determine how a country/region are impacted when there is an absence of governmental leadership • Understand how geography, climate and resources affect the culture of a region • Conclude that a collision of cultures can influence the a population • Properly organize information so that it may be used in a manner that clearly conveys the topics being presented • Determine how historical events help the population of a region to make future decisions • Cite information from a text to support a position from an informational article • Complete performance based assignments to convey information being covered

Key Vocabulary:

Drought, Desertification, Imperialism, Malaria, Trans-Atlantic Slave Trade, Forced Labor, Rule of Occupation, Free Trade, Cassava, Bauxite, Canopy, Hydroelectricity, Basin, Tsetse Fly, Poacher, Escarpments, Civil War, Refugee, Clan, Aparthied, Township

Assessment Evidence

Performance Tasks:

- **Summative:** Students will create a Google Slide presentation on a topic of their choice that focuses on a country found in Sub-Saharan Africa. **CCE2(6-8), TI1(6-8), CCE4(6-8), TCC2(6-8)**
- **Summative:** Students will complete a DBQ essay focusing on utilizing documents focused on European imperialism of Africa. **DE1(6-8), TCC2(6-8), CCE2(6-8), CCE4(6-8)**

Other Evidence:

- **Classwork/Homework:** Readings based on the countries of Japan and the Koreas. **CCE4(6-8), TI1(6-8), TCC2(6-8)**
- **Classwork/Homework:** Visual Analysis - Students analyze various images and try to determine how the images connect to the country's culture. **CCE4(6-8),TCC2(6-8)**
- **Classwork/Homework:** Students will fill out a political map to gain a better understanding of a country's region. **CCE4(6-8)**
- **Classwork/Homework:** Map Analysis Assignments - Assignments focused on analyzing different maps to learn about a country's culture. CCE4(6-8), TCC2(6-8)
- **Classwork/Homework:** Non-fiction writing - Additional persuasive writing assignments.**CCE4(6-8), TI1(6-8), TCC2(6-8)**

Learning Plan

- Teaching time management to assist in planning with manageable steps to reach my goals. TI1(6-8)
- Utilization of rubrics, peer editing, conferences, and other feedback to revise work and increase learning. - CCE2(6-8)
- Techniques will be taught to properly express thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions. - CCE4(6-8)

Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Worldbook Online

7th Grade World Regional Studies II CURRICULUM



Grade Level(s): 7

Curriculum Author(s): Vincent Pisano

Course Description: This curriculum utilizes the geography, economy, history and civic standards presented in the Connecticut Elementary and Secondary Social Studies Frameworks. Each unit fosters students developing questions, planning inquiries, applying concepts and tools, choosing sources, and using evidence to communicate conclusions and take informed actions. Global regional focus includes the Middle East/North Africa, Europe, and Latin America. Each unit embraces personalized learning by the inclusion of inquiries, source analyses, and opportunities for students to communicate evidence-based conclusions. General themes such as Movement and Cultural Diffusion, Governance and Human Rights, and Regional and Global Economics will be explored through both historical and modern lenses within each region. In addition, the curriculum design guides students through the development of Western civilization to the beginning of European colonization in the New World, providing a firm background to exploring Early American history in 8th grade social studies.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Middle East/North Africa	How does geography and ideology contribute to cooperation and conflict in societies both past and present?	Factors such as geography and religion have played important roles in the ways that societies grow, organize and interact with one another.	TCC2(6-8), CCE4(6-8), DE2(6-8), TI1(6-8), P2(6-8), AA2(6-8)
Europe	How do political and scientific innovations affect the growth of societies both past and present?	The development of Western values and economic success can be traced through important innovations during major epochs of European history.	TCC2(6-8), CCE4(6-8), DE2(6-8), TI1(6-8), P2(6-8), AA2(6-8)
Latin America	How does the availability and use of natural resources contribute to the success and failure of societies both past and present?	Societies throughout history have modified their environments and used their natural resources to generate wealth and stability, both successfully and unsuccessfully.	TCC2(6-8), CCE4(6-8), DE2(6-8), TI1(6-8), P2(6-8), AA2(6-8)

Unit 1 - Middle East/North Africa

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

Geography
- **7.Geo.7.b.** Describe how growth in communication technology has led to the diffusion of ideas and cultural practices
- **7.Geo.8.a.** Analyze how human-environment interactions influence movement and settlement
- **7.Geo.4.a.** Explain how norms regarding gender and sexuality influence the daily lives of people

History
- **7.His.2.a.** Describe a series of political events and developments that reflect change and continuity throughout the history of a region
- **7.His.9.a.** Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue

Civics
- **7.Civ.1.a.** Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts

Economics
- **7.Eco.6.a.** Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region
- **7.Eco.9.a.** Describe the role of labor unions, corporations, and non-profits within the market economy of a region
- **7.Eco.13.a.** Describe tools and resources that are used to measure standard of living
- **7.Eco.13.b.** Explain how improvements in productivity enhance the standard of living in a region

Inquiry
- **7.Inq.1.a.** Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region
- **7.Inq.1.b.** Develop compelling and supporting questions that are mutually reinforcing
- **7.Inq.4.b.** Construct explanations using summary, sequence, examples, and data
- **7.Inq.4.f.** Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TCC1(6-8):** I can ask relevant questions to evaluate possible solutions.
- **CCE3(6-8):** I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

- **DE2(6-8):** I can recognize feelings in myself and others and respond with respect and empathy.
- **TI1(6-8):** I can create a plan with manageable steps to reach my goals.
- **P1(6-8):** I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.
- **AA3(6-8):** I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that...

- Historians and archaeologists use primary and secondary sources to learn about the past
- Geography and resources were the prime factors in the development of early civilizations
- The innovations of ancient civilizations had widespread impact geographically and historically (agriculture, writing, mathematics, etc.)
- The region's identity is closely tied to the development of the three major monotheistic religions (Judaism, Christianity, Islam)
- Nations in the region can vary greatly culturally and economically (resources, GDP, etc.)
- The rights of individuals can vary widely depending on numerous factors (religion, gender, societal norms, etc.)
- Contemporary conflicts have deep and often complex historical roots
- Relationships with Western powers (U.S., E.U., etc.) can vary widely depending on numerous factors (alliances, trade, terrorism, etc.)
- Recent activist efforts can be found within the region to gain more individual rights from governments (Arab Spring, education for girls, etc.)
- Communication technologies (social media, etc.) play key roles in the region (activist organization, etc.)

Essential Questions:

- How did geography influence the development and characteristics of ancient Mesopotamia and Egypt?
- What impact did the innovations and contributions of Mesopotamia and Egypt have on later civilizations and the modern world?
- How have the historical events and cultural developments of the Middle East/North Africa shaped its modern identity?
- How do the major religions originating in the Middle East/North Africa influence the region's culture, politics, and daily life?
- What are the root causes of conflicts in the Middle East/North Africa, and how have these conflicts evolved over time?
- How do Middle Eastern/North African countries interact with global powers, and what are the implications of these relationships?

Students will know...

- Primary and secondary sources offer vital insight into the past
- Geography and resources are essential factors in the development and survival of civilizations
- The basic characteristics and accomplishments of ancient

Students will be able to...

- Create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings
- Take initiative by selecting interest-based topics, developing

Mesopotamia and Egypt • The innovations of ancient Mesopotamia and Egypt impacted later civilizations and the modern world • Religion plays a crucial role in the region's identity (theocracies, holy sites, etc.) • Resources (oil, water, etc.) impact a nation's wealth and trade • Conflict within the region often dates back generations and often includes the participation of Western powers (colonialism, military intervention, etc.) • Terrorism in the region is a concern for international security • Protest movements have been present but often meet with little success • Social media can have negative and beneficial consequences to the region	guiding questions, and planning steps for research and production • Collaborate with classmates to set and achieve goals while developing leadership skills • Critically analyze written and visual sources, considering strengths and weaknesses of the source material • Engage respectfully in discussions, acknowledging similar and different perspectives • Defend an argument using relevant evidence from credible sources • Present the findings of research through clear visuals and speaking • Ask questions to drive learning and challenge the viewpoints of others • Discuss key people, events, and concepts related to the region
Key Vocabulary: prehistory, history, Mesopotamia, Fertile Crescent, cuneiform, Hammarabi's Code, ziggurats, city-states, pharaohs, pyramids, hieroglyphics, Nile River, Tigris River, Euphrates River, archaeology, polytheism, monotheism, Judaism, Christianity, Islam, Torah, Quran, Bible, Mecca, Five Pillars of Islam, Sunni, Shia, theocracy, anti-semitism, GDP, Arabian Peninsula, Persian Gulf, Sahara Desert, Arabian Desert, zionism, OPEC, Arab Spring, terrorism	
Assessment Evidence	
Performance Tasks: • **Summative:** Students complete a writing task on the historical analysis of primary and secondary sources. **TCC2, TI1, P2, CCE4** • **Summative:** Students complete a performance task which demonstrates the lasting benefits of technological innovation. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics **TCC2, TI1, P2, CCE4** • **Summative:** Students complete a performance task which shows the development and historical impact of the major Abrahamic religions. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics **TCC2, TI1, P2, CCE4**	**Other Evidence:** • **Interim:** As part of an investigation of historical research, students will complete an oral history assignment. **TCC4, DE1, TI3** • **Interim:** Students will complete DBQs culminating in informational and persuasive writing practice.**TCC2, TCC3, DE1, P1, AA4** • **Interim:** Students will demonstrate an understanding of the political and physical geography of the region through both digital and paper maps.**TCC2, TI2, AA1** • **Interim:** Students will complete close-reading assignments demonstrating comprehension and critical thinking. **TCC2, CCE3, DE2, TI3** • **Interim:** Students will complete performance tasks

• **Summative:** Students complete a research-based performance task about a modern Middle Eastern/North African country, demonstrating an understanding of current political, cultural, and/or economic issues **TCC2, TI1, P2, AA3, CCE4**	demonstrating understanding of key concepts and vocabulary. **TI1, P1, AA2**

Learning Plan

- Teach research skills of locating and evaluating sources, searching for and skimming through resources, and citing material **TCC2, TI1**
- Demonstrate map and source analysis to create informed inferences **TCC2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Discuss and model positive peer feedback strategies for group activities **DE4**
- Reading assignments with SBA-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**
- DBQs **TCC2**

Teacher Resources: Digital Inquiry Group (formerly The Stanford History Education Group), Junior Scholastic, Newsela, PBS Education, DBQ Project, World History Encyclopedia, World Book Online, CommonLit, Fordham University Internet History Sourcebooks Project, Historychannel.com, Nonnewaug/WMS LMC databases and resources, Children And Youth In History, Teach Mideast

Unit 2 - Europe

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

Geography
- **7.Geo.3.a.** Analyze cultural diffusion among regions using paper based and digital mapping techniques
- **7.Geo.10.a.** Analyze how cultural characteristics vary among regions and shape diversity of local communities
- **7.Geo.10.b.** Analyze how environmental characteristics vary among regions

History
- **7.His.2.a.** Describe a series of political events and developments that reflect change and continuity throughout the history of a region
- **7.His.9.a.** Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue

Civics
- **7.Civ.1.a.** Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts
- **7.Civ.2.a.** Explain how political participation varies within different types of government in different eras and contexts
- **7.Civ.6.a.** Describe the roles of political and economic organizations in shaping lives of individuals and groups in a region
- **7.Civ.12.a.** Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems
- **7.Civ.13.a.** Analyze the purpose, implementation, and consequences of a policy in both historical and contemporary contexts

Inquiry
- **7.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources
- **7.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content
- **7.Inq.3.a.** Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility)
- **7.Inq.3.b.** Organize and prioritize relevant evidence from multiple sources to support claims
- **7.Inq.4.a.** Construct arguments using evidence from multiple sources
- **7.Inq.4.c.** Critique arguments and explanations presented about events or issues in a world region

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TCC2(6-8):** I can evaluate data gathered from multiple perspectives and draw conclusions.
- **CCE2(6-8):** I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- **DE1(6-8):** I can search for multiple perspectives and compare and contrast those perspectives.

- **TI2(6-8):** I can identify my objectives and apply the best resources to my learning.
- **P2(6-8):** I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth.
- **AA4(6-8):** I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...

- Ancient Greece provided the political and cultural bedrock of Western civilization (democracy, etc.)
- Ancient Rome's influence spread throughout Europe and reshaped the region culturally, linguistically, and politically, the effects of which can still be seen today
- Feudalism created a strict class divide which stifled economic and political innovation
- Major events (Black Death, etc.) caused economic, social, and political upheaval
- The Crusades and the Mongol Invasions exposed Europe to new ideas and technologies
- Invasions and migrations transformed European territories religiously, linguistically, and economically
- Increased trade, classical learning, and new inventions (printing press, etc.) contributed to creating the Renaissance
- The Renaissance was a fervent period of European cultural, artistic, political and economic "rebirth" following the Middle Ages
- Modern Europe is a region of varied languages, traditions, and cultural traditions
- The European Union increased trade, developed a single currency, and promotes democracy and rule of law
- Europe plays a large role in the global economy, forming important alliances and trade agreement across the planet
- Contemporary conflicts have deep and often complex historical roots
- Many European countries have powerful economies which develop and promote important scientific and technological innovations

Essential Questions:

- How did representative government develop in the Classical World?
- What are the enduring legacies of the Classical World?
- How did feudalism structure medieval European society, and what were its economic, social, and political implications?
- What factors led to economic, social, and political changes in Late Medieval Europe and the Renaissance, and what impact did they have?
- How do European countries interact with global powers, and what is Europe's role in international relations?
- What are the geopolitical challenges facing Europe, such as regional conflicts and relations with neighboring regions?

Students will know...

Students will be able to...

• Ancient Greece introduced democracy and important mathematical/scientific discoveries to the world • Ancient Rome's influence can still be seen in Romance languages, republicanism, architecture, and engineering • Feudalism created a strict class divide which stifled economic and political innovation • Major events, like the Black Death, caused increase in wages and trade • Invasions exposed Europe to new ideas and technologies, especially from Asia and the Middle East • Invasions and migrations affected the spread of religious ideas and language • Increased trade, classical learning, and new inventions (printing press, etc.) contributed to creating the Renaissance • The Renaissance was a fervent period of European cultural, artistic, political and economic "rebirth" following the Middle Ages • Modern Europe is a region of varied languages, traditions, and cultural traditions • The European Union increased trade, developed a single currency, and promotes democracy and rule of law • Europe plays a large role in the global economy, forming important alliances and trade agreement across the planet • Europe is a place of relative peace, but has seen recent conflicts that put the world's security at risk • Many European countries have powerful economies which develop and promote important scientific and technological innovations	• Create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings • Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production • Collaborate with classmates to set and achieve goals while developing leadership skills • Critically analyze written and visual sources, considering strengths and weaknesses of the source material • Engage respectfully in discussions, acknowledging similar and different perspectives • Defend an argument using relevant evidence from credible sources • Present the findings of research through clear visuals and speaking • Ask questions to drive learning and challenge the viewpoints of others • Discuss key people, events, and concepts related to the region
Key Vocabulary: monarchy, democracy, republic, philosophy, empire, senate, medieval, feudalism, manor, serf, vassal, chivalry, Crusades, guild, monastery, Black Death, knight, Magna Carta, Renaissance, European Union, globalization, euro, Brexit, single market, Shengen area, totalitarianism, dictatorship, migration, NATO, International Criminal Court, International Court of Justice, Red Cross, World Trade Organization, Athens, Sparta, Tiber River, Danube River, Rhine River, Mediterranean Sea, Aegean Sea, British Isles, Balkans, Baltic, Iberian, Alps, Carpathians, Scandinavia	
Assessment Evidence	

Performance Tasks:	Other Evidence:
• **Summative:** Students complete a performance task demonstrating an understanding of the characteristics of civilization (e.g. application of the G.R.A.P.E.S. acronym). This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC3, CCE2, TI2, P3, AA3** • **Summative:** Students will complete a writing task considering structure and representation in Classical governments. **TCC2, TI1, P2, CCE4** • **Summative:** Students will complete a performance task demonstrating knowledge of the achievements and/or legacy of the Classical World. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC3, CCE2, TI2, P3, AA3** • **Summative:** Students will complete a performance task demonstrating an understanding of the sources and impacts of change in medieval and Renaissance Europe.This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC3, CCE2, TI2, P3, AA3** • **Summative:** Students complete a research-based performance task about a modern European country, demonstrating an understanding of current political, cultural, and economic issues. **TCC2, TI1, P2, AA3, CCE4** • **Summative:** Students will complete a student-led research project based upon personal interests related to the region. **TCC3, CCE4, DE4, TI4, P4, AA4**	• **Interim:** Students will complete DBQs culminating in informational and persuasive writing practice. **TCC2, TCC3, DE1, P1, AA4** • **Interim:** Students will demonstrate an understanding of the political and physical geography of the region through both digital and paper maps. **TCC2, TI2, AA1** • **Interim:** Students will complete close-reading assignments demonstrating comprehension and critical thinking. **TCC2, CCE3, DE2, TI3** • **Interim:** Students will complete performance tasks demonstrating understanding of key concepts and vocabulary. **TI1, P1, AA2**

Learning Plan

- Teach research skills of locating and evaluating sources, searching for and skimming through resources, and citing material **TCC2, TI1**
- Demonstrate map and source analysis to create informed inferences **TCC2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Discuss and model positive peer feedback strategies for group activities **DE4**

- Reading assignments with SBA-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**
- DBQs **TCC2**

Teacher Resources: Digital Inquiry Group (formerly The Stanford History Education Group), Junior Scholastic, Newsela, PBS Education, DBQ Project, World History Encyclopedia, World Book Online, CommonLit, Fordham University Internet History Sourcebooks Project, Historychannel.com, Nonnewaug/WMS LMC databases and resources, Children And Youth In History

Unit 3 - Latin America

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Geography

- **7.Geo.7.a.** Explain how changes in transportation have led to regional and global connections among human settlements
- **7.Geo.8.a.** Analyze how human-environment interactions influence movement and settlement
- **7.Geo.9.a.** Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region
- **7.Geo.12.a.** Explain how global changes in population distribution patterns have affected land use in a region

History

- **7.His.6.a.** Analyze how maps represent the perspectives of individuals and groups during different eras
- **7.His.2.a.** Describe a series of political events and developments that reflect change and continuity throughout the history of a region
- **7.His.9.a.** Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue

Economy

- **7.Eco.4.a.** Describe different types of economies
- **7.Eco.4.b.** Describe the role of competition in a market economy
- **7.Eco.5.a.** Explain ways in which money facilitates the exchange of goods and services in both historical and contemporary contexts
- **7.Eco.6.a.** Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region
- **7.Eco.7.a.** Analyze the role of innovation and entrepreneurship in a market economy
- **7.Eco.12.a.** Explain how economic fluctuations and cycles affect individuals and groups in a region
- **7.Eco.14.a.** Explain how a trade barrier has shaped global or regional trade in historical and contemporary contexts

Inquiry

- **7.Inq.3.c.** Develop claims and counterclaims in response to a compelling question.
- **7.Inq.4.d.** Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies.
- **7.Inq.4.e.** Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TCC2(6-8):** I can evaluate data gathered from multiple perspectives and draw conclusions.
- **CCE2(6-8):** I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- **DE1(6-8):** I can search for multiple perspectives and compare and contrast those perspectives.
- **TI2(6-8):** I can identify my objectives and apply the best resources to my learning.

- **P3(6-8):** I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- **AA4(6-8):** I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...	**Essential Questions:**
• People's societies reflect the geography around them and the resources available to them • The Maya, Aztecs, and Incas were advanced civilizations with complex social, political and economic structures • The Aztecs and Incas dramatically modified their environments in order to grow their civilizations (Tenochtitlan, chinampas, etc.) • Europeans possessed geographic advantages that allowed for dominated of indigenous peoples • European colonization had devastating consequences for indigenous peoples • Modern Latin America is a region of diverse cultures, economies, and qualities of life • The languages of cultures of Latin America reflect the legacy of European colonization • The region faces serious environmental challenges (deforestation, etc.) • Many Latin American countries have begun looking towards sustainability to preserve their natural resources (ecotourism, etc.) • Latin America is a region economically reliant on agriculture • Economic difficulties contribute heavily to migration from various Latin American countries • Latin American countries have a wide variety of economic and political ties with other countries	• What were the major pre-Columbian civilizations in Latin America, and what are their key contributions to world history? • How did pre-Columbian civilizations modify their environments to sustain large populations? • How did European colonization impact the indigenous populations and cultures of Latin America? • What are the major environmental challenges facing Latin America, and how are they being addressed? • How do issues such as poverty, inequality, and globalization affect development and sustainability in Latin American countries? • How do current political and economic trends and conflicts in Latin America influence regional and global politics?
Students will know...	**Students will be able to...**
• The Maya, Aztecs, and Incas were advanced civilizations who achieved remarkable innovations • How indigenous societies modified their environments to meet their needs • The geographic advantages that allowed Europeans to conquer indigenous people	• Create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings • Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production

• How European conquest affected indigenous peoples and the planet • The locations of Latin American countries and important geographic areas • How countries use their natural resources to generate their economies • The advantages and disadvantages of different types of economies • The environmental challenges facing various Latin American countries • How some Latin American countries are employing sustainability to preserve their natural resources • How economic issues contribute to migration throughout the region • Countries within the region have ties to various global powers which can differ widely politically and economically	• Collaborate with classmates to set and achieve goals while developing leadership skills • Critically analyze written and visual sources, considering strengths and weaknesses of the source material • Engage respectfully in discussions, acknowledging similar and different perspectives • Defend an argument using relevant evidence from credible sources • Present the findings of research through clear visuals and speaking • Ask questions to drive learning and challenge the viewpoints of others • Discuss key people, events, and concepts related to the region
Key Vocabulary: Amazon Rainforest, Amazon River, Andes Mts., Pampas, Patagonia, Yucatan Peninsula, Caribbean Sea, Gulf of Mexico, pre-Columbian, Mesoamerica, indigenous, terrace farming, chinampas, quipu, Tikal, Tenochtitlan, Teotihuacan, Cuzco, Machu Picchu, conquistador, Treaty of Tordesillas, Columbian Exchange, isthmus, embargo, inflation, command economy, free market, NAFTA, socialism, Latino/Latina/Latinx, biodiversity, deforestation, eco-tourism, sustainability, immigration, natural resources	
Assessment Evidence	
Performance Tasks: • **Summative:** Students complete a performance task demonstrating an understanding of the relationship between pre-Columbian societies and their environments. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC2, TI1, P2, CCE4** • **Summative:** Students complete a writing task considering the geographic advantages of European colonizers and their impacts on indigenous peoples. **TCC2, TI1, P2, CCE4** • **Summative:** Students complete a performance task researching challenges within the region and offering plausible solutions. This task may be in the form of an essay, debate,	**Other Evidence:** • **Interim:** Students will complete DBQs culminating in informational and persuasive writing practice.**TCC2, TCC3, DE1, P1, AA4** • **Interim:** Students will demonstrate an understanding of the political and physical geography of the region through both digital and paper maps.**TCC2, TI2, AA1** • **Interim:** Students will complete close-reading assignments demonstrating comprehension and critical thinking. **TCC2, CCE3, DE2, TI3** • **Interim:** Students will complete performance tasks demonstrating understanding of key concepts and vocabulary. **TI1, P1, AA2**

Socratic seminar, or similar project, considering potential connections to current topics. **TCC2, TI1, P2, CCE4** • **Summative:** Students will complete a student-led research project based upon personal interests related to the region. **TCC3, CCE4, DE4, TI4, P4, AA4**	

Learning Plan

- Teach research skills of locating and evaluating sources, searching for and skimming through resources, and citing material **TCC2, TI1**
- Demonstrate map and source analysis to create informed inferences **TCC2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Discuss and model positive peer feedback strategies for group activities **DE4**
- Reading assignments with SBA-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**

Teacher Resources: Digital Inquiry Group (formerly The Stanford History Education Group), Junior Scholastic, Newsela, PBS Education, DBQ Project, World History Encyclopedia, World Book Online, CommonLit, Fordham University Internet History Sourcebooks Project, Historychannel.com, Nonnewaug/WMS LMC databases and resources, Children And Youth In History

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Beginning with classes graduating in 2027, graduating students must have completed a Free Application for Federal Student Aid (FAFSA), completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status, or completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE) signed by the student's parent/legal guardian or by the student if 18 years of age or older.

A principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student if the certified educator affirms that they have made a good faith effort to contact the parent/legal guardian or student about the completion of the application.

Through this policy, the Board sets a goal of ensuring 100% compliance for the FAFSA completion rates among grade 12 students or students in District adult education programs. This goal aims to ensure District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to initiate new strategies for 100% yearly student FAFSA completion rates. To implement this policy the Board may accept gifts, grants, and donations, including in-kind donations.

Strategies

The Board believes this goal of 100% FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

1. Design FAFSA completion initiatives according to target population's needs.
2. Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.
3. Incorporate financial aid training into the existing curriculum.
4. Provide individualized meeting between students and staff.
5. Collect and monitor appropriate data to identify which students are not completing applications and target extra support to them.

Instruction

FAFSA Completion Program

Strategies (continued)

6. Build trusting relationships with parents and the community in order to ensure students and their families feel comfortable in filling out the forms.
7. Design systems, tools and events focusing on students who might otherwise not complete an application.
8. Provide a network of resources to support school counselors and teachers.
9. Raise awareness about FAFSA, prior to senior year.
10. Provide sufficient and easily accessible resources on district/school websites.
11. Offer school-day and evening support for students and their parents/guardians.
12. Create a FAFSA student/parent portal pertaining to FAFSA.
13. Provide assistance through existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings etc.
14. Stress financial aid is for technical, two and four year schools.
15. Build a school- or campus-based FAFSA team to review data monthly and discuss and implement strategies to reach students.
16. Partner with local postsecondary institutions.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes

Public Act 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Public Act 23-204 An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, And Provisions Related to Revenue and Other Items Implementing the State Budget §319-320

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9

Policy adopted:

Instruction

Parent and Family Engagement Policy for Title I Students

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental and family engagement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with: (note: The ESSA speaks to offering a flexible number of meetings)

1. The ability to be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs;
2. The opportunity to be involved in an annual evaluation of the content and effectiveness of this policy in improving in those schools receiving Title I funds the academic quality; (Evidence-based strategies shall be used by the Board, based on this evaluation, by design more effective parental involvement)
3. Information about programs provided under Title I;
4. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
5. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

6. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The required annual evaluation of the District's Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's challenging academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

4. Ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language understandable to family members.

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parent's efforts at home to assist their children on learning activities.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in District Title I programs.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 114-95 §1010 (2015)

20 U.S.C. §7801 - Definitions

Policy adopted:

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

All contracts for, and purchases of supplies, materials, equipment and contractual services in the amount of ~~$25,000~~ $50,000 or more shall be based, when possible, on at least three competitive bids. All purchases less than ~~$25,000~~ $50,000 in amount may be made in the open market, but shall, when possible, be based on at least three competitive quotations or prices. (**NOTE:** This amount is established locally but C.G.S. 7-148v requires that sealed bidding is required for contracts or purchases greater than ~~$25,000~~ $50,000.) All purchases made in the open market shall be consummated after careful pricing. In an emergency situation these requirements may be waived by the Superintendent. The Superintendent shall notify the Board Chairman as soon as possible and the entire Board of Education at the next regularly scheduled meeting.

All contracts and all open market orders will be awarded to the lowest responsible qualified contractor or supplier, taking into consideration all of the factors set forth in policy #3320.

When bidding procedures are used, bids shall be advertised in the area newspapers for at least one day. Suppliers shall be invited to have their names placed on the mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding on the items or services being bid.

All bids must be submitted in sealed envelopes, addressed to the appropriate school and plainly marked with the name of the bids and the time of the opening. Bids shall be opened at the time specified and all bidders and other interested persons shall be invited to be present.

The school district reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the town/city. The school district reserves the right to waive any informalities in, or reject, any of all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The school district, after going out for a good or service and receiving submissions shall consult with the town's legislative body if the town provides or uses such good or service, and, if the equivalent level of such good or service is provided by the town or through a town contract for a lower cost that the lowest qualified bid received by the school district. In such situations, the district shall consider a cooperative arrangement with the town for the provision of such good or service. A "good or service" includes but is not limited to, portable classrooms, motor vehicles or materials and equipment, such as telephone systems, computers and copy machines.

Nothing herein shall be deemed to affect the District's obligations under law (including but not limited to Connecticut General Statutes §10-287) or Board Policy (including but not limited to Board Policy 7211) to solicit bids, proposals, and/or quotes with respect to contracts for a building/construction project for which the District is receiving state grants.

Soliciting Prices (Bids and Quotations) (continued)

Legal Reference: Connecticut General Statutes
7-148v Requirements for competitive bidding
P.A. 13-71 An Act Concerning Requirements for Competitive Bidding for t
the Award of Contracts or Purchase of Property by Municipalities
June 7, 2017 Special Session PO 17-2, Section 161

Policy adopted: May 6, 2019

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized that there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student-focused perspective based on respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not, for purposes of this policy, and Connecticut State Board of Education (CSDE) guidelines, include private schools, homeschooling, "*School Choice,"* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the "Guidelines for Alternative Education Settings," established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole-student approach. This approach promotes individualized programming to address students' personal, emotional, social, intellectual, work skills, safety and security needs and academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school, establish a new school, or establish a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education to provide alternative education pursuant to C.G.S. 10-158a.

Instruction

Alternative Education Programs (continued)

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, including a description of the students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines, must be evident. Also, to be a part of the alternative education program, clear and explicit criteria and procedural exit criteria frameworks must be used to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post information about any alternative education offered on its website, including purpose, location, contact information, staff directory, and enrollment criteria. Determination of enrollment shall be made by the student support team, which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified in particular curricular areas as indicated by the goals and objectives of an IEP.

Alternative education programs implemented by the District are meant to maintain flexible learning options regarding environment, structure, and pedagogy. Such programs include but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study. Before considering an alternative placement, a review of the student's academic, health, and behavioral records, including any PPT and Section 504 records, Student Success Plans, and other history of interventions, must occur.

Students may be placed in an alternative education program within available financial resources upon parent request if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if they disagree with the District's placement decisions.

Instruction

Alternative Education Programs (continued)

The Region 14 Board of Education provides a credit recovery program as part of the alternative education program. A student, if deemed at risk of not graduating, enrolled in the District's "traditional" program may access the credit recovery program without enrolling in the alternative program.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)
(cf. 6172.12 – Magnet Schools)
(cf. 6172.41 – Title I Program)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)

10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9

Policy adopted:
cps 11/15
rev 4/17
rev 9/24

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A new administrative regulation to consider.

Instruction

Alternative Education Programs

In developing an alternative education program to be presented to the Board of Education for its approval and budgetary support, these regulations provide the basis for such a program.

Program Philosophy

The basic tenets of an alternative education program shall include the following basic principles:

1. A philosophy of high expectations is evidenced through the program's documented mission and vision statements that are visible and available to all school/program community members.
2. The school/program embraces the concept that all students are capable and can be successful.
3. As part of the overall philosophy of the alternative education setting, family involvement is welcomed and actively supported. Families are considered equal partners and involved in all decision-making processes for their child's learning and personal success.
4. A climate must be created that supports receiving input from families and bi-directional communication to share information about the student's progress at home and school.
5. Enrollment in the alternative setting is an informed choice by students and their respective families. An orientation or information session is provided to explain the program and student expectations.
6. Students and their families shall be regularly informed of their progress through the mandated and personalized "Student Success Plan."
7. All students in the program shall receive instruction based on a curriculum aligned to the CT Core State Standards (CSS) unless modified by the goals and objectives of an IEP or Section 504 plan in particular curricular areas.
8. Instructional practices must be culturally relevant to promote understanding and respect for enrolled students and include their perspectives and interests within an inclusive learning environment to accommodate different learning styles and abilities through flexible groupings.
9. Students are provided support to transition into postsecondary training and employment.
10. All staff, students, and families will consider cultural differences as critical to understanding personal needs, and accommodations will be made for cultural differences to allow for personal success within the learning alternative(s).

Instruction

Alternative Education Programs (continued)

Guidelines for Student Placement

Student placement in an alternative education setting must include the following written policy direction:

1. **Prior to Referral**

   Before consideration of alternative placement, the following need to take place:

   - A review of the student's academic, health and behavioral records, including planning and placement team (PPT) or 504 records, student success plans (SSP), and the efficacy of tier 1, 2, and 3 interventions;
   - Assurance that Child Find requirements have been complied with;
   - Students may be referred from the following sources: parent, student (self or peer), school or district.

2. **Entrance Criteria**

   The Board of Education is required to approve the development of alternative education settings to ensure the following:

   - The alternative education program/school has a transparent and defined purpose, including a description of the types of students that may benefit most from the program/school environment.
   - Alternative education schools and programs develop clear and objective criteria for admission consistent with stated program guidelines provided to students and their parents/guardians at the time of admittance into the alternative setting.

3. **Process**

   The student and parents/guardians are provided with an accurate and comprehensive description of the alternative education delivered. There are culturally and linguistically responsive family and student engagement practices regarding all aspects of decision-making related to placement. The team will ensure that parents/guardians know and understand how the alternative education placement will benefit their child.

   Determination of enrollment is made by the student support team involved in the placement, which includes but is not limited to parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator (sending school), special education administrator or designee and PPT/504 Team (if the student has an identified disability).

   If there is disagreement with the placement decision, there must be a clear process written in policy by the Board delineating a family's right of appeal.

   The entrance criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Instruction

Alternative Education Programs (continued)

Guidelines for Continued or Discontinued Student Placement

To ensure that continued placement in the alternative setting is appropriate, the District's written policy must have a clear process to include the following:

1. **Annual Review**

   A review of the appropriateness of placement occurs at least annually with a team. The following issues are to be considered:

   - A review of program goals to reinforce student and parent choice regarding placement.
   - A review of the student's program of study and alignment to their Individualized Education Program (IEP) goals, where appropriate.
   - Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

2. **Exit Criteria**

   Alternative education settings must adopt clear and explicit criteria and procedural frameworks to address the following:

   - A return to the traditional school setting by an informed choice of the student and their family.
   - A determination that the setting is no longer beneficial to the student.

3. **Process**

   Student transition from an alternative education setting shall be made as follows:

   - Transition planning for placement outside of the alternative education setting is related to the annual review to ensure the continuity of support.
   - The transition plan provides recommendations consistent with the student's future educational plans as evidenced by their student success plan.
   - The transition plan is aligned with the student's IEP goals where appropriate.
   - Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, the appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

Instruction

Alternative Education Programs

Guidelines for Continued or Discontinued Student Placement (continued)

If there is disagreement with the placement decision, there must be a clear process written in the Board's policy by the LEA Board of Education, delineating a family's right of appeal.

The exit criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Regulation approved:
cps 4/17
reviewed 9/24

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Appendix C: Observation Frequency

Type of Observation	**New to Profession/Region 14** (fewer than 40 months of full-time service in public education, OR educators with fewer than 20 months of full-time service in Region 14)	**Tenured in Region 14**
Goal-Focused Observation	One~~Two~~ each school year ~~(One from October through January, one from February through May)~~	One~~Two~~ each school year ~~(One from October through January, one from February through May)~~
Informal Observation	**At least three~~two~~** each school year (at least two~~one~~ for educators less than .5 FTE)	**At least two~~one~~** each school year
Walkthroughs will occur throughout the year.		

FIELD TRIP REQUEST FORM

Revised 12/22/2023

RECEIVED JAN 06 2025

Procedural Guidelines: Field trips are covered under Board policy 6153. Field trips should support course or club curriculum. The following parameters will be applied to all field trips:

- Three weeks prior to the field trip (or six weeks prior to an out of state overnight trip) submit this field trip request form with a curriculum justification statement and a proposed roster of students.
- Upon approval of the trip, formalize all arrangements for transportation and other costs.
- Ensure that all students and parents complete and sign the permission form.
- Provide alternative plans for students who are not attending the field trip.
- Submit a final roster of participating students to all faculty and administrators at least 7 **calendar days** prior to trip. The list cannot be changed after this point. (There are no refunds after this point.)
- Blackout dates apply including: first week of each semester, last week of each quarter, week before, during and after Smarter Balance; exam week; last week of April; the month of June. SAT & PSAT (see your school administrator for more information).
- On the morning of the trip, submit the final roster and a copy of every permission form to the attendance secretary.
- Keep the original permission forms in your possession throughout the trip.
- Students will be allowed to take 5 field trip days per marking period/ 12 trip days per year. It is both the student's and the sponsoring teacher's responsibility to know this. The main office will publish a field trip attendance report upon request.

Field Trip Request Form

Date of Request: 1/3/25	Title and Destination of Trip: Agriculture in Florida	Date of Trip: 4/12-4/17 2025
Sponsoring Department: Ag	Person in Charge: J Jedd	Is this an overnight trip? YES X No_____
Number of Students: 430 Number of Busses 0	Number of Chaperones: 2 teachers + parents	Names: J Jedd J. Hungerford
Type of Trip: Educational [X] Recreational [X]	Time of Departure: TBD 4/12 AM Time to Arrive: TBD	Time of Expected Return: 4/17 PM TBD
Mode of Transportation: plane, car, van	Cost of Transportation: 550 flight 2150 cars	Cost of Food: ~16.50 - lunches dinner on own - 20-25
Cost of Lodging: 110/night/room	Other Costs: Admission/incidental 110	Other Costs: Program 530
Total Cost of Trip: 1440 PIP	Source of Revenue: Fundraising, Alumni cont.	Student Cost: 1440 - will be reset once I make reservations - estimating high 500 deposit. Then payment plan

Cost Checklist:	Checklist:		
_____ *Transportation*	____ Yes	____ No	*Cafeteria Notified*
_____ *Food*	____ Yes	____ No	*Substitute Arranged*
_____ *Lodging*	____ Yes	____ No	*Master Calendar Notated*
_____ *Other*	____ Yes	____ No	*Plans Made for Non-Attendees*
$_____ *Total*	____ Yes	____ No	*Tracphones needed* _____ *# of phones*

Signature of Person in Charge of the Field Trip: _____

Date of Signature: 1/3/25

FIELD TRIP APPROVAL PROCESS

	Approved	Not Approved	Date
Department Chair			1/3/25
Principal	MK		1/6/25
Superintendent			1/8/25
Board of Education (For overnight, out-of-state trips)			

IN-STATE DAY TRIPS
OUT-OF-STATE DAY TRIPS
IN-STATE OVERNIGHT TRIPS

Approved by Principal

Approved by Superintendent

OUT-OF-STATE OVERNIGHT TRIPS

Approved by Principal

Approved by Superintendent

Approved by Board of Education

USE OF ALL STAR TRANSPORTATION

When the field trip is approved, the main office secretary will fax this form to All Star Transportation at (203) 263-0841.

Date of Trip: _____ Destination: _____

Departure Time: _____ Time to arrive at event: _____ Time to leave event: _____ Return Time: _____

Number of Students and Chaperones: _____ Number of Busses needed _____

Secretary's Signature: _____

TEACHER IN CHARGE MUST EMAIL CATHERINE.GOODFIELD@ALL-STARTRANSPORTATION.COM, SHE WILL THEN RESPOND WITH A PRICE QUOTE AND ESTIMATED TIME AND MILEAGE OF EACH TRIP. ALSO, WHEN A FIELD TRIP IS CANCELED, THE PERSON IN CHARGE OF THE TRIP MUST NOTIFY THE TRANSPORTATION COMPANY.

Field Trip Permission Form Parent Section

Dear Parent or Guardian: A field trip has been planned involving your child. If you approve of your child's participation, please complete the following information.

Field Trip date: 4/12-4/17 25 Destination: Florida Keys

Mode of Transportation: Plane, Car, Van Cost to Student: ~1440 - may fluctuate 500 deposit

Departure Time: AM 4/12/25 Return Time: PM 4/17/25

Overnight: Yes_____ No_____ (If yes, roommates will be assigned; students' requests will be considered.)

My son/daughter _____ has my permission to go on the described field trip. I give my permission for emergency medical care if the need should arise. The trip sponsor should know about the following medical conditions (if applicable):

_____.

Here is the emergency contact and any other additional medical information that may assist in caring for my son/daughter:

_____.

I understand that field trip arrangements are based on the number of students who choose to participate. Students may receive a refund if they cancel their reservations eight or more days before the field trip date. Refunds cannot be given after that time.

Parent Signature:_____ Date: _____

Field Trip Permission Form Student Section

I understand that I am responsible for obtaining permission from teachers to attend this field trip. I am responsible for all work missed during this activity, making prior arrangements for missed tests and quizzes, obtaining class notes, and completing missed homework. I also understand that I am responsible to follow the rules established by the school and the organization hosting the field trip.

Student's Signature:_____ Date: _____.

Principal's Signature:_____

Flight- BDL or JFK to Miami- will choose best flight possible
April 12- Leave 6-8am (earlier the better)
April 17- Return 8-10pm

Student requirement- you must know how to swim to be on this trip. Weight limit is 275 lbs. Bring reef safe sunscreen only. Please be sure to have medication to help with seasickness and riving as we will drive on bridges, be on boats, and will fly on an airplane (to get to and from Florida). We will go to Costco in Miami to get materials to make lunch for April 13-17. We will have salads or sandwiches. Please bring a container and fork with you if you would like a salad so we can pack them.

Costs-
Flight- 550 ,
Rental Vans enterprise- ~700 each for week (15 pass), Full size SUV for baggage, ~750 per week = 2150
Hotel: Travelodge by Wyndham Florida City/Homestead/Everglades $110/night (rooms of 4), free breakfast, 6 rooms = 660, 5 nights = 3300
Lunches: Costco Miami- sandwich materials, fruit, salad, snacks, materials: 400

Flight Ticket Per Person: ~550- pay for extra baggage on own. High Estimate- I am going to shop around to find lower and we should be able to get a group rate
Car Breakdown Per Person (based on 24): ~100
Hotel Breakdown Per Person (based on 24): ~140 (adults will be more since 2 to a room)
Lunch Breakdown per person (based on 24): $16.50
Admission per person: Turtle Rehab: 35
Admission per person: Dolphin Center: 45
Cost per person REEF: 530
Misc. Admission/costs/tolls/parking/etc.: $30

Total per student: 1440. I can also change the program to be about 430 per student if that will help the trip pass.

Day 1- April 12- Saturday

- Fly, get cars, drive to Keys and lunch on way
- 2.5 hr drive to Turtle Rehabilitation center from Miami airport
- ~1:30pm- Turtle Hospital Tour and Feeding [35.00p/p, 90 min. tour plus additional time to explore]
    - Guided tour of hospital, including sea turtle identification and biology, veterinary and surgical areas, rehabilitation areas, and education regarding how to help sea turtles, and feed the turtles at the end of program
- 1 hour drive to Key West Lighthouse and southernmost point of the continental US
- Key West Tropical Forest and Botanical Garden $15 (closes at 4pm)
- Dinner- Kaya Island Eats, Caroline's Cafe, or Frita's Cuban Burgers

- Meals- Lunch on road ($15), Dinner ($20-25)

Day 2- April 13- Sunday- Biscayne National Park, Dolphin Research Center, and beach day

- Shopping for meals for week
- Dolphin Research Center [45.00 p/p, 3.5 hour minimum)
    - Private tour including staff only boardwalks, narrated session about dolphins and/or sea lions, private tour of fish house to learn about meals and diets, private presentation on student's choice of topic, closer look at dolphins with a private training or biology demonstration, greet a dolphin- give them a backrub and meet them up close
- Florida Keys Eco-Discovery Center [free]
- Biscayne Visitor Center and Art Gallery at Convoy Point- contact NPS for a beach cleanup time https://www.nps.gov/bisc/getinvolved/volunteer.htm
- Meals: Breakfast at hotel, Lunch- Sandwiches and snacks made at the hotel, Dinner- Alabama Jacks (closes at 7pm) or Everglades Gator Grill (Closes at 6:30pm)
- Meals- Premade Lunch, Dinner ($20)

Day 3/4/5/6- April 14-17- REEF Programming- Citizen Science (Reef Environmental Education Foundation) 530 p/p for 4 days includes 2 days snorkeling and 1 day kayak https://www.reef.org/sample-expedition-itineraries , https://www.reef.org/explorers/expeditions Two days for the Volunteer Fish Survey Project including Fish ID & Behavior lessons and a snorkel trip by boat to the coral reef. Students will receive Advanced Citizen Science training and become Level 2 surveyors with REEF. Data collected will be submitted and used scientists in the field. One day for the Invasive Species Program including lessons on citizen science and invasive lionfish, and interactive activities related to invasive lionfish. One day for Caribbean Tropical Ecology including a kayaking tour through the mangroves and an educational activity. REEF materials include Volunteer Fish Survey Starter Kit (fish identification card, survey slate, survey paper, wrist band), use of lionfish research supplies/lionfish dissection tools, lionfish jewelry materials. Also included is all snorkeling and kayaking equipment.

- Evening activities:
- April 14- Everglades
    - Breakfast at hotel, Lunch- sandwiches at program, Dinner- Red Crab Florida ($15-25)
- April 15- Everglades or Key West National Key Deer Refuge
    - Breakfast at hotel, Lunch- sandwiches at program, Dinner- Cracked Conch Cafe ($15-20)
- April 16- Gray Taxidermy Pompano Beach Miami? (2 hr drive from REEF), or Crocodile Lake National Wildlife Refuge and John Pennekamp Coral Reef
    - Breakfast at hotel, Lunch- sandwiches at program, Dinner- Shipwreck's Bar and Grill if at Keys, vote on fast food if at Miami (probably chick fil a)
- April 17- Fly Home
    - Breakfast at hotel, Lunch- sandwiches at program, Dinner- airport

2025/2026 REGIONAL SCHOOL DISTRICT 14 CALENDAR

July 2025

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					(5)	(3)

September 2025

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					(21)	(21)

October 2025

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					(22)	(21)

November 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30					(17)	(16)

December 2025

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					(17)	(17)

January 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					(19)	(19)

February 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
					(18)	(18)

March 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					(22)	(21)

April 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					(16)	(16)

May 2026

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					(20)	(20)

June 2026

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					(9)	(9)

- **Professional Learning/Early Dismissal First and Third Wednesdays Unless Otherwise Noted: NHS/WMS 1:00 pm; MES/BES 2:00 pm**
- Early Dismissal Times: NHS and WMS 11:55 am; MES and BES 12:55 pm
- School Year includes **181 student days** and **186 faculty days**
- *The Last day of school and high school finals schedule is dependent upon cancellations due to weather or other emergencies*

01/09

Board Approved xx/xx/20xx

Date	Event/Holiday
July 7 – 31 M-Th 16 days	Extended Year Services
August 20th/21st	New Teacher Orientation
August 25	Convocation/Teacher Prof. Develop.
August 26	Teacher Professional Development
August 27	First day of School
September 1	Labor Day – Schools Not In Session
September 18	NHS Open House
September 23	BES/MES Open House
September 25	WMS Open House
October 10	Teachers' Professional Learning Day - Schools Not In Session
October 13	Columbus Day – Schools Not In Session
October 16	NHS 8th Grade Agriscience Open House
November 4	Teachers' Professional Learning Day - Schools Not In Session
November 11	Veteran's Day Observed – Schools Not in Session
November 18	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
November 20	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
November 21	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
November 26	Early Dismissal
November 27 & 28	Thanksgiving – Schools Not In Session
December 8	Planned Early Dismissal for WMS (Parent/Teacher Conferences)
December 9	Planned Early Dismissal for WMS (Parent/Teacher Conferences)
December 11	Planned Early Dismissal for WMS (Parent/Teacher Conferences)
December 23	Early Dismissal
December 24 to January 2	Winter Break – Schools Not In Session
January 15	Planned Early Dismissal for NHS (Parent/Teacher Conferences)
January 16	Early Dismissal – Teacher Prof Lrng
January 19	Martin Luther King, Jr. Day – Schools Closed
February 16 & 17	Presidents' Day/February Break – Schools Not In Session
February 24	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
February 26	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
February 27	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
March 20	Teachers' Professional Learning Day - Schools Not In Session
April 3	Good Friday/Schools Not in Session
April 13-17	April Break – Schools Not In Session
May 22	Early Dismissal – Teacher Prof Lrng
May 25	Memorial Day – Schools Not In Session
June 11	Last Day of School* EARLY DISMISSAL
Professional Learning/Early Dismissal Wednesdays	1st and 3rd Wednesdays Unless Otherwise Noted NHS/WMS 1:00 p.m. - MES/BES 2:00 p.m.

2025-2026 SPECIAL OBSERVANCE DAYS

Faculty will make appropriate accommodations for students who *commemorate these and other special observance days.*

June 27, 2025 – July 25, 2025	Muharram (Islamic New Year)
July 6, 2025	Ashura (Islamic)
August 9, 2025	Raksha Bandhan (Hindu)
August 16, 2025	Krishna Janmashtami (Hindu)
September 23, 2025	Rosh Hashanah (Jewish)
September 22, 2025 – October 2, 2025	Navaratri (Hindu)
October 2, 2025	Yom Kippur (Jewish)
October 7, 2025 – October 13, 2025	Sukkot (Jewish)
October 20, 2025	Diwali (Hindu)
December 15, 2025 – December 22, 2025	Hanukkah (Jewish)
December 25, 2025	Christmas (Christian)
December 26, 2025 – January 1, 2026	Kwanzaa (African American)
January 6, 2026	Epiphany/Three Kings Day (Christian)
January 7, 2026	Orthodox Christmas
February 17, 2026	Chinese New Year
February 18, 2026 – March 18, 2026	Ramadan (Islamic)
February 18, 2026	Ash Wednesday (Christian)
March 3, 2026	Purim (Jewish)
March 4, 2026	Holi (Hindu)
March 20, 2026	Eid al-Fitr (Islamic)
April 2, 2026 – April 9, 2026	Passover (Jewish)
April 5, 2026	Easter (Christian)
April 12, 2026	Orthodox Easter
May 27, 2026	Eid al-Adha (Islamic)
June 19, 2026	Juneteenth